

Brownwood Independent School District

Coggin Elementary School - TIP

2023-2024 Submissions/Essential Actions/Action Steps

Superintendent:
DCSI/Grant Coordinator:

Dr. Joe Young
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Principal: Kali McLaughlin
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ESC Region: 15

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Submissions

Submission 1 (optional)

1. Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: The campus self-assessment indicates that the instructional leaders calendar core leadership tasks, assign teachers for supervision, and have written protocols in place. The principal is in her second year and the AP is a first year administrator. Actions to further develop leadership performance will have a positive impact on overall improvement of the campus.

Source Used to Identify Rationale: Self Assessment

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: Campus leaders will complete a minimum of two action steps assigned by their TIL coach each six weeks that is grounded in the success criteria of Strong School Leadership and Planning and the TIP Action Steps for 1.1.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Coggin TIP plan will be shared with all staff by November 17, 2023. BOY goals will be reviewed along with the School Improvement Theory of Action to ensure staff understands that the ESF is grounded in research that supports school improvement. Administrator goals will be shared with staff so that teachers know that the ILT is working to develop leadership skills and continually plan for improvement through roles and responsibilities outlined in the ESF.

Desired Annual Outcome: By June 2024 the principal at Coggin Elementary will have completed 70% of district core leadership tasks as outlined in the district job description for elementary principals as evidenced by calendared meetings, meeting protocols, agendas and minutes, and formative data. Prioritized goals for the principal will be to consistently track all student progress and formative data, and lead effective PLC meetings that focus on growth for all students.

District Commitment Theory of Action: Brownwood ISD administrators create conditions for school success by removing barriers, allowing flexibility for leaders to meet unique needs of the campus, and protecting principal time dedicated to school instructional leadership.

Incremental Outcome 1 (optional): By June 2024 the principal at Coggin Elementary will have completed 70% of district core leadership tasks as outlined in the district job description for elementary principals as evidenced by calendared meetings, meeting protocols, agendas, and minutes, and formative data tracking tools. Prioritized goals for the principal will be to consistently track all student progress and formative data, and lead effective PLC meetings that focus on growth for all students.

District Actions: If the district provides ongoing support and coaching for the campus leader as outlined by district roles and responsibilities for campus leaders, then the campus leader will have consistent opportunities to improve leadership skills through ongoing observations and feedback provided by district leaders

Incremental Outcome 2 (optional):

Did you achieve your Incremental Outcome 1 (optional):

What data supports your claim? (optional):

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?
Scripting and implementing consistent written protocols and processes to lead PLC's and data meetings may be a challenge for the principal.	Action Step 3	PLC and data meeting protocols will be supported by district and ESC personnel.

Did you achieve your Incremental Outcome 2 (optional):

What data supports your claim? (optional):

Step 1 Details	Reviews
<p>Action Step 1: Campus leaders will complete ESF Observation Feedback training by December 1, 2023 which will include ongoing support throughout the year.</p> <p>Evidence Used to Determine Progress: Training agenda; sign in sheet</p> <p>Leader(s) Accountable: Principal</p> <p>Leader Follow Up Action(s): Provide observation and feedback see it, name it, do it practice documentation by December 8, 2023.</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: November 13, 2023 - Frequency: Ongoing - Evidence Collection Date: May 17, 2024</p> <p>Funding Sources: ESC Contract for TIL - 6200-Professional and contracted services - \$15,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus instructional leaders will meet weekly to track student progress with an emphasis on data analysis and progress monitoring; agendas, minutes, and next steps will be documented weekly.</p> <p>Evidence Used to Determine Progress: Weekly meeting agendas, recorded meeting minutes, and next step documentation.</p> <p>Leader(s) Accountable: Principal</p> <p>Leader Follow Up Action(s): Principal will ensure data is available for weekly meetings and ensure plans for next steps are in place and carried out.</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: November 13, 2023 - Frequency: Weekly - Evidence Collection Date: May 17, 2024</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Campus leaders will use scripted protocols and consistent written protocols and processes to lead PLCs and data meetings.</p> <p>Evidence Used to Determine Progress: Written protocols; scripts for meetings.</p> <p>Leader(s) Accountable: Principal</p> <p>Leader Follow Up Action(s): Script PLC meeting protocols; running agendas will be used to review previous meeting information and goals.</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 13, 2023 - Frequency: Weekly - Evidence Collection Date: May 17, 2024</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Submission 1 (optional)

2. Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

Implementation Level: Partial Implementation

Key Practices: Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.

Rationale: The campus mission, vision, and value statements were created spring 2023. The campus has shared these statements with staff and community through their web page, posters in classrooms, and on morning announcements. Strategies that reflect these statements are in the beginning stages for the Coggin staff.

Source Used to Identify Rationale: Self Assessment

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: Administrators of the campus have an O/F schedule in place. Leaders will complete O/F TIL training and use those skills to build teacher capacity through action steps based on feedback that supports high expectations, rigorous instructional strategies, and activities that are grounded in research.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Coggin TIP plan will be shared with all staff by November 17, 2023. BOY goals will be reviewed along with the School Improvement Theory of Action to ensure staff understand that the ESF is grounded in research that supports school improvement. Campus leaders will continue to share mission, vision, and value goals with all stakeholders and support those statements by modeling high expectations, a shared ownership for all students, supporting teachers to implement high leverage teaching practices, and consistently using asset-based language with all stakeholders.

Desired Annual Outcome: By June 2024 all staff observation and feedback documentation will show that 70% of action step goals that represent high expectations, rigor, engagement, high leverage teaching practices, and curriculum alignment will have been met, as evidenced by the district walk-through documentation protocols for elementary campuses.

District Commitment Theory of Action: District leaders will provide ongoing support and coaching of the campus leaders and will collaborate with school leaders to share district goals that establish clear expectations to ensure the district and school reach common goals for student success.

Incremental Outcome 1 (optional): By June 2024 all staff observation and feedback documentation will show that 70% of action step goals that represent high expectations, rigor, engagement, high leverage teaching practices, and curriculum alignment will have been met, as evidenced by the district walk-through documentation protocols for elementary campuses.

District Actions: If district policies and practices prioritize principal and principal supervisor instructional leadership, then campus and campus supervisors will have dedicated time to ensure campus goals based on a safe environment, high expectations, and rigorous instruction are met.

Incremental Outcome 2 (optional):

Did you achieve your Incremental Outcome 1 (optional):

What data supports your claim? (optional):

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?
Stakeholders engaged in creating mission, vision and value statements last school year. Leveraging those values to engage staff in research based strategies for instruction may be a challenge.	Action Step 1, Action Step 2	Campus leaders will support staff through observation and feedback that supports research based instructional strategies and is tied to their mission of being "Dedicated, Dependable, and Disciplined".

Did you achieve your Incremental Outcome 2 (optional):

What data supports your claim? (optional):

Step 1 Details	Reviews
<p>Action Step 1: Leadership strategies and activities will be grounded in research and will include "dedication" to high expectations, a shared ownership for student success, and ambitious student learning through rigorous and engaging lessons.</p> <p>Evidence Used to Determine Progress: PLC protocols, agendas, and minutes Student goal setting artifacts Observation/Feedback Documentation</p> <p>Leader(s) Accountable: Principals</p> <p>Leader Follow Up Action(s): Track student formative data O/F Documentation</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 13, 2023 - Frequency: - Evidence Collection Date: May 17, 2024</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Leadership strategies and activities will include "dependable" support through observation and feedback for teachers to implement high leverage teaching activities.</p> <p>Evidence Used to Determine Progress: Observation and feedback documentation Tutors schedules to support RLA and math</p> <p>Leader(s) Accountable: Principal</p> <p>Leader Follow Up Action(s): Classroom visits to observe teachers implementation of action steps to improve instruction. Ensure RLA and math teachers have support for small group instruction.</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 13, 2023 - Frequency: Weekly - Evidence Collection Date: May 17, 2024</p> <p>Funding Sources: Tutors for small group instruction - 6100-Payroll - \$30,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus leaders will ensure goals are set for student progress that are aligned to the highest priority curriculum and instructional strategies through campus PLC protocols that include data tracking metrics, class data goals, and individual student goal setting folders</p> <p>Evidence Used to Determine Progress: PLC Protocols and minutes Data goal setting artifacts - District AIM sheets, class and student data tracking artifacts.</p> <p>Leader(s) Accountable: Principal</p> <p>Leader Follow Up Action(s): Campus leaders will meet weekly to review student data and data sources.</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: November 13, 2023 - Frequency: - Evidence Collection Date: May 17, 2024</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Administrators and teachers will demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed.</p> <p>Evidence Used to Determine Progress: Campus EOY Climate survey</p> <p>Leader(s) Accountable: Principal</p> <p>Leader Follow Up Action(s): Model asset-based language in all interactions with all stakeholders.</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: November 13, 2023 - Frequency: - Evidence Collection Date: May 17, 2024</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Submission 2A (optional)

Did you achieve your student performance data goals?:

What data supports your claim?:

1. Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

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District Commitment Theory of Action: Brownwood ISD administrators create conditions for school success by removing barriers, allowing flexibility for leaders to meet unique needs of the campus, and protecting principal time dedicated to school instructional leadership.

District Actions:

Did you achieve your annual outcome?:

What data supports your claim?:

Submission 2A (optional)

2. Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

Implementation Level: Partial Implementation

Key Practices: Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

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District Actions:

Did you achieve your annual outcome?:

What data supports your claim?:

Submission 2B - Summer Planning

Did you achieve your student performance data goals?:

What data supports your claim?: