

Ector County Independent School District
Ireland Elementary - TIP
2022-2023 Cycles/Essential Actions/Action Steps



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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: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • 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: Ireland campus-wide expectations and policies will ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. Ireland Elementary instructional leaders and teachers will build trust with students through various means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunities for participation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus instructional leaders will conduct classroom observations and provide teachers with focused, actionable feedback. Based on trends in teacher observation data, the instructional leadership team will adjust coaching frequency and provide professional development monthly to meet their needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Leadership will share information to communicate priorities, building trust and culture through newsletters, school status, parent-teacher conferences, and math and literacy nights. The campus will engage in shared goal setting to ensure continuous growth for teachers and students.

Desired Annual Outcome: By the end of the 2022-2023 school year, leaders will provide 100% of teachers with ongoing job-embedded professional development and observation feedback cycles to support instruction by incorporating rigorous, meaningful student discourse, celebrating various perspectives, and soliciting and responding to student feedback.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive 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 campus instructional leaders can provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Desired 90-day Outcome: By the end of November, 100% of the campus instructional leadership team will communicate the cadence of observation feedback cycles, including priority instructional expectations and how support will be provided for action steps mastery, as evidenced by training agendas, campus data, and SchoolMint Grow. The instructional leadership team will use a checklist of "look fors" to measure student feedback during walkthroughs.

District Actions: The district's DCSI will use the previous Relay training and implementation to train the campus instructional leadership team on using the Get Better Faster Scope and Sequence to assign action steps and calibrate where teachers fall on the waterfall.

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?
Scheduling & monitoring will be barriers during this cycle.	None	Prioritizing ILT (instructional leadership team) meetings will provide accountability for completing consistent observation feedback.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will conduct calibration sessions to ensure consistency and alignment in action steps assigned to teachers.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, Get, better fast waterfall, leadership calendar.</p> <p>Person(s) Responsible: campus leadership team</p> <p>Resources Needed: none at this time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus instructional leadership team will conduct classroom observations and utilize data to provide weekly bite-sized, measurable, and timely feedback to teachers.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, leadership calendars</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Resources Needed: none at this time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Weekly - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: The campus instructional leadership team will meet bi-weekly to review observation data, discuss action step mastery, and identify campus trends to adjust coaching frequency and provide ongoing job-embedded professional development accordingly.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow action items report, CILT agendas and minutes, PD agendas</p> <p>Person(s) Responsible: Campus instructional leadership team</p> <p>Resources Needed: Ongoing support from the district for professional development as needed.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Weekly - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • 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: The campus instructional team worked diligently to support teachers in data-driven instructional processes, which yielded exponential growth in student outcomes. Supporting teachers in analyzing student work and assessments will allow the campus to refine its process of intentional decision-making. This will facilitate building teacher capacity in purposefully adjusting instruction to address gaps and student misconceptions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? District members will provide ongoing training and support as needed to ensure all campus leadership builds efficiency in DDI processes. The campus leadership team will model and support teachers in all DDI protocols and complete follow-up observations to determine the effectiveness of instructional adjustments. Teachers will create data sheets to identify gaps in student learning for the reteach and reassessment process.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus leadership team will celebrate student and teacher growth to create a culture of improvement. Teachers will hold goal-setting conferences with students and communicate expectations for tracking their individual progress in data binders. Parent-teacher conferences will be held to review progress and goals.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders and teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends and root causes for student misunderstanding, and create plans for instructional adjustments including rehearsing delivery.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive 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 can utilize a corrective instructions action planning process individually and in PLCs to analyze student work, identify trends n student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustment.

Desired 90-day Outcome: By the end of November, 100% of campus instructional leaders and teachers will complete detailed data analysis to determine campus, classroom, and individual student goals.

District Actions: The district DCSI will train the instructional leadership team on using the Leverage Leadership Weekly Data Meeting One Pager 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?
Differentiating DDI processes when teacher capacity is varied amongst teams	None	CILT is continually providing support to ensure each team is gaining proficiency in DDI processes.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will support teachers in completing a thorough data analysis to determine campus, classroom, and individual student goals.</p> <p>Evidence Used to Determine Progress: Data Tracking Tools, goal sheets</p> <p>Person(s) Responsible: Teacher and CILT</p> <p>Resources Needed: Tutoring, Math STAAR Training at Region 18, Gretchen Bernabei STAAR Grammar Training, materials for literacy, math, and science parent nights</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 6, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus leadership team will utilize data analysis to provide evidence-based feedback to teachers and evaluate the effectiveness of reteach plans.</p> <p>Evidence Used to Determine Progress: reteach plans, student data, SchoolMint Grow</p> <p>Person(s) Responsible: Teachers, CILT</p> <p>Resources Needed: none at this time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: The campus instructional leadership team will attend DDI sessions and monitor teams to evaluate protocols and provide any additional training or support.</p> <p>Evidence Used to Determine Progress: DDI agendas, SchoolMint Grow, PD agendas</p> <p>Person(s) Responsible: CILT</p> <p>Resources Needed: none at this time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

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: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • 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: Ireland campus-wide expectations and policies will ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. Ireland Elementary instructional leaders and teachers will build trust with students through various means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunities for participation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus instructional leaders will conduct classroom observations and provide teachers with focused, actionable feedback. Based on trends in teacher observation data, the instructional leadership team will adjust coaching frequency and provide professional development monthly to meet their needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Leadership will share information to communicate priorities, building trust and culture through newsletters, school status, parent-teacher conferences, and math and literacy nights. The campus will engage in shared goal setting to ensure continuous growth for teachers and students.

Desired Annual Outcome: By the end of the 2022-2023 school year, leaders will provide 100% of teachers with ongoing job-embedded professional development and observation feedback cycles to support instruction by incorporating rigorous, meaningful student discourse, celebrating various perspectives, and soliciting and responding to student feedback.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive 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 campus instructional leaders can provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Desired 90-day Outcome: By the end of February, 100% of leaders will provide targeted feedback after classroom observations to ensure that 100% of teachers respond with precise feedback and incorporate high-level questioning during guided discourse, as evidenced by mastery of action steps in SchoolMint Grow reports and student data tracking.

District Actions: The DCSI and Principal will conduct walk-throughs to specifically focus and give feedback on high-level questioning.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • 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: The campus instructional team worked diligently to support teachers in data-driven instructional processes, which yielded exponential growth in student outcomes. Supporting teachers in analyzing student work and assessments will allow the campus to refine its process of intentional decision-making. This will facilitate building teacher capacity in purposefully adjusting instruction to address gaps and student misconceptions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? District members will provide ongoing training and support as needed to ensure all campus leadership builds efficiency in DDI processes. The campus leadership team will model and support teachers in all DDI protocols and complete follow-up observations to determine the effectiveness of instructional adjustments. Teachers will create data sheets to identify gaps in student learning for the reteach and reassessment process.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus leadership team will celebrate student and teacher growth to create a culture of improvement. Teachers will hold goal-setting conferences with students and communicate expectations for tracking their individual progress in data binders. Parent-teacher conferences will be held to review progress and goals.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders and teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends and root causes for student misunderstanding, and create plans for instructional adjustments including rehearsing delivery.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive 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 can utilize a corrective instructions action planning process individually and in PLCs to analyze student work, identify trends n student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustment.

Desired 90-day Outcome: By the end of February, the instructional leadership team will monitor DDI sessions and observe reteach lessons to ensure that 80% of teachers effectively utilize student work analysis to adjust daily lessons and create reteach for specific student gaps, as evidenced by student data analysis, classroom observation data, professional development agendas, and action step documentation.

District Actions: The district DCSI will observe and give feedback to the leadership team on the "Do It" portion of the DDI process.

Did you achieve your 90 day outcome?:

Why or why not?:

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: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

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Desired 90-day Outcome: By the end of May, 100% of leaders will provide targeted feedback after classroom observations to ensure that 100% of teachers respond with precise feedback and intentional questioning during rigorous, student-led discourse, as evidenced by mastery of action steps in SchoolMint Grow reports and student data tracking.

District Actions: The DCSI will conduct walk-throughs with the Principal to calibrate on targeted feedback given to the teachers.

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

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Rationale: The campus instructional team worked diligently to support teachers in data-driven instructional processes, which yielded exponential growth in student outcomes. Supporting teachers in analyzing student work and assessments will allow the campus to refine its process of intentional decision-making. This will facilitate building teacher capacity in purposefully adjusting instruction to address gaps and student misconceptions.

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Desired 90-day Outcome: By the end of May, the instructional leadership team will monitor DDI sessions and observe reteach lessons to ensure that 100% of teachers effectively utilize student work analysis to adjust daily lessons and create reteach closing identified student gaps, as evidenced by student data analysis, classroom observation data, professional development agendas, and action step documentation.

District Actions: The DCSI will observe and give feedback to the leadership team on the DDI process during PLC's.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)