

Ector County Independent School District

Dowling Elementary - TIP

2022-2023 Cycles/Essential Actions/Action Steps



Superintendent:
DCSI/Grant Coordinator:

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Susan Hendricks

Principal: Julie Marshall
ESC Case Manager: Sha Burdsal-Hartzler
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 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: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Instructional staff continues to struggle to understand the TEKS. Because of this struggle, the full depth of the standards is never taught in its entirety. Lesson plans are lacking specificity and are not monitored.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Talent Development will partner with Curriculum and Instruction department to provide monthly training for the MCLs in the area of planning. The Instructional Leadership Team will provide direct instruction on lesson plan components and how to write effective learning objectives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

Desired Annual Outcome: By May 2023, 90% of the teachers will write and execute objective driven daily lesson plans with an aligned exit tickets as evidenced by lesson plan review and data analysis of the exit tickets.

District Commitment Theory of Action: If the district provides access to interim assessments aligned to the standards and the expected level of rigor, then consistent processes and systems will be implemented effectively.

Desired 90-day Outcome: By the end of November 2022, 100% of the lesson objectives will be aligned to the TEKS, included in lesson plans, posted in the classroom, and reviewed with students prior to and during instruction.

District Actions: The DCSI and principal will conduct Observation Feedback loops identifying lesson objective alignment.

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?
A challenge is that teachers have a lack of experience writing aligned objectives.	None	The ILT will train teachers on how to align learning objectives to the TEKS.

Step 1 Details	Reviews
<p>Action Step 1: The principal will train teachers on the campus lesson plan expectations.</p> <p>Evidence Used to Determine Progress: agenda, teacher sign in sheet</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: exemplar lesson plan, district lesson plan template</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - 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 ILT will train teachers on how to align learning objectives to the TEKS.</p> <p>Evidence Used to Determine Progress: agenda, sign in, presentation</p> <p>Person(s) Responsible: ILT, Principal</p> <p>Resources Needed: curriculum, TEKS, learning objective</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Each teacher will have a planning day each 6 weeks to complete the backward design process, including the learning objectives and daily exit tickets.</p> <p>Evidence Used to Determine Progress: completed pacing calendar, daily objectives, daily exit tickets</p> <p>Person(s) Responsible: ILT, MCLs, principal</p> <p>Resources Needed: curriculum, TEKS, pacing calendar</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: - 6100-Payroll - \$10,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: The ILT will identify a system for monitoring and documenting lesson plan feedback.</p> <p>Evidence Used to Determine Progress: Lesson Plan feedback monitoring system</p> <p>Person(s) Responsible: Principal, ILT</p> <p>Resources Needed: Lesson plans, lesson plan feedback</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 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: Not Yet Started

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. • 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. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The PLC/DDI process occurs twice weekly but the ILT is still refining and perfecting the process. The team struggles to get to the "Do it" and practice steps.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Talent development department will coach the MCLs and are providing 1 day per month training on DDI. DCSI and Principal will provide support and coaching for MCLs during the PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

Desired Annual Outcome: By May 2023, 80% of the teachers will use the corrective action planning process to analyze data, identify trends in student misconceptions, and determine root cause as to why the students may have not mastered concepts as evidenced by PLC agenda minutes, data analysis protocols, and reteach plans.

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 the instructional leadership team will be able to build capacity with instructional teams.

Desired 90-day Outcome: By the end of November 2022, 100% of the teachers will complete data analysis protocol after each testing cycle.

District Actions: DCSI will coach the Multi-Classroom Leaders (MCL's) and teachers on the "Do It" portion of the See It, Name It, Do It 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?
The teachers have difficulty developing reteach plans.	None	ILT will train the teachers on developing effective reteach lessons.

Step 1 Details	Reviews
<p>Action Step 1: The Leadership team will be trained on the "See it, Name it, and Do it" protocol.</p> <p>Evidence Used to Determine Progress: agenda, Minutes, protocol</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Protocol</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - 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: Establish a standard process and protocol for reviewing data, tracking data, and monitoring data after each assessment.</p> <p>Evidence Used to Determine Progress: data, protocol, tracking forms, presentation</p> <p>Person(s) Responsible: ILT, principal</p> <p>Resources Needed: data, student trackers, teachers trackers, protocol</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: The Instructional Leadership Team will train teachers on identifying procedural/conceptual gaps and reteach structure to create quality reteach and reassessment plans.</p> <p>Evidence Used to Determine Progress: reteach plans, sign in, agenda, presentation</p> <p>Person(s) Responsible: ILT, Principal</p> <p>Resources Needed: Presentation, reteach plans, TEKS</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 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 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: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Instructional staff continues to struggle to understand the TEKS. Because of this struggle, the full depth of the standards is never taught in its entirety. Lesson plans are lacking specificity and are not monitored.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Talent Development will partner with Curriculum and Instruction department to provide monthly training for the MCLs in the area of planning. The Instructional Leadership Team will provide direct instruction on lesson plan components and how to write effective learning objectives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

Desired Annual Outcome: By May 2023, 90% of the teachers will write and execute objective driven daily lesson plans with an aligned exit tickets as evidenced by lesson plan review and data analysis of the exit tickets.

District Commitment Theory of Action: If the district provides access to interim assessments aligned to the standards and the expected level of rigor, then consistent processes and systems will be implemented effectively.

Desired 90-day Outcome: By the end of February 2023, 100% of 3rd through 5th grade teachers will administer aligned daily exit tickets in reading and math.

District Actions: The DCSI will collaborate with and support the Instructional Leadership Team with training on how to align daily exit tickets with objectives and instructional resources and continue collaborative walk-throughs with the Principal.

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: Not Yet Started

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. • 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. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The PLC/DDI process occurs twice weekly but the ILT is still refining and perfecting the process. The team struggles to get to the "Do it" and practice steps.

Who will you partner with?: Other

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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 the instructional leadership team will be able to build capacity with instructional teams.

Desired 90-day Outcome: By the end of February 2023, 100% of the teachers will complete reteach plans for concepts identified as not yet mastered.

District Actions: The DCSI will observe and give feedback on the "Do It" section of the See It, Name It, Do It protocol.

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?:

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Desired 90-day Outcome: By May 2023, 90% of the teachers will write and execute objective driven daily lesson plans with an aligned exit tickets as evidenced by lesson plan review and data analysis of the exit tickets.

District Actions: The DCSI and Principal will review lesson plans together specifically focusing on alignment of objectives and exit tickets and continue collaborative walk-throughs.

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: Not Yet Started

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District Actions: The DCSI will continue to observe and give feedback on the "Do It" portion of the See It, Name It, Do It protocol.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)