

Robstown Independent School District

Lotspeich Elementary - TIP

2022-2023 Essential Actions



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ESC Region: 2

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Student performance data goals are in progress in student achievement and academic growth domains. Significant gains were made in Closing the Gaps, specifically in the ELAR (Hispanic) and ELAR (Eco Dis) groups. Moving forward, we will continue to provide targeted instructional intervention during the school day, and offer additional learning opportunities after school during tutorials. As our accelerated learning specialists work with our students in Math (Zearn) and utilize BookNook to address reading, we believe that we will be able to see significant gains in the Student Achievement and Academic Growth domains.

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Planning for Implementation

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Rationale: We are transforming our campus to a Leadership Academy, and we want to use campus collective decision making to rework our vision, mission, and goals to align with our leadership focus. By aligning the vision, mission, and core values of the campus to instructional initiatives, we believe that student, parent, and staff buy-in will have a direct impact on the partnership necessary to improve instruction and grow student learning.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will create, refine, and promote our vision, mission, and goals aligned with our leadership focus.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: PD, website, posters, T-shirts, Leadership Letter (Smore)

Desired Annual Outcome: By May of 2022, 100% of teachers at Lotspeich Leadership Academy will participate in leader development by signing up to mentor students, at least once this school year. The principal will have sign up sheets for teachers to sign-up for mentor assignments and student training will be measured using the Huddle Time schedule once every two weeks.

District Commitment Theory of Action: If the district provides the resources, leadership time built into the master schedule, and additional compensation for extra duty initiatives, then Lotspeich Leadership Academy can develop young leaders.

Desired 90-day Outcome: By December 2022, the campus will showcase the mission, vision, and core values to promote an environment centered on safety and high expectations by displaying branding and positive promotions throughout the school as measured by observations reflecting 100% of classrooms with the vision, mission and core values displayed as well as window film purchased for all front doors displaying our logo.

District Actions: If the district can assist with the installation of campus signage and branding, the campus can showcase the branding secured to positively promote the campus and share the mission, vision, and core values at Lotspeich Leadership Academy.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The campus mission, vision, and core values are visible in every classroom and shared daily with students and staff during announcements. Although campus branding beyond the mission, vision statement has not been secured, quotes and actions to order additional branding pieces are in the works. The front entrance screens were quoted and artwork attained, however the process was halted when a grant opportunity providing 3M screening was discussed. We have been given the go-ahead to order the branding screening for the front entrance of the campus.

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 transition from a traditional elementary campus to a Leadership Academy is a new concept and parents may be unsure of the change and the focus of the campus.	Action Step 2	Inviting the community on campus to explore the jobs and leadership development initiatives will help promote the Leadership Academy and build buy in from all stakeholders.

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

Implementation Level: Beginning Implementation

Key Practices: 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: By providing teachers with time for lesson internalization, access to High Quality Instructional Materials, and the opportunity to plan engaging lessons and rigorous instruction, teachers can support student learning and address any gaps in background knowledge by providing experiences meaningful to

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Formative assessments and exit tickets are administered at least 3-4 times per year for all grade level content areas and may be cumulative in nature.

The school provides teachers and instructional coaches with time at the beginning and throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery through a partnership with TIL and ESC2.

Daily lesson plans are aligned to the scope and sequence, the daily objective is aligned to the standard(s), and all lesson activities are aligned to the formative assessment in rigor and scope.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Professional Development Schedule; Provide opportunities for lesson internalization and planning; Providing observation and feedback to teachers using HQIM

Desired Annual Outcome: By May of 2023, 100% of Lotspeich teachers will have participated in professional development on the specific use of high quality instructional materials, and engaging learners by focusing on student discourse as measured by PD sign-in sheets and classroom observations on discourse.

District Commitment Theory of Action: If the district provides professional development time and training through a partnership with the ESC2 and TIL, then campus leaders can monitor and assess student learning through the use of high quality instructional materials.

Desired 90-day Outcome: By December 2022, 100% of teachers will be trained on the use of high quality instructional materials and provided time during PLC for lesson internalization, lesson planning, and data disaggregation as measured by weekly PLC notes/agendas and Eureka Math training documentation (i.e.. sign-in sheets, training materials, etc.).

District Actions: If the district partners with ESC2 to provide professional development on the use of high quality instructional materials, schedules PLC time in the district calendar/schedule, and ongoing support to address learning needs, then the campus can improve student performance in Math.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers have participated in lesson internalization and participate in frequent professional learning opportunities in partnership with the Education

Service Center. Instructional Specialist Cindy Cantu conducts instructional walks, leads PLC lesson internalization, and provides feedback to teachers and campus principals on the implementation of HQIM. Classroom walkthroughs show that lower level grade levels need more support.

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?
New curriculum brings new opportunity but requires additional time and training to execute.	Action Step 3	By providing content specific support in addition to high quality instruction and the use of high quality instructional materials, we believe that we can accelerate learning.

Cycle 2 - (Dec – Feb)

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

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Planning for Implementation

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

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How will you build capacity in this Essential Action? We will create, refine, and promote our vision, mission, and goals aligned with our leadership focus.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: PD, website, posters, T-shirts, Leadership Letter (Smore)

Desired Annual Outcome: By May of 2022, 100% of teachers at Lotspeich Leadership Academy will participate in leader development by signing up to mentor students, at least once this school year. The principal will have sign up sheets for teachers to sign-up for mentor assignments and student training will be measured using the Huddle Time schedule once every two weeks.

District Commitment Theory of Action: If the district provides the resources, leadership time built into the master schedule, and additional compensation for extra duty initiatives, then Lotspeich Leadership Academy can develop young leaders.

Desired 90-day Outcome: By February of 2023, 100% of teachers will demonstrate and implement the vision, mission and core values to promote an environment centered on safety and high expectations by ensuring most students have an opportunity to participate in classroom and/or campus jobs as measured by classroom job charts posted on the wall and classroom observations performed by administration.

District Actions: The district will assist in showcasing the vision, mission and core values to promote an environment centered on safety and high expectations by supporting the campus staff, students, and community in the implementation of the Leadership Academy initiatives and actions.

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 process of securing campus branding to promote the mission, vision is lengthy, and the vendors are backlogged due to an increase in campuses and districts seeking security screening.	Action Step 1	Getting the orders confirmed for campus branding will expedite the process.

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

Implementation Level: Beginning Implementation

Key Practices: 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: By providing teachers with time for lesson internalization, access to High Quality Instructional Materials, and the opportunity to plan engaging lessons and rigorous instruction, teachers can support student learning and address any gaps in background knowledge by providing experiences meaningful to

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Formative assessments and exit tickets are administered at least 3-4 times per year for all grade level content areas and may be cumulative in nature.

The school provides teachers and instructional coaches with time at the beginning and throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery through a partnership with TIL and ESC2.

Daily lesson plans are aligned to the scope and sequence, the daily objective is aligned to the standard(s), and all lesson activities are aligned to the formative assessment in rigor and scope.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Professional Development Schedule; Provide opportunities for lesson internalization and planning; Providing observation and feedback to teachers using HQIM

Desired Annual Outcome: By May of 2023, 100% of Lotspeich teachers will have participated in professional development on the specific use of high quality instructional materials, and engaging learners by focusing on student discourse as measured by PD sign-in sheets and classroom observations on discourse.

District Commitment Theory of Action: If the district provides professional development time and training through a partnership with the ESC2 and TIL, then campus leaders can monitor and assess student learning through the use of high quality instructional materials.

Desired 90-day Outcome: By February of 2023, 100% of teachers will be using high quality instructional materials and will practice using engagement strategies and academic monitoring each day as measured by administration using walkthrough data collection.

District Actions: The district will support teachers in using high quality instructional materials on an ongoing basis with job-embedded professional development via instructional coaches and campus leaders.

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 opportunities for professional learning in a jam-packed semester full of assessment and intervention activities.	Action Step 1	By identifying strategies in PLC, teachers can share engagement opportunities and build on their strategy toolbox.

Cycle 3 - (Mar – May)

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District Commitment Theory of Action: If the district provides the resources, leadership time built into the master schedule, and additional compensation for extra duty initiatives, then Lotspeich Leadership Academy can develop young leaders.

Desired 90-day Outcome: By May of 2023, 80% of teachers will mentor student leaders using the vision, mission and core values to promote an environment centered on safety and high expectations by ensuring students participate in classroom and/or campus jobs as measured by sign-in sheets, video, and observations shared with campus administration.

District Actions: The district will continue to assist in showcasing the vision, mission and core values to promote an environment centered on safety and high expectations by supporting the campus staff, students, and community in the implementation of the Leadership Academy initiatives and actions.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

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District Commitment Theory of Action: If the district provides professional development time and training through a partnership with the ESC2 and TIL, then campus leaders can monitor and assess student learning through the use of high quality instructional materials.

Desired 90-day Outcome: By May of 2023, 100% of teachers will be using high quality instructional materials with fidelity and will be utilizing engagement strategies and academic monitoring with fidelity at multiple strategic points in the lessons each day as measured by administration using walkthrough data.

District Actions: The district will continue to support teachers in using high quality instructional materials on an ongoing basis with job-embedded professional development via instructional coaches and campus leaders.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)