Brownwood Independent School District

East Elementary School - TIP

2023-2024 Submissions/Essential Actions/Action Steps

Superintendent: Dr. Joe Young   **Principal:**

DCSI/Grant Coordinator: Liesa Land   **ESC Case Manager:**

                                                                 ESC Region:

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Submissions

Submission 1 (optional)

1. Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.

Implementation Level: Partial Implementation

Key Practices: Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.
Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.
Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.

Rationale: East Elementary staff have prioritized building strong relationships with students through a variety of means, including establishing high expectations for all students, using encouraging and affirming tone and language, and implementing restorative practices. Campus calendar embeds dedicated time for ongoing job-embedded professional development. Currently no consistent framework for behavioral expectations and culture routines is implemented campus-wide. Principals indicated they would like to research three different options and possibly implement and support for the 2023-2024 school year.

Source Used to Identify Rationale: ESF Diagnostic

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: During August 2023 PD, campus leadership provided training that outlined clear expectations and support so that all staff implemented best practices for establishing and maintaining a productive learning environment throughout the school. Campus leaders will support all staff throughout the year through observation and feedback to ensure all staff successfully implement school-wide expectations.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus has engaged in ESF and TIL practices over the past four years. The staff has experienced success based on the ESF and implementation of TIP plans each year. Leaders will share their 2023 ESF Diagnostic results, and share next steps for continual improvement by implementing explicit school-wide behavior expectations and culture routines.

Desired Annual Outcome: By May 2023, all staff will have mastered a minimum of 80% of school-wide expectations for adult actions outlined in the campus framework for behavioral expectations and culture routine as evidenced by observation and feedback documentation.

District Commitment Theory of Action: The district ensures that campuses are well maintained , safe, and conducive to learning and promote a positive school culture.

Incremental Outcome 1 (optional): By May 2023, all staff will have mastered a minimum of 80% of school-wide expectations for adult actions outlined in the campus framework for behavioral expectations and culture routine as evidenced by observation and feedback documentation.

District Actions: If district policies, practices, and support align with and promote a positive school culture, then campus leaders will have the support needed to train and support teacher implementation of best practices for establishing and maintaining a productive classroom.

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?
Some teachers may not see a need to implement school-wide routines and procedures if they feel they have successful classroom management skills.	Action Step 1	Training for school-wide routines and procedures will include research that shows that school-wide routines and procedures have a positive impact on student learning, behavior, and school culture.

Did you achieve your Incremental Outcome 2 (optional):

What data supports your claim? (optional):

Step 1 Details	Reviews
Action Step 1: Campus leadership has communicated clear school-wide expectations for student and adult actions to both staff and students, provided training for high leverage practices to maximize instruction, and will provide ongoing support focused on classroom culture and management. **Evidence Used to Determine Progress:** Training sign in sheets O/F documentation focused on classroom management **Leader(s) Accountable:** Principal Assistant Principal **Leader Follow Up Action(s):** Observation and feedback will be reviewed weekly to ensure struggling staff have the support needed for successful implementation of the campus framework for classroom management. **Non-Funded Resources Needed:** **Addresses an Identified Challenge:** Yes **Start Date:** August 9, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** May 17, 2024	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Campus leaders develop teachers to build a sense of belonging in their classrooms through setting high academic expectations, soliciting and responding to student feedback, and providing equitable opportunities for classroom participation. **Evidence Used to Determine Progress:** O/F documentation PLC agendas Data tracking artifacts **Leader(s) Accountable:** Principal Assistant Principal **Leader Follow Up Action(s):** Include strategies to develop a productive classroom learning environment in PLC protocols. **Non-Funded Resources Needed:** **Addresses an Identified Challenge:** Yes **Start Date:** September 11, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 17, 2024	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: School-wide routines and transition procedures include steps for students that are clear, action oriented, and easy to remember, and provide adults clear steps to take to support students in meeting the expectations of routines. **Evidence Used to Determine Progress:** Training documentation; lesson plans for procedures. **Leader(s) Accountable:** Principal **Leader Follow Up Action(s):** O/F to ensure all staff implement school-wide routines and transition procedures successfully. Support for staff in need. **Non-Funded Resources Needed:** **Addresses an Identified Challenge:** Yes **Start Date:** September 5, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 17, 2024	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Submission 1 (optional)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery. Campus leaders facilitate a consistent process for teachers, 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 to respond.

Rationale: Weekly data meetings occur through PLC discussions, are scheduled on the campus-wide calendar, and have a common agenda including student data, effective instructional strategies, and possible adjustments to instructional delivery with minutes captured by both admin and teacher. Campus instructional leaders meet after each relevant assessment to disaggregate, review, and make a response plan utilizing the distric AIM data sheet. Correlating student-facing trackers were evident in all classrooms and grade level hallways and admin indicated they are updated on a regular basis. PLC agenda indicates support for teachers to discuss student errors and determine conceptual/ procedural misunderstandings; however, no protocols to unpack the standard, use of exemplars or gap analysis is evident to maximize adjustments to instructional plans.

Source Used to Identify Rationale: ESF Diagnostic

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: Campus principals will create a campus framework to facilitate consistent protocols to unpack standards, use exemplars, and complete gap analysis during PLCs to determine the root cause as to why students may not have learned a concept, and then support teachers as they create plans to respond.   Campus principals will coach and support grade level leaders through action steps that will support them as they learn to utilize the protocols and lead meetings with minimal support from campus principals.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus 2023 ESF Diagnostic confirmed best practices the campus has implement for the DDI process. Principals will share this information with staff and celebrate the success they have had so far. August PD will include next steps to build on past success by including a campus framework to unpack standards, use exemplars, and complete gap analysis to maximize reteach for all students.

Desired Annual Outcome: By May 2024, all teachers will successfully implement a minimum of 80% of PLC protocols of the campus framework for the DDI process that includes unpacking the standard, use of exemplars, and gap analysis to maximize adjustments to instructional plans as evidenced by corrective instructional actions plans and follow-up reassessment plans.

District Commitment Theory of Action: The district ensures campus instructional leaders receive initial PD and ongoing coaching to support the implementation of instructional leadership systems including data-driven instruction.

Incremental Outcome 1 (optional): By May 2024, all teachers will successfully implement a minimum of 80% of PLC protocols of the campus framework for the DDI process that includes unpacking the standard, use of exemplars, and gap analysis to maximize adjustments to instructional plans as evidenced by corrective instructional actions plans and follow-up reassessment plans.

District Actions: If the district ensures that schools receive detailed reports within two instructional days for district provided assessments, then campus leadership can disaggregate and review data, and then make informed decisions along side teachers to improve instruction within one week of testing.

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?
K - 2 classroom teachers may be resistant to the process of implementing corrective instructional action plans due to the lack of high stakes assessments.	Action Step 2	By modeling the process and supporting staff in a corrective instruction action plan, primary teachers will see the value in analyzing data to determine the root cause as to why students may not have learned a concept.

Did you achieve your Incremental Outcome 2 (optional):

What data supports your claim? (optional):

Step 1 Details	Reviews
Action Step 1: Campus leaders will complete TIL O/F PD by December 1, 2023. Principal will coach and support teachers through O/F protocols; feedback will be informed by data. **Evidence Used to Determine Progress:** Training sign in sheet Principal actions steps that support implementation of O/F processes. **Leader(s) Accountable:** Principal Assistant Principal **Leader Follow Up Action(s):** Complete assigned action steps within a given time frame; request support as needed. **Non-Funded Resources Needed:** **Addresses an Identified Challenge:** **Start Date:** December 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 17, 2024 **Funding Sources:** ILT training for O/F - 6200-Professional and contracted services - $15,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Campus leaders will develop protocols based on the ESF and DDI TIL to ensure a consistent process is implemented in PLCs and with individual teachers to analyze data, identify trends in student misconceptions, determine the root cause as to why student may not have learned a concept, and create plans to respond. **Evidence Used to Determine Progress:** Campus DDI Protocols Exemplar examples Standard knowledge and skill examples Corrective action plan examples **Leader(s) Accountable:** Principal Assistant Principal **Leader Follow Up Action(s):** Disaggregate and review data after each district assessments in order to support teachers in making data informed decisions. **Non-Funded Resources Needed:** **Addresses an Identified Challenge:** **Start Date:** December 1, 2023 - **Frequency:** - **Evidence Collection Date:** May 17, 2024	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Weekly teacher team meetings will have common protocols that include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery. **Evidence Used to Determine Progress:** Master schedule that includes team meeting dates and times. Team meeting protocols. **Leader(s) Accountable:** Principal **Leader Follow Up Action(s):** **Non-Funded Resources Needed:** **Addresses an Identified Challenge:** **Start Date:** September 11, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** May 17, 2024	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Submission 2A (optional)

Did you achieve your student performance data goals?:

What data supports your claim?:

1. Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.

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District Commitment Theory of Action: The district ensures that campuses are well maintained , safe, and conducive to learning and promote a positive school culture.

District Actions:

Did you achieve your annual outcome?:

What data supports your claim?:

Submission 2A (optional)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery. Campus leaders facilitate a consistent process for teachers, 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 to respond.

Rationale: Weekly data meetings occur through PLC discussions, are scheduled on the campus-wide calendar, and have a common agenda including student data, effective instructional strategies, and possible adjustments to instructional delivery with minutes captured by both admin and teacher. Campus instructional leaders meet after each relevant assessment to disaggregate, review, and make a response plan utilizing the distric AIM data sheet. Correlating student-facing trackers were evident in all classrooms and grade level hallways and admin indicated they are updated on a regular basis. PLC agenda indicates support for teachers to discuss student errors and determine conceptual/ procedural misunderstandings; however, no protocols to unpack the standard, use of exemplars or gap analysis is evident to maximize adjustments to instructional plans.

Source Used to Identify Rationale: ESF Diagnostic

Who will you partner with?: TIL

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District Commitment Theory of Action: The district ensures campus instructional leaders receive initial PD and ongoing coaching to support the implementation of instructional leadership systems including data-driven instruction.

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?: