

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



Superintendent:
DCSI/Grant Coordinator:

Dr. Scott Muri
Susan Hendricks

Principal: Beatrice Martinez
ESC Case Manager: Lisa LeClear
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: Beginning Implementation

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: Identifying 4.1 as an essential action will strengthen teacher capacity to align daily instruction to the rigor of the TEKS.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district DCSI will use the previous Relay training and implementation to train the campus leadership team on lesson alignment. The Multi-classroom Leaders (MCL) and instructional coaches will meet monthly with the curriculum department to develop backwards planning to be rolled out on the campus. Teachers will learn how to break down the TEKS, align classroom delivery of instruction that includes productive struggle to the rigor of the TEK and measure TEK mastery with daily exit tickets and short cycle assessments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of 2022-2023, 90% of teachers will be able to demonstrate proficiency in aligning tier 1 instruction (lesson objectives, independent work, exit tickets) to the rigor of the TEK. This will be measured by classroom walkthroughs targeting objectives and exit tickets and an observation feedback action step tracker (SchoolMintGrow).

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity, then the campus will demonstrate improved teacher capacity in aligning instruction, resulting in accelerated student outcomes.

Desired 90-day Outcome: By the end of cycle one, 100% of the instructional leadership team will be fully trained in how to break down a standard and align instructional materials to objectives, activities and exit tickets. In turn, the instructional team will be able to effectively lead the instructional staff through the planning process.

District Actions: The DCSI will provide the Instructional Leadership Team with support on the backward planning process and how to align exit tickets with the rigor of the TEK.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The Director of Leadership met with Cavazos instructional leadership team to train in the breakdown of the standards and aligned instructional materials. The instructional leadership team met weekly to plan the grade level lead meetings. Grade level leads are taking ownership of the process through a gradual release approach.

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 campus will need to ensure that exit tickets and weekly assessments are aligned to the short cycle assessments and STAAR.	None	This action step addresses the action step by addressing the time gap in assessments. The campus will need to respond to data frequently in order to close gaps quickly.
This campus has not used aligned exit tickets on a regular basis. This will be an adjustment in classroom time management and creating exit tickets that align with STAAR.	None	The campus will need to be trained on aligning exit tickets to the rigor of STAAR. Leadership will follow up on exit tickets by having teachers bring them to PLC to analyze student work.
Lesson objectives and exit tickets have not been monitored frequently by leadership in previous years. The campus will need to roll out training in practice clinics and follow up with coaching sessions for teachers who demonstrate a lack of alignment in rigor.	None	Leadership follow through will demonstrate that aligned and effective lesson objectives, activities, and exit tickets are important to student success. Monitoring will be key for teacher buy-in.

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle one, the campus leadership team will create an assessment calendar that tests Kinder through Fifth grade on essential standards aligned to STAAR and schedule data meetings to respond to student work.</p> <p>Evidence Used to Determine Progress: Assessment calendar and short cycle assessments</p> <p>Person(s) Responsible: instructional leadership team, district curriculum team</p> <p>Resources Needed: short cycle assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Quarterly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will carry this action item to cycle 2 with the adjustment using the calendar to reinforce system expectations.</p>

Step 2 Details	Reviews
<p>Action Step 2: By the end of cycle one, the campus leadership team will create master schedules for 100% of classrooms that allows for reteach and reassessment in reading and math for each short cycle assessments for all grade levels as evidenced by classroom schedules and reassessment data.</p> <p>Evidence Used to Determine Progress: reteach and reassessment schedule, reteach lesson plans, reassessment data</p> <p>Person(s) Responsible: instructional leadership team, grade level leads, instructional coach</p> <p>Resources Needed: Short cycle assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: K-2 met this goal. We will continue this process. Grades 3-5 will use a research-based spiraling program to close individual student gaps.</p>
Step 3 Details	Reviews
<p>Action Step 3: By the end of cycle one, 100% of the instructional staff will be trained on aligning objectives, lesson activities, and formative assessments to the rigor of the standards as evidenced by classroom walkthroughs targeting objectives and exit tickets.</p> <p>Evidence Used to Determine Progress: sign in sheets for trainings (IFC), lesson plans for formative assessments and learning objectives, and know/show charts, leadership feedback to teachers on objectives, activities, and formative assessments.</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: Teach Like a Champion book, Leverage Leadership book</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue this process by supporting and monitoring implementation.</p>

Cycle 1 - (Sept – Nov)

2. 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 provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • 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: In the 2021-2022 school year, Cavazos began this process and we saw progress according to our MAP MOY & EOY data for grades K-3 & 5th. For this 2022-2023, we are committed to growing in this area as we have 13 teachers that are in year 1 or year 2 of teaching.

Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on classroom culture and management through the school's year-at-a-glance, instructional focus clinics, Saturday workshops.

Given that Cavazos has 1/3 their staff in year 1 or year 2 of teaching, careful differentiated support is provided to teachers to ensure that instructional time is maximized, Downs, in class transitions, and the Get Better Faster Scope and Sequence Management Trajectory is carefully followed.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Cavazos has a distributive leadership coaching and support model where each member of the instructional leadership team coaches and supports a specific grade level. The campus has adopted observation feedback processes that includes the use of the Get Better Faster Scope and Sequence to conduct feedback sessions to improve high quality instructional delivery. The action step mastery will be captured using the SchoolMintGrow platform.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of 2022-2023, 90% of teachers will demonstrate proficiency on phase 2 rigor of the Get Better Faster scope and sequence as evidence by SchoolMintGrow action items report and coaching scripts from the leadership team.

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 campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of cycle one the instructional leadership team will have trained 100% teachers on the Get Better Faster Scope and Sequence and 60% of classrooms with year one teachers, will have established routines and procedures from phase one and phase two of the Management Trajectory that maximize instructional time and build strong relationships as evidenced by sign-in sheets and instructional focus visits. Immediate feedback is given through SchoolMintGrow after every observation.

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 water fall.

Did you achieve your 90 day outcome?: Yes

Why or why not?: 100% of the teachers were trained by the instructional leadership team; 6 out of the 7 year 1 teachers show proficiency in phase one (rigor and management) and phase two management of the Get Better Faster Scope and Sequence.

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?
Coaching teachers in the past have not included face to face feedback sessions. It will be necessary to implement a culture of improvement so that teachers see this as an opportunity for growth and not an "I gotcha".	None	Training teachers on the GBF scope and sequence allow teachers to know what leadership is looking for when speaking of strong instructional practices. It will also give the campus a common vocabulary and classroom management practices.
Teachers will need to be open to targeted observations and feedback session. They might see this as "one more thing".	None	The campus will need to tie the GBF scope and sequence to proficiency levels on T-Tess to have them understand that they strategies are how they ultimately improve on their summative evaluation and not "one more thing".

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle one, 100% of instructional staff will receive initial training on the Get Better Faster Scope and Sequence and backward planning process that include the qualities of effective lesson plans and effective formative assessments as evidence by sign-in sheets, walkthrough data reflecting GBF phase 1 and 2 "look fors".</p> <p>Evidence Used to Determine Progress: sign in sheet, evidence of lesson plans, shared portfolio of grade level artifacts</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: district's scope and sequence, short cycle assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Quarterly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue supporting teachers through PLCs and bi-monthly instructional focus clinics.</p>

Step 2 Details	Reviews
<p>Action Step 2: By the end of cycle one, the campus calendar will reflect dedicated time for ongoing job-embedded professional development focused on the Get Better Faster scope and sequence phase 1 through 4 of the Management Trajectory that includes classroom observation and face to face feedback. 85% of teachers will demonstrate proficiency on these phases as evidenced by observation/feedback forms, walkthrough data trends, and practice clinic sign-in sheets.</p> <p>Evidence Used to Determine Progress: practice clinic sign-in sheets, campus calendar, and walkthrough trends</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: Get Better Faster scope and sequence training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: - 6200-Professional and contracted services - \$15,000, - 6300-Supplies and materials - \$7,000, - 6400-Other operating costs - \$1,000, - 6100-Payroll - \$5,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue to use observation feedback data to adjust job embedded professional development based on campus trends.</p>
Step 3 Details	Reviews
<p>Action Step 3: By the of cycle one, 100% of the instructional leadership team will meet weekly to identify and review observation data to determine mastery and identify trends across the campus to adjust coaching frequency and provide on-going job embedded training such as in the moment feedback, face to face coaching sessions, and after school practice clinics.</p> <p>Evidence Used to Determine Progress: Cavazos Year-at-Glance, Instructional Focus Clinic calendar/agenda, and SchoolMintGrow summary report.</p> <p>Person(s) Responsible: instructional leadership team, instructional coach</p> <p>Resources Needed: SchoolMintGrow</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We will need to adjust the coaching session schedule to be more effective and build the coaching capacity of the instructional leadership team.</p>

Cycle 1 - (Sept – Nov)

3. 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: For the 20212022 academic school year, Cavazos began this high leverage practice that rendered some positive results, specifically concentrated in grades K, 1, 3, & 5 as measured by MOY & EOY MAP RIT scores. We understand that if we continue with this best practice and implement with fidelity we will increase teacher capacity and instructional delivery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The instructional leadership team will be trained in the DDI process that includes analyzing student work and create reteach plans, as well as utilizing backwards design to plan effective rigorous lesson plans that include productive struggle and higher level questioning.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of the 2022-2023 school year, 90% of teachers will be at proficient in the Analysis and Action component of the Leverage Leadership Data Driven Instruction & Assessment Implementation Rubric.

District Commitment Theory of Action: If the teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the roots cause as to why students may not have learned the concept, and create plans to reteach, then the campus will be able to identify misconceptions and close gaps quickly.

Desired 90-day Outcome: By the end of cycle one, 100% of the instructional leadership team will be trained and roll out training to staff on how to unpack standards and how to create exemplars and aligned exit tickets to bring to data meetings. Instructional leadership team will coach and support teachers in the analysis of student work samples to assess rigor and how to respond to trending misconceptions resulting in 70% of teachers demonstrating proficiency by scoring a 70% or above on the DDI Instruction and Assessment Implementation Rubric .

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?: No

Why or why not?: Training has taken place and we are responding to

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?
Teachers have been in PLC meetings in the past. These meetings usually consisted of campus updates and lesson planning. Teachers have not been involved in strategic data meetings that include student work analysis. This will be new learning for the instructional staff that might get push back for displaying data and student work.	None	The campus will need to create a psychologically safe environment in order for teachers to be comfortable sharing data, teaching strategies, and reteach plans.
Using teacher exemplars will be new learning for teachers. Some teachers might not understand the value in creating the exemplar to use during academic monitoring or student work analysis.	None	During the training, the campus leadership team will address how the exemplar is beneficial to teachers by modeling and explaining the value. The leadership team will model the use of teacher exemplars in DDI meetings by comparing them to student work.

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle one, the principal, the AP, and MCL's will receive DDI Training (See It, Name It, Do It) from the Curriculum & Instruction Department in order to roll out DDI practices to all grade levels in PLC meetings; the leadership team will coach PLC groups on breaking down standards, aligning exit tickets to the rigor of STAAR, and analyzing student work to identify trending misconceptions. 70% of teachers will demonstrate proficiency by scoring a 70% or above on the DDI Instruction and Assessment Implementation Rubric.</p> <p>Evidence Used to Determine Progress: Individual Rubrics for teachers and leaders to show progress, Sign-in sheets for trainings, agendas w/action plans or reteach plans after DDI meetings, DDI weekly one pager scripts from leaders.</p> <p>Person(s) Responsible: instructional leadership team, instructional coach</p> <p>Resources Needed: DDI training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 29, 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: By the end of cycle one, 100% of the teachers will implement a data tracker to track individual student growth, campus-wide in math and reading with one measurement being focused on TEK mastery (exit tickets). The campus leadership team will set a student data folder expectation list that is consistent campus wide and conduct monthly data folder checks to ensure student ownership and 100% usage.</p> <p>Evidence Used to Determine Progress: assessment data tracker, student data folder, individualized student data letter</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: student folder, data commitments</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue this action step, so teachers are using data to engage in one-on-one student goal setting conferences.</p>
Step 3 Details	Reviews
<p>Action Step 3: By the end of cycle one, the campus leadership team will create a master schedule that includes a 45 minute block weekly for pre-planning, data analysis, and reteach/reassessment planning.</p> <p>Evidence Used to Determine Progress: Year-at-Glance, PLC agendas, master schedule</p> <p>Person(s) Responsible: instructional leadership team, instructional coach</p> <p>Resources Needed: instructional minutes, master schedule</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: By the end of cycle one, 100% of the instructional staff will receive initial training on how to create exemplars for their unit/module from the campus leadership team. This process will improve determining student gaps when analyzing student product and the campus leadership team will monitor the use of exemplars in classrooms and data meetings.</p> <p>Evidence Used to Determine Progress: Exemplars, Grade level unit calendar, know/show charts, data analysis work document</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: staff training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue this action step and create a monitoring system.</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: Beginning Implementation

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: Identifying 4.1 as an essential action will strengthen teacher capacity to align daily instruction to the rigor of the TEKS.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district DCSI will use the previous Relay training and implementation to train the campus leadership team on lesson alignment. The Multi-classroom Leaders (MCL) and instructional coaches will meet monthly with the curriculum department to develop backwards planning to be rolled out on the campus. Teachers will learn how to break down the TEKS, align classroom delivery of instruction that includes productive struggle to the rigor of the TEK and measure TEK mastery with daily exit tickets and short cycle assessments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of 2022-2023, 90% of teachers will be able to demonstrate proficiency in aligning tier 1 instruction (lesson objectives, independent work, exit tickets) to the rigor of the TEK. This will be measured by classroom walkthroughs targeting objectives and exit tickets and an observation feedback action step tracker (SchoolMintGrow).

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity, then the campus will demonstrate improved teacher capacity in aligning instruction, resulting in accelerated student outcomes.

Desired 90-day Outcome: By the end of cycle 2, 100% of the instructional leadership team will provide feedback weekly on lesson planning in regards to alignment of the scope and sequence to lesson activities, exit tickets, and the rigor of the TEKS; feedback will be focused on 1-2 teacher actions using the Get Better Faster Scope and Sequence through SchoolMintGrow as a result, 70% of teachers will be proficient in creating aligned lesson plans.

District Actions: The district DCSI will provide the instructional leadership team training on observation feedback and SchoolMintGrow.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle two, the campus leadership team will use the assessment calendar to schedule K-2 reteach and reassessment opportunities based on data meetings analysis.</p> <p>Evidence Used to Determine Progress: Leadership team walk-throughs and observation feedback, assessment calendar, short cycle assessments, and reassessment data.</p> <p>Person(s) Responsible: instructional leadership team, district curriculum team</p> <p>Resources Needed: short cycle assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: By the end of cycle two, 3-5 classrooms will implement iReady for individual intervention based on student data on short cycle assessment in reading, math, and science.</p> <p>Evidence Used to Determine Progress: Iready reports.</p> <p>Person(s) Responsible: instructional leadership team, grade level leads, instructional coach</p> <p>Resources Needed: Short cycle assessments & Iready.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Weekly - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: By the end of cycle one, 100% of the instructional staff will implement aligned lesson objectives, lesson activities, and formative assessments to the rigor of the standards as well as practice lesson delivery and receive team feedback during PLCs.</p> <p>Evidence Used to Determine Progress: SchoolMintGrow PLC notes, lesson plans for formative assessments and learning objectives, and know/show charts, leadership feedback to teachers on objectives, activities, and formative assessments.</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: SchoolMintGrow, Leverage Leadership book</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Weekly - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. 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 provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • 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: In the 2021-2022 school year, Cavazos began this process and we saw progress according to our MAP MOY & EOY data for grades K-3 & 5th. For this 2022-2023, we are committed to growing in this area as we have 13 teachers that are in year 1 or year 2 of teaching.

Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on classroom culture and management through the school's year-at-a-glance, instructional focus clinics, Saturday workshops.

Given that Cavazos has 1/3 their staff in year 1 or year 2 of teaching, careful differentiated support is provided to teachers to ensure that instructional time is maximized, Downs, in class transitions, and the Get Better Faster Scope and Sequence Management Trajectory is carefully followed.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Cavazos has a distributive leadership coaching and support model where each member of the instructional leadership team coaches and supports a specific grade level. The campus has adopted observation feedback processes that includes the use of the Get Better Faster Scope and Sequence to conduct feedback sessions to improve high quality instructional delivery. The action step mastery will be captured using the SchoolMintGrow platform.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of 2022-2023, 90% of teachers will demonstrate proficiency on phase 2 rigor of the Get Better Faster scope and sequence as evidence by SchoolMintGrow action items report and coaching scripts from the leadership team.

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 campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of cycle 2, 80% of classrooms with year one and struggling teachers, will have established a lesson delivery model that shows proficiency on the phase two of the Management and Rigor Trajectory as evidence by mastered action steps collected in SchoolMintGrow.

District Actions: The district's DCSI will use the previous Relay training and implementation to train the campus leadership in Rigor Trajectory of the Get Better Faster Scope Sequence through the school year.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle one, 100% of instructional staff will receive initial training on the Get Better Faster Scope and Sequence and backward planning process that include the qualities of effective lesson plans and effective formative assessments as evidence by sign-in sheets, walkthrough data reflecting GBF phase 1 and 2 "look fors".</p> <p>Evidence Used to Determine Progress: sign in sheet, evidence of lesson plans, shared portfolio of grade level artifacts</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: district's scope and sequence, short cycle assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Quarterly - 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: By the end of cycle one, the campus calendar will reflect dedicated time for ongoing job-embedded professional development focused on the Get Better Faster scope and sequence phase 1 through 4 of the Management Trajectory that includes classroom observation and face to face feedback. 85% of teachers will demonstrate proficiency on these phases as evidenced by observation/feedback forms, walkthrough data trends, and practice clinic sign-in sheets.</p> <p>Evidence Used to Determine Progress: practice clinic sign-in sheets, campus calendar, and walkthrough trends</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: Get Better Faster scope and sequence training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: - 6200-Professional and contracted services - \$15,000, - 6300-Supplies and materials - \$7,000, - 6400-Other operating costs - \$1,000, - 6100-Payroll - \$5,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: By the of cycle one, 100% of the instructional leadership team will meet weekly to identify and review observation data to determine mastery and identify trends across the campus to adjust coaching frequency and provide on-going job embedded training such as in the moment feedback, face to face coaching sessions, and after school practice clinics.</p> <p>Evidence Used to Determine Progress: Cavazos Year-at-Glance, Instructional Focus Clinic calendar/agenda, and SchoolMintGrow summary report.</p> <p>Person(s) Responsible: instructional leadership team, instructional coach</p> <p>Resources Needed: SchoolMintGrow</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 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)

3. 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: For the 20212022 academic school year, Cavazos began this high leverage practice that rendered some positive results, specifically concentrated in grades K, 1, 3, & 5 as measured by MOY & EOY MAP RIT scores. We understand that if we continue with this best practice and implement with fidelity we will increase teacher capacity and instructional delivery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The instructional leadership team will be trained in the DDI process that includes analyzing student work and create reteach plans, as well as utilizing backwards design to plan effective rigorous lesson plans that include productive struggle and higher level questioning.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of the 2022-2023 school year, 90% of teachers will be at proficient in the Analysis and Action component of the Leverage Leadership Data Driven Instruction & Assessment Implementation Rubric.

District Commitment Theory of Action: If the teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the roots cause as to why students may not have learned the concept, and create plans to reteach, then the campus will be able to identify misconceptions and close gaps quickly.

Desired 90-day Outcome: By the end of cycle 2, the instructional leadership team will coach teachers in using student work samples to identify gaps, plan the reteach, and practice the reteach (with the script) so that 80% of teachers are proficient in the DDI process and improving instruction as evidenced by coaching scripts, student work analysis documents, and effective reteach plans.

District Actions: The district DSCI will ensure that the campus instructional leaders will receive on-going coaching of the DDI protocol.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle one, 100% of the teachers will implement a data tracker to track individual student growth, campus-wide in math and reading with one measurement being focused on TEK mastery (exit tickets). The campus leadership team will set a student data folder expectation list that is consistent campus wide and conduct monthly data folder checks to ensure student ownership and 100% usage.</p> <p>Evidence Used to Determine Progress: assessment data tracker, student data folder, individualized student data letter</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: student folder, data commitments</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 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: By the end of cycle one, 100% of the instructional staff will receive initial training on how to create exemplars for their unit/module from the campus leadership team. This process will improve determining student gaps when analyzing student product and the campus leadership team will monitor the use of exemplars in classrooms and data meetings.</p> <p>Evidence Used to Determine Progress: Exemplars, Grade level unit calendar, know/show charts, data analysis work document</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: staff training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

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: Beginning Implementation

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: Identifying 4.1 as an essential action will strengthen teacher capacity to align daily instruction to the rigor of the TEKS.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district DCSI will use the previous Relay training and implementation to train the campus leadership team on lesson alignment. The Multi-classroom Leaders (MCL) and instructional coaches will meet monthly with the curriculum department to develop backwards planning to be rolled out on the campus. Teachers will learn how to break down the TEKS, align classroom delivery of instruction that includes productive struggle to the rigor of the TEK and measure TEK mastery with daily exit tickets and short cycle assessments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of 2022-2023, 90% of teachers will be able to demonstrate proficiency in aligning tier 1 instruction (lesson objectives, independent work, exit tickets) to the rigor of the TEK. This will be measured by classroom walkthroughs targeting objectives and exit tickets and an observation feedback action step tracker (SchoolMintGrow).

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity, then the campus will demonstrate improved teacher capacity in aligning instruction, resulting in accelerated student outcomes.

Desired 90-day Outcome: By the end of cycle 3, 100% of the instructional leadership team will provide feedback weekly on lesson planning in regards to alignment of the scope and sequence to lesson activities, exit tickets, and the rigor of the TEKS; feedback will be focused on 1-2 teacher actions using the Get Better Faster Scope and Sequence through SchoolMintGrow as a result, 90% of teachers will be proficient in creating aligned lesson plans.

District Actions: The district DCSI will continue to provide the instructional leadership team support with the observation feedback cycle and SchoolMintGrow.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.1: 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 provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • 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: In the 2021-2022 school year, Cavazos began this process and we saw progress according to our MAP MOY & EOY data for grades K-3 & 5th. For this 2022-2023, we are committed to growing in this area as we have 13 teachers that are in year 1 or year 2 of teaching.

Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on classroom culture and management through the school's year-at-a-glance, instructional focus clinics, Saturday workshops.

Given that Cavazos has 1/3 their staff in year 1 or year 2 of teaching, careful differentiated support is provided to teachers to ensure that instructional time is maximized, Downs, in class transitions, and the Get Better Faster Scope and Sequence Management Trajectory is carefully followed.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Cavazos has a distributive leadership coaching and support model where each member of the instructional leadership team coaches and supports a specific grade level. The campus has adopted observation feedback processes that includes the use of the Get Better Faster Scope and Sequence to conduct feedback sessions to improve high quality instructional delivery. The action step mastery will be captured using the SchoolMintGrow platform.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of 2022-2023, 90% of teachers will demonstrate proficiency on phase 2 rigor of the Get Better Faster scope and sequence as evidence by SchoolMintGrow action items report and coaching scripts from the leadership team.

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 campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of cycle 3, the instructional leadership team will monitor high leverage strategies from phase 2 of the rigor trajectory such as Habits of Effective Independent Practice and Aggressive Monitoring.

District Actions: The district DCSI will train the Instructional Leadership Team on how to utilize laps while aggressively monitoring.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

3. 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: For the 20212022 academic school year, Cavazos began this high leverage practice that rendered some positive results, specifically concentrated in grades K, 1, 3, & 5 as measured by MOY & EOY MAP RIT scores. We understand that if we continue with this best practice and implement with fidelity we will increase teacher capacity and instructional delivery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The instructional leadership team will be trained in the DDI process that includes analyzing student work and create reteach plans, as well as utilizing backwards design to plan effective rigorous lesson plans that include productive struggle and higher level questioning.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of the 2022-2023 school year, 90% of teachers will be at proficient in the Analysis and Action component of the Leverage Leadership Data Driven Instruction & Assessment Implementation Rubric.

District Commitment Theory of Action: If the teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the roots cause as to why students may not have learned the concept, and create plans to reteach, then the campus will be able to identify misconceptions and close gaps quickly.

Desired 90-day Outcome: By the end of cycle 3, the instructional leadership team will coach teachers in using student work samples to identify gaps, plan the reteach, and practice the reteach (with the script) so that 90% of year one and high need teachers are proficient in the DDI process and improving instruction as evidenced by coaching scripts, student work analysis documents, and effective reteach plans.

District Actions: The district DSCI and the Principal will observe the DDI process and collaborate on the feedback given to the instructional leadership team.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)