

Smithville Independent School District
Smithville Elementary - TIP
2021-2022 Cycles/Essential Actions/Action Steps

Superintendent: Cheryl Burns
DCSI/Grant Coordinator: Cheryl Burns

Principal: Stephanie Foster
ESC Case Manager: Robert Garcia
ESC Region: 13

Table of Contents

Cycles	3
Cycle 1 - (Sept – Nov)	3
Cycle 2 - (Dec – Feb)	11
Cycle 3 - (Mar – May)	14
Cycle 4 - (Jun – Aug)	17

Cycles

Cycle 1 - (Sept – Nov)

1. **Essential Action 1.1:** Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Rationale: Mrs. Foster, the campus Principal, is the Principal of two campuses within the district. The primary campus (EE-PK) is on one side of Smithville, and the elementary campus (1st-5th) is on the other side of Smithville. The administrative team across both campuses consists of three Assistant Principals and two Counselors. Clear roles and responsibilities need to be created to ensure effective management and instructional leadership of both campuses. Clear guidelines and expectations are vital to the success of both campuses. The development of teacher leaders is also an important component of the success of these campuses.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? To build capacity for this essential action, we will also work with Region 13 Texas Instructional Leadership program in the areas of Lesson Alignment and Formative Assessment (LAFA). Work with Region 13 TIL will assist us in ensuring that we have proper oversight and training of lesson plans and assessments on campus.

We will work as a leadership team to create roles and responsibilities after attending the LAFA training that targets each member's strengths within their role. We will address successes and concerns through leadership team meetings and will revise as needed throughout the year.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities to stakeholders through sharing information on our campus information HUB, in our weekly newsletter, and in our campus improvement plan. We will create buy-in by including the staff in the development of roles and responsibilities through PLC planning time, teachers attending the TIL training through Region 13, and our participation in the ESF Diagnostic survey.

Desired Annual Outcome: By May 2022, our campus leadership team will have clear, written, and transparent roles and responsibilities that focus on instructional leadership and regular monitoring and implementation of goals and outcomes. Evidence of this will include a campus leadership team roles and responsibilities chart, a calendar that includes weekly instructional leadership team meetings, campus-level protocols for instructional tasks (including those from TIL), and data used for monitoring the outcome of campus goals and objectives. Our goal by the end of the school year is that the campus leadership team will be aware of and execute their roles and responsibilities effectively 100% of the time.

District Commitment Theory of Action: If the district supports principals by protecting their time dedicated to school instructional leadership then campus leaders can develop, implement, and monitor focused improvement plans that address the causes of low performance.

Desired 90-day Outcome: By the end of Cycle 1, 100% of campus instructional leaders will have clear, written, and transparent roles and responsibilities.

District Actions: The district will support the campus by providing guidance on specific leadership team roles and responsibilities, participating in the development of a leadership team meeting agenda, and ensuring that the campus has additional personnel support to complete the action steps listed.

Step 1 Details	Formative Reviews
<p>Action Step 1: Schedule weekly leadership team meetings.</p> <p>Evidence Used to Determine Progress: Google Calendar</p> <p>Person(s) Responsible: Stephanie Foster</p> <p>Resources Needed: Google Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2021 - Frequency: One Time - Evidence Collection Date: October 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Create a weekly leadership meeting agenda.</p> <p>Evidence Used to Determine Progress: Completed Agenda</p> <p>Person(s) Responsible: Stephanie Foster Erin O'Rourke Holly Brockman Sarah Vinklarek</p> <p>Resources Needed: Sample Leadership Team Agendas Google Drive</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 6, 2021 - Frequency: Daily - Evidence Collection Date: October 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Evaluate administrative roles and responsibilities chart</p> <p>Evidence Used to Determine Progress: Completed Roles & Responsibilities Chart</p> <p>Person(s) Responsible: Stephanie Foster Erin O'Rourke Holly Brockman Sarah Vinklarek</p> <p>Resources Needed: Roles & Responsibilities Chart Template Google Drive</p> <p>Start Date: September 6, 2021 - Frequency: One Time - Evidence Collection Date: October 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: Develop a campus coverage plan to allow leadership to meet on a weekly basis.</p> <p>Evidence Used to Determine Progress: Campus Coverage Plan</p> <p>Person(s) Responsible: Stephanie Foster Cheryl Burns</p> <p>Resources Needed: Campus Coverage Google Doc</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: October 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Designating a time to complete the action steps with the leadership team.

What specific action steps address these challenges?: Action Step #1
Action Step #4

Cycle 1 - (Sept – Nov)

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

Implementation Level: Beginning Implementation

Rationale: In the middle of last school year, first and second-grade students and staff transitioned from the Brown Primary campus to the Smithville Elementary campus. We now have two campus staffs coming together with very different visions, expectations, and goals. The campus needs to come together as one and create a shared mission and vision that focuses on a positive culture and student success.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will build capacity in this essential action by involving the staff, students, and stakeholders in the process of creating a unified vision and goals. Some goals will be directly related to the work that will be learned through the TIL support as instructional growth of students will be included in the campus vision and goals

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities to stakeholders by sharing information on our campus information HUB, in our weekly newsletter, and in our campus improvement plan. We will also use parent and student surveys to collect data to help drive our focus. We will create buy-in by allowing opportunities for all stakeholders to provide feedback through campus-level surveys and surveys conducted as part of the ESF diagnostic.

Desired Annual Outcome: By the end of the 21-22 school year, 100% of staff at Smithville Elementary will be able to articulate the campus vision and goals and identify their level of support in working towards achieving them.

District Commitment Theory of Action: If the district provides campuses with best practice resources and tools for engaging families then a campus will foster a positive school culture with an aligned vision, mission, goals and values.

Desired 90-day Outcome: By the end of Cycle 1, 90% of classroom management walkthroughs will indicate that teachers have effectively implemented campus classroom management processes and procedures.

District Actions: The district will provide support by assisting in the walk-through process to gather data and monitor the implementation of behavior processes on campus. The district will also provide support by assisting in the discussion of best practices for students in special education experiencing behavior struggles.

Step 1 Details	Formative Reviews
<p>Action Step 1: Present and monitor correct implementation of CHAMPS.</p> <p>Evidence Used to Determine Progress: CHAMPS presentation, Classroom Management Walkthrough Form</p> <p>Person(s) Responsible: Stephanie Foster Erin O'Rourke Holly Brockman Sarah Vinklarek</p> <p>Resources Needed: Materials for CHAMPS boards Walkthrough Form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: Present and monitor the implementation of classroom social contracts.</p> <p>Evidence Used to Determine Progress: Social Contracts Presentation Walkthrough Form</p> <p>Person(s) Responsible: Stephanie Foster Erin O'Rourke Holly Brockman Sarah Vinklarek</p> <p>Resources Needed: Materials for Social Contract Creation Walkthrough Form Social Contract Presentation</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Create a classroom management walkthrough.</p> <p>Evidence Used to Determine Progress: Classroom Management Walkthrough Google Form</p> <p>Person(s) Responsible: Stephanie Foster Erin O'Rourke Holly Brockman Sarah Vinklarek</p> <p>Resources Needed: Google Drive Example Classroom Management Walkthrough Forms</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2021 - Frequency: One Time - Evidence Collection Date: October 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: Introduce and implement the House System (Positive Behavior Program).</p> <p>Evidence Used to Determine Progress: House System Presentation House System Assembly Plans House Points Google Doc House Points App</p> <p>Person(s) Responsible: Stephanie Foster Erin O'Rourke Holly Brockman Sarah Vinklarek</p> <p>Resources Needed: House Points App House Shirts Additional House Points Incentives</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Monitoring the implementation of campus-wide behavior expectations and management systems.

What specific action steps address these challenges?: Action Step #1
Action Step #2
Action Step #3

Cycle 1 - (Sept – Nov)

3. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Rationale: Over the past several years, teams have created lessons that they have become dependent on. There has not been much change from year to year based on current student needs, data, and demographics. The campus needs to be less dependent on the previous year's plans and create plans based on a discussion of current data, the needs of students, and the expectations of the TEKS. Plans also need to include strategies that include supporting ELLs and special education learners, as well as a plan for intervention. If the campus moves forward in the development of classroom routines and instructional practices, teachers will better target the individual needs of all students in their classroom.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will also participate in the TIL Lesson Alignment and Formative Assessment cohort. Our participation in this cohort will ensure that all teachers and staff understand the student expectations and what specific skills they need to master to show their level of mastery. Participation in LAFA will build capacity in teacher leaders in each grade level.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities to stakeholders through sharing information on our campus information HUB, in our weekly newsletter, and in our campus improvement plan. We will present the TIL Lesson Plan and Formative Assessment information through District PD days, enrichment days, professional learning communities, and staff meetings. We will create buy in by gathering information from stakeholders through campus level surveys and surveys being conducted as part of the ESF Diagnostic process. We will also create buy-in by ensuring that grade-level teacher leaders are leading the work from LAFA.

Desired Annual Outcome: By the end of the 21-22 school year, our campus leadership team will have built their capacity in providing support to teachers around the use of instructional materials and classroom best practices. This will be evidenced by weekly classroom observation indicating that 90% of teachers are using high-quality instructional practices.

District Commitment Theory of Action: If 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 instructional, and observation and feedback) then campus leaders will provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students

Desired 90-day Outcome: By the end of cycle 1, 80% of instructional walkthroughs will indicate that teachers using high quality instructional practices.

District Actions: The district will support this outcome by participating in campus learning walks and coaching campus administration in how to provide quality feedback on the instructional strategies and best practices that are observed.

Step 1 Details	Formative Reviews
<p>Action Step 1: Create instructional walkthrough forms specific to the instructional content being observed. The walkthrough form will include the use of lesson objectives and exit tickets as discussed in the TIL Lesson Alignment training.</p> <p>Evidence Used to Determine Progress: Walkthrough Forms</p> <p>Person(s) Responsible: Stephanie Foster Erin O'Rourke Holly Brockman Sarah Vinklarek</p> <p>Resources Needed: Google Drive</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 6, 2021 - Frequency: One Time - Evidence Collection Date: October 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Create instructional walkthrough form specific to ELLs and strategies that should be used in their classrooms. Sheltered Instruction strategies will be included in the walkthrough form.</p> <p>Evidence Used to Determine Progress: Walkthrough Form</p> <p>Person(s) Responsible: Stephanie Foster Erin O'Rourke Holly Brockman Sarah Vinklarek</p> <p>Resources Needed: Google Drive</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 6, 2021 - Frequency: One Time - Evidence Collection Date: October 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Create a goal and schedule for classroom walkthroughs and feedback.</p> <p>Evidence Used to Determine Progress: Google Classroom Completed Walkthroughs</p> <p>Person(s) Responsible: Stephanie Foster Erin O'Rourke Holly Brockman Sarah Vinklarek</p> <p>Resources Needed: Google Calendar Google Doc Walkthrough Document</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: The campus leadership team will discuss walkthrough data during weekly admin meetings. We will use this data to determine coaching needs, support, and the future walkthrough schedule.</p> <p>Evidence Used to Determine Progress: Walkthrough Data Leadership Meeting Notes</p> <p>Person(s) Responsible: Stephanie Foster Erin O'Rourke Holly Brockman Sarah Vinklarek</p> <p>Resources Needed: Google Doc Walkthrough Document Walkthrough Data</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 4, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Finding dedicated time to observe classrooms and provide feedback.

What specific action steps address these challenges?: Action Step #3

Cycle 2 - (Dec – Feb)

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Rationale: Mrs. Foster, the campus Principal, is the Principal of two campuses within the district. The primary campus (EE-PK) is on one side of Smithville, and the elementary campus (1st-5th) is on the other side of Smithville. The administrative team across both campuses consists of three Assistant Principals and two Counselors. Clear roles and responsibilities need to be created to ensure effective management and instructional leadership of both campuses. Clear guidelines and expectations are vital to the success of both campuses. The development of teacher leaders is also an important component of the success of these campuses.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? To build capacity for this essential action, we will also work with Region 13 Texas Instructional Leadership program in the areas of Lesson Alignment and Formative Assessment (LAFA). Work with Region 13 TIL will assist us in ensuring that we have proper oversight and training of lesson plans and assessments on campus.

We will work as a leadership team to create roles and responsibilities after attending the LAFA training that targets each member's strengths within their role. We will address successes and concerns through leadership team meetings and will revise as needed throughout the year.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities to stakeholders through sharing information on our campus information HUB, in our weekly newsletter, and in our campus improvement plan. We will create buy-in by including the staff in the development of roles and responsibilities through PLC planning time, teachers attending the TIL training through Region 13, and our participation in the ESF Diagnostic survey.

Desired Annual Outcome: By May 2022, our campus leadership team will have clear, written, and transparent roles and responsibilities that focus on instructional leadership and regular monitoring and implementation of goals and outcomes. Evidence of this will include a campus leadership team roles and responsibilities chart, a calendar that includes weekly instructional leadership team meetings, campus-level protocols for instructional tasks (including those from TIL), and data used for monitoring the outcome of campus goals and objectives. Our goal by the end of the school year is that the campus leadership team will be aware of and execute their roles and responsibilities effectively 100% of the time.

District Commitment Theory of Action: If the district supports principals by protecting their time dedicated to school instructional leadership then campus leaders can develop, implement, and monitor focused improvement plans that address the causes of low performance.

Desired 90-day Outcome: By the end of Cycle 2, campus instructional leaders will have scheduled and accomplished 90% of the roles and responsibilities that were developed during cycle 1.

Cycle 2 - (Dec – Feb)

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

Implementation Level: Beginning Implementation

Rationale: In the middle of last school year, first and second-grade students and staff transitioned from the Brown Primary campus to the Smithville Elementary campus. We now have two campus staffs coming together with very different visions, expectations, and goals. The campus needs to come together as one and create a shared mission and vision that focuses on a positive culture and student success.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will build capacity in this essential action by involving the staff, students, and stakeholders in the process of creating a unified vision and goals. Some goals will be directly related to the work that will be learned through the TIL support as instructional growth of students will be included in the campus vision and goals

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities to stakeholders by sharing information on our campus information HUB, in our weekly newsletter, and in our campus improvement plan. We will also use parent and student surveys to collect data to help drive our focus. We will create buy-in by allowing opportunities for all stakeholders to provide feedback through campus-level surveys and surveys conducted as part of the ESF diagnostic.

Desired Annual Outcome: By the end of the 21-22 school year, 100% of staff at Smithville Elementary will be able to articulate the campus vision and goals and identify their level of support in working towards achieving them.

District Commitment Theory of Action: If the district provides campuses with best practice resources and tools for engaging families then a campus will foster a positive school culture with an aligned vision, mission, goals and values.

Desired 90-day Outcome: By the end of cycle 2, campus leaders will have met at least 6 times were evaluate and create the next steps based on trends in discipline referrals, attendance rates, and interventions.

Cycle 2 - (Dec – Feb)

3. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Rationale: Over the past several years, teams have created lessons that they have become dependent on. There has not been much change from year to year based on current student needs, data, and demographics. The campus needs to be less dependent on the previous year's plans and create plans based on a discussion of current data, the needs of students, and the expectations of the TEKS. Plans also need to include strategies that include supporting ELLs and special education learners, as well as a plan for intervention. If the campus moves forward in the development of classroom routines and instructional practices, teachers will better target the individual needs of all students in their classroom.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will also participate in the TIL Lesson Alignment and Formative Assessment cohort. Our participation in this cohort will ensure that all teachers and staff understand the student expectations and what specific skills they need to master to show their level of mastery. Participation in LAFA will build capacity in teacher leaders in each grade level.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities to stakeholders through sharing information on our campus information HUB, in our weekly newsletter, and in our campus improvement plan. We will present the TIL Lesson Plan and Formative Assessment information through District PD days, enrichment days, professional learning communities, and staff meetings. We will create buy in by gathering information from stakeholders through campus level surveys and surveys being conducted as part of the ESF Diagnostic process. We will also create buy-in by ensuring that grade-level teacher leaders are leading the work from LAFA.

Desired Annual Outcome: By the end of the 21-22 school year, our campus leadership team will have built their capacity in providing support to teachers around the use of instructional materials and classroom best practices. This will be evidenced by weekly classroom observation indicating that 90% of teachers are using high-quality instructional practices.

District Commitment Theory of Action: If 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 instructional, and observation and feedback) then campus leaders will provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students

Desired 90-day Outcome: By end of cycle 2, 100% of teachers will receive feedback on a monthly basis that indicates at least 90% of teachers' are proficient in the areas of classroom management and high-quality instructional strategies.

Cycle 3 - (Mar – May)

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Rationale: Mrs. Foster, the campus Principal, is the Principal of two campuses within the district. The primary campus (EE-PK) is on one side of Smithville, and the elementary campus (1st-5th) is on the other side of Smithville. The administrative team across both campuses consists of three Assistant Principals and two Counselors. Clear roles and responsibilities need to be created to ensure effective management and instructional leadership of both campuses. Clear guidelines and expectations are vital to the success of both campuses. The development of teacher leaders is also an important component of the success of these campuses.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? To build capacity for this essential action, we will also work with Region 13 Texas Instructional Leadership program in the areas of Lesson Alignment and Formative Assessment (LAFA). Work with Region 13 TIL will assist us in ensuring that we have proper oversight and training of lesson plans and assessments on campus.

We will work as a leadership team to create roles and responsibilities after attending the LAFA training that targets each member's strengths within their role. We will address successes and concerns through leadership team meetings and will revise as needed throughout the year.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities to stakeholders through sharing information on our campus information HUB, in our weekly newsletter, and in our campus improvement plan. We will create buy-in by including the staff in the development of roles and responsibilities through PLC planning time, teachers attending the TIL training through Region 13, and our participation in the ESF Diagnostic survey.

Desired Annual Outcome: By May 2022, our campus leadership team will have clear, written, and transparent roles and responsibilities that focus on instructional leadership and regular monitoring and implementation of goals and outcomes. Evidence of this will include a campus leadership team roles and responsibilities chart, a calendar that includes weekly instructional leadership team meetings, campus-level protocols for instructional tasks (including those from TIL), and data used for monitoring the outcome of campus goals and objectives. Our goal by the end of the school year is that the campus leadership team will be aware of and execute their roles and responsibilities effectively 100% of the time.

District Commitment Theory of Action: If the district supports principals by protecting their time dedicated to school instructional leadership then campus leaders can develop, implement, and monitor focused improvement plans that address the causes of low performance.

Desired 90-day Outcome: By the end of cycle 3, 90% of professional learning communities, enrichment days, and vertical alignment meetings will include the use of data reviews and processes learned through the TIL lesson alignment and formative assessment training.

Cycle 3 - (Mar – May)

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

Implementation Level: Beginning Implementation

Rationale: In the middle of last school year, first and second-grade students and staff transitioned from the Brown Primary campus to the Smithville Elementary campus. We now have two campus staffs coming together with very different visions, expectations, and goals. The campus needs to come together as one and create a shared mission and vision that focuses on a positive culture and student success.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will build capacity in this essential action by involving the staff, students, and stakeholders in the process of creating a unified vision and goals. Some goals will be directly related to the work that will be learned through the TIL support as instructional growth of students will be included in the campus vision and goals

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities to stakeholders by sharing information on our campus information HUB, in our weekly newsletter, and in our campus improvement plan. We will also use parent and student surveys to collect data to help drive our focus. We will create buy-in by allowing opportunities for all stakeholders to provide feedback through campus-level surveys and surveys conducted as part of the ESF diagnostic.

Desired Annual Outcome: By the end of the 21-22 school year, 100% of staff at Smithville Elementary will be able to articulate the campus vision and goals and identify their level of support in working towards achieving them.

District Commitment Theory of Action: If the district provides campuses with best practice resources and tools for engaging families then a campus will foster a positive school culture with an aligned vision, mission, goals and values.

Desired 90-day Outcome: By the end of cycle 3, campus counselors will have addressed 90% of individual and group counseling needs as indicated by the completion of counselor referrals and group counseling schedules.

Cycle 3 - (Mar – May)

3. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Rationale: Over the past several years, teams have created lessons that they have become dependent on. There has not been much change from year to year based on current student needs, data, and demographics. The campus needs to be less dependent on the previous year's plans and create plans based on a discussion of current data, the needs of students, and the expectations of the TEKS. Plans also need to include strategies that include supporting ELLs and special education learners, as well as a plan for intervention. If the campus moves forward in the development of classroom routines and instructional practices, teachers will better target the individual needs of all students in their classroom.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will also participate in the TIL Lesson Alignment and Formative Assessment cohort. Our participation in this cohort will ensure that all teachers and staff understand the student expectations and what specific skills they need to master to show their level of mastery. Participation in LAFA will build capacity in teacher leaders in each grade level.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities to stakeholders through sharing information on our campus information HUB, in our weekly newsletter, and in our campus improvement plan. We will present the TIL Lesson Plan and Formative Assessment information through District PD days, enrichment days, professional learning communities, and staff meetings. We will create buy in by gathering information from stakeholders through campus level surveys and surveys being conducted as part of the ESF Diagnostic process. We will also create buy-in by ensuring that grade-level teacher leaders are leading the work from LAFA.

Desired Annual Outcome: By the end of the 21-22 school year, our campus leadership team will have built their capacity in providing support to teachers around the use of instructional materials and classroom best practices. This will be evidenced by weekly classroom observation indicating that 90% of teachers are using high-quality instructional practices.

District Commitment Theory of Action: If 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 instructional, and observation and feedback) then campus leaders will provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students

Desired 90-day Outcome: By the end of cycle 3, the campus will have the end of year and beginning of 2022 school year professional development plan 90% completed.

Cycle 4 - (Jun – Aug)