Brownwood Independent School District

Brownwood Middle School - TIP

2023-2024 Submissions/Essential Actions/Action Steps

Superintendent: Dr. Joe Young   **Principal:**   Mykia Anderson
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                                                                                              ESC Region: 15

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Submissions

Submission 1 (optional)

1. Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.
Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.
Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

Rationale: Based on the self-assessment, there are some key practices and success criteria in place at the campus that will support implementation of TIL best practices for observation and feedback cycles. The district has prioritized building teacher capacity through observation and feedback, so 5.2 will support district and campus goals for staff and student growth.

Source Used to Identify Rationale: Self Assessment

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: Campus administrators will attend TIL training for Observation/Feedback. The ESC SI specialist and the principal supervisors will support leaders through coaching and feedback. Campus leaders will share TIP goals for 5.2 with staff to ensure they understand principals are improving leadership skills to support teacher growth and student outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus values include growth statements for all stakeholders. The ILT will share 5.2 goals with all stakeholders so that they understand that leaders will support teacher growth through observations, feedback, and actions steps that are responsive to a teacher's current proficiency. TIP goals will be share at staff meetings, parent meetings, and through online avenues of the district.

Desired Annual Outcome: By June 2024, observation and feedback data will show that all staff have met a minimum of 70% of all action steps grounded in best practices for management, engagement, and rigor as evidenced by the leadership tracking tools to capture trends and track teacher progress over time.

District Commitment Theory of Action: The district ensures that campus instructional leaders receive training and ongoing coaching to support the implementation of instructional leadership systems including observation and feedback cycles to build teacher capacity.

Incremental Outcome 1 (optional): By June 2024, observation and feedback data will show that all staff have met a minimum of 70% of all action steps grounded in best practices for management, engagement, and rigor as evidenced by the leadership tracking tools to capture trends and track teacher progress over time.

District Actions: The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems including observation and feedback.

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?
It may be a challenge for principals to complete O/F for all staff quarterly due to the demands of other campus responsibilities.	Action Step 3	This action step will allow principals to observe teachers based on needs and student results on formative assessments.

Did you achieve your Incremental Outcome 2 (optional):

What data supports your claim? (optional):

Step 1 Details	Reviews
Action Step 1: Campus leaders will use TTESS observation tools to observe and track the level of teacher implementation of teaching practices as well as progress over time.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: TTES observation documentation	**Necessary Adjustments/Next Steps:**
Leader(s) Accountable: Principal Assistant Principal	
Leader Follow Up Action(s): Develop a system to track staff overtime.	
Non-Funded Resources Needed:	
Addresses an Identified Challenge:	
Start Date: November 6, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** May 17, 2024	

Step 2 Details	Reviews
Action Step 2: Principals will complete TIL Observation Feedback training by December 15, 2023; TIL SI Specialist will support implementation of the process throughout the year to ensure action steps for teacher development are high leverage and observable.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: O/F Sign in Sheet Examples of action steps assigned	**Necessary Adjustments/Next Steps:**
Leader(s) Accountable: Principal Assistant Principal	
Leader Follow Up Action(s): Build an observation schedule; adjust based on teacher need and formative data.	
Non-Funded Resources Needed:	
Addresses an Identified Challenge:	
Start Date: November 8, 2023 - **Frequency:** - **Evidence Collection Date:** May 17, 2024 **Funding Sources:** TIL Training for O/F; coaching - 6200-Professional and contracted services - $15,000	

Step 3 Details	Reviews
Action Step 3: Classroom observations will take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results. All teachers will experience observation and feedback a minimum of four times throughout the year.	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**
Evidence Used to Determine Progress: O/F calendar and documentation	
Leader(s) Accountable: Principal Assistant Principal	
Leader Follow Up Action(s): Document teachers in need of more support based on observations and formative data and adjust observation calendar accordingly.	
Non-Funded Resources Needed:	
Addresses an Identified Challenge: Yes	
Start Date: November 8, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** May 17, 2024	

Submission 1 (optional)

2. Essential Action 5.3: Data-driven instruction.

> **Implementation Level:** Planning for Implementation
>
> **Key Practices:** 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.
> 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.
> Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.
>
> **Rationale:** Based on the self-assessment, the campus has implemented several key practices of the DDI process based on district goals and expectations. Campus leaders consistently monitor student progress and ensure teachers have protected time to meet to review data and instructional practices. Identifying trends in the data, determining root causes of student misconceptions, and plans to respond to those issues has not been addressed by all stakeholders of the campus. Developing these protocols among all staff will have a positive impact on instruction and student outcomes.
>
> **Source Used to Identify Rationale:** Self Assessment
>
> **Who will you partner with?:** TIL
>
> **How will you build capacity in this Essential Action?:** District leaders and the ESC TIL coach will support campus leadership as they develop consistent processes to support teaching and learning through unpacking standards, using exemplars to confirm the expected level of rigor, and ensuring knowledge and skills reflect all appropriate paths to mastery. All coaching of campus leaders and teachers will be informed by data with an expected outcome of improved instruction and student growth through the campus corrective instruction action planning process.
>
> **How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Campus leaders will share goals for the DDI process with all stakeholders during PLC meetings to ensure they meet each teams level of needed support. Leaders will model the campus corrective instruction action planning process for teachers individually and during PLC's to ensure all stakeholders implement consistently and successfully.
>
> **Desired Annual Outcome:** By June 2024, all campus departments will have successfully implemented at least 70% of the campus corrective instructional action planning process as evidenced by examples of instructional action plans and PLC documentation for further data review after reassessment occurs.
>
> **District Commitment Theory of Action:** The district provides a data assessment platform to capture high stakes assessment data by item, student level, and growth to allow for data-driven reflection.
>
> **Incremental Outcome 1 (optional):** By June 2024, all campus departments will have successfully implemented 70% of the campus corrective instructional action planning process as evidenced by examples of instructional action plans and PLC documentation for further data review after reassessment occurs.
>
> **District Actions:** If the district provides and grades district assessments, and ensures that schools receive detailed reports within two days, then campus leaders will have time to disaggregate and review data to monitor all student progress before meeting with staff to support teachers as they make decisions alongside teachers to improve instruction.
>
> **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?
Campus departments are at different levels of expertise for the DDI process and there is currently no campus protocol for all departments.	Action Step 2	By implementing campus protocols for the DDI process, all staff will have the opportunity to focus on responding to the data appropriately to ensure growth for all students in all classrooms.

Did you achieve your Incremental Outcome 2 (optional):

What data supports your claim? (optional):

Step 1 Details	Reviews
Action Step 1: Campus instructional leaders will meet after each district assessment to disaggregate and review data in order to make data informed decisions alongside teachers to improve instruction.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: Meeting agendas and minutes.	**Necessary Adjustments/Next Steps:**
Leader(s) Accountable: Principal Assistant Principal IC	
Leader Follow Up Action(s): Ensure evidence-based feedback based on student data is documented for core PLC meetings after each district assessment.	
Non-Funded Resources Needed:	
Addresses an Identified Challenge:	
Start Date: November 6, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 17, 2024	

Step 2 Details	Reviews
Action Step 2: Campus leaders will develop protocols that 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.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: Campus protocols for data analysis.	**Necessary Adjustments/Next Steps:**
Leader(s) Accountable: Principal	
Leader Follow Up Action(s): Schedule observations to monitor corrective instruction action plan implementation.	
Non-Funded Resources Needed:	
Addresses an Identified Challenge:	
Start Date: January 8, 2024 - **Frequency:** - **Evidence Collection Date:** May 17, 2024	

Step 3 Details	Reviews
Action Step 3: Department team meeting agendas will include weekly discussions of formative student data, effective instructional strategies and possible adjustments to instructional delivery.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: Meeting agendas and minutes.	**Necessary Adjustments/Next Steps:**
Leader(s) Accountable: Principal Assistant Principal	
Leader Follow Up Action(s): Ensure departments have protected time for in-depth conversations about student progress.	
Non-Funded Resources Needed:	
Addresses an Identified Challenge:	
Start Date: November 6, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** May 17, 2024	

Submission 2A (optional)

Did you achieve your student performance data goals?:

What data supports your claim?:

1. Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

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District Commitment Theory of Action: The district ensures that campus instructional leaders receive training and ongoing coaching to support the implementation of instructional leadership systems including observation and feedback cycles to build teacher capacity.

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: Planning for Implementation

Key Practices: 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.
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.
Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.

Rationale: Based on the self-assessment, the campus has implemented several key practices of the DDI process based on district goals and expectations. Campus leaders consistently monitor student progress and ensure teachers have protected time to meet to review data and instructional practices. Identifying trends in the data, determining root causes of student misconceptions, and plans to respond to those issues has not been addressed by all stakeholders of the campus. Developing these protocols among all staff will have a positive impact on instruction and student outcomes.

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How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leaders will share goals for the DDI process with all stakeholders during PLC meetings to ensure they meet each teams level of needed support. Leaders will model the campus corrective instruction action planning process for teachers individually and during PLC's to ensure all stakeholders implement consistently and successfully.

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District Commitment Theory of Action: The district provides a data assessment platform to capture high stakes assessment data by item, student level, and growth to allow for data-driven reflection.

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?: