

Agenda of Board Workshop Meeting

The Board of Trustees Ector County Independent School District

A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held December 6, 2022, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Opening Remarks by Superintendent
4. Public Comment
5. Board Policy
 - A. Discussion of Revisions to Local Board Policy CO(LOCAL): Food and Nutrition Management 2
 - B. Discussion of Request for Deletion of Board Policy: CA(LOCAL): Fiscal Management Goals and Objectives 6
6. Report/Discussion Items
 - A. Discussion of the ECISD 2022-2023 Targeted Improvement Plans 10
 - B. Special Services - Dyslexia Update 105
 - C. Presentation of Facilities 120
7. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
8. Closing Remarks by Superintendent
9. Adjournment



Discussion of Revisions to Local Board Policy

CO(LOCAL) Food and Nutrition Management

Administration Recommends that the Board Approve Revisions to Local Board Policy CO(LOCAL): Food and Nutrition Management. TASB Policy Services provided their recommendations to CO(LOCAL) policy to reflect current district practices. The deleted local policy text has been moved to Administrative Regulation.

Food Donation

The Superintendent shall be authorized to develop regulations for the District to donate or otherwise dispose of leftover food in accordance with law.

Meal Charges

State Law

~~As established by the Board, a student with an exhausted or insufficient balance on his or her meal card or meal account shall be allowed to continue to purchase meals for up to three school days for a student in elementary school and up to one school day for a student in secondary school. The Superintendent shall develop administrative regulations for this grace period to address:~~

- ~~1. The District's processes for parent notification during the grace period, including a schedule for repayment; and~~
- ~~2. Whether the student will be limited to certain foods or beverages during this grace period, and, if so, the District's efforts to minimize overt identification of the student.~~

~~No fees or interest shall be charged by the District for meals purchased during the grace period.~~

Federal Law

~~For each campus that participates in the federal school breakfast or lunch programs under which students may incur a meal charge, the District's administrative regulations shall also address procedures for a student who has insufficient funds to purchase a meal following exhaustion of the grace period described above. The procedures shall address:~~

- ~~1. The parameters under which meals shall be served to the student;~~
- ~~2. The District's efforts to minimize overt identification of the student; and~~
- ~~3. How the District will attempt to collect unpaid debt in order to maintain the financial integrity of the food service account.~~

FOOD AND NUTRITION MANAGEMENT

CO
(REGULATION)

Note: The Texas Department of Agriculture provides further guidance related to the management of food and nutrition programs in the [Administrator's Reference Manual \(ARM\)](#).¹

School Meal Leftovers	The District <u>does not allow</u> a campus to sell, share, or donate school meal leftovers.
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Sales	<p>The District <u>does not allow</u> leftovers to be sold at a campus cafeteria or other designated eating area as second meals, à la carte items, or meals.</p> <p>Any items sold must meet the competitive food requirements. Income from sales will be handled in accordance with school nutrition program guidelines.</p> <p>Alternatively, the leftovers <u>may not</u> be incorporated into future reimbursable meals.</p>
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Sharing Tables	<p>The District <u>does not</u> allow a campus to set up leftover sharing tables for school meal items students do not want.</p> <p>The District will follow procedures to limit the risk posed to students with food allergies and address the care of students with a diagnosed food allergy who are at risk for anaphylaxis. [See FFAF]</p>
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Donations	When an official of a nonprofit organization, such as a local food bank or charitable organization, is directly affiliated with the campus, including a teacher, school counselor, or parent of a student enrolled at the campus, the District <u>does not allow</u> the campus to donate food to the nonprofit organization.
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Community Eligibility Provision	All elementary campuses (except STEM Academy) are participating in the Community Eligibility Provision (CEP). This program allows the District to provide breakfast and lunch to all children at no charge and helps eliminate the collection of meal applications for free, reduced-priced student meals. This new approach reduces burdens for both families and school administrators and helps ensure that students receive nutritious meals.
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FOOD AND NUTRITION MANAGEMENT

CO
(REGULATION)

Universal Free Feeding ~~STEM Academy All middle and high school campuses are~~ is participating in the Universal Free Feeding Program. This program will allow all children at all middle and high schools to be served meals at no charge. The ability of the District to offer this special alternative rests upon the success of the school in receiving a completed application for free and reduced-priced meals from each middle and high school household.

{See COB for further information on free and reduced-price meals}

Nondiscrimination Statement When applicable, the District will include the nondiscrimination statement provided by the U.S. Department of Agriculture (USDA) on all forms of its communications and printed program materials.

¹ Administrator's Reference Manual (ARM):
<http://www.squaremeals.org/Programs/NationalSchoolLunchProgram/NSLPPolicy&ARM.aspx>



Discussion of and Request for Deletion of Board Policy

CA(LOCAL): Fiscal Management Goals and Objectives

Discussion of Deletion of Board Policy CA(LOCAL): Fiscal Management Goals and Objectives - When we began working with TASB on revisions to this policy, they recommended the deletion of this policy since the required items are in CA(LEGAL). They recommended moving the local policy language to Administrative Regulation.

FISCAL MANAGEMENT GOALS AND OBJECTIVES

GA
(LOCAL)

Background	To keep the District in a strong financial position, it is the goal of the Board to maintain the fund balances of the operating and debt services funds at an adequate level.
Financial Stability	In seeking to fulfill its mission, the District shall maintain a high level of financial stability and shall not compromise the long-term financial integrity to achieve short-term benefits.
Fund Balance Classification	Fund balance classification shall be recorded in accordance with governmental accounting standards as promulgated by GASB.
Fund Balance	Fund balance shall mean the gross difference between governmental fund assets and liabilities reflected on the balance sheet. Governmental fund assets are those of the general fund, special revenue funds, debt service funds, and capital project funds.
Order of Expenditure	<p>The order of spending and availability of the fund balance shall be to reduce funds from the listed areas in the following order: restricted, committed, assigned, and unassigned funds. Negative amounts shall not be reported for restricted, committed, or assigned funds.</p> <p>The five classifications of fund balance of the governmental types are as follows:</p>
Nonspendable Fund Balance	<p>1.—Nonspendable fund balance shall mean that portion of the gross fund balance that is not expendable, such as inventories, or is legally earmarked for a specific use.</p> <p>Examples of nonspendable fund balance reserves for which fund balance shall not be available for financing general operating expenditures include:</p> <ul style="list-style-type: none">•—Inventories;•—Prepaid items;•—Deferred expenditures; and•—Long-term receivables.
Restricted Fund Balance	<p>2.—Restricted fund balance shall include amounts constrained to a specific purpose by the provider, such as a grantor.</p> <p>Examples of restricted fund balances include:</p> <ul style="list-style-type: none">•—Child nutrition programs;•—Technology programs;•—Construction programs under a state-funded program (i.e., IFA, EDA, PFC, financed bonds); and

FISCAL MANAGEMENT GOALS AND OBJECTIVES

GA
(LOCAL)

- ~~Resources from other granting agencies.~~
- Committed Fund Balance**
3. ~~Committed fund balance shall mean that portion of the fund balance that is constrained to a specific purpose by the Board.~~
- ~~Examples of committed fund balance include:~~
- ~~Potential litigation, claims, and judgments; and~~
 - ~~Campus activity funds.~~
- Assigned Fund Balance**
4. ~~Assigned fund balance shall mean that portion of the fund balance that is spendable or available for appropriation but has been tentatively earmarked for some specific purpose.~~
- ~~When it is appropriate for fund balance to be assigned, the Board delegates the responsibility to assign funds to the Superintendent or assistant superintendent for business operations.~~
- ~~In current practice, such plans or intent may change and may never be budgeted, or may result in expenditures in future periods of time.~~
- ~~Examples of assigned fund balances that the District may have tentative plans for expenditures in future periods include:~~
- ~~Capital replacement (expenditures for equipment, furniture, and software);~~
 - ~~Building construction, repair, and renovation;~~
 - ~~Insurance deductibles;~~
 - ~~Program start-up costs;~~
 - ~~Debt service reduction; and~~
 - ~~Other legal uses.~~
- Unassigned Fund Balance**
5. ~~Unassigned fund balance shall include amounts available for any legal purpose. This portion of the total fund balance in the general fund is available to finance operating expenditures. Unassigned fund balance shall mean the difference between the total fund balance and the total of the nonspendable fund balance, restricted fund balance, committed fund balance, and assigned fund balance.~~

~~FISCAL MANAGEMENT GOALS AND OBJECTIVES~~

GA
(LOCAL)

~~**Fund Balance Levels** The District shall strive to maintain a yearly balance in the general fund in which the unassigned fund balance is 20 percent of the total operating expenditures. The goal of the debt service fund shall be to maintain a level adequate to meet bonded debt obligations.~~



DISCUSSION OF THE 2022-2023 ECISD TARGETED IMPROVEMENT PLANS

Presentation and discussion of the 2022-2023 Targeted Improvement Plans (TIPs) led by Susan Hendricks, Director of Leadership. The process for TIP development will be shared and principals will share goals and strategies within their schools' TIPs. The Texas Education Agency requires TIPs for schools who perform in the bottom 5% of Domain III-Closing the Gaps in the accountability system. This year the campuses are Cavazos, Dowling, Downing, Ireland and Sam Houston. The Board is required to approve Targeted Improvement Plans every year.

Targeted Improvement Plans



2022-2023

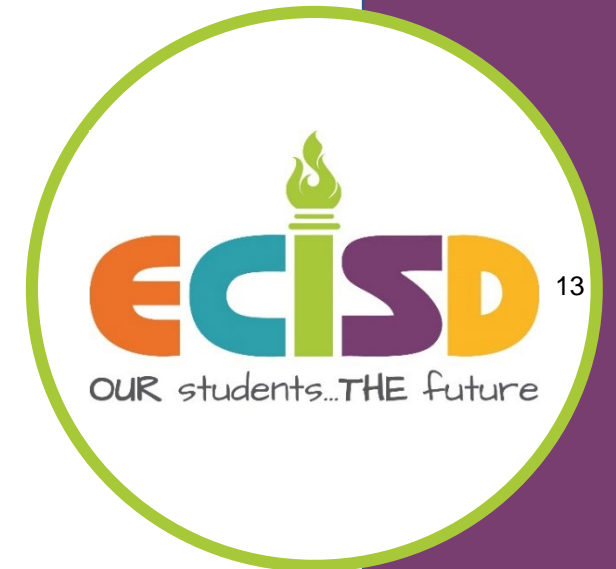
What is a Targeted Improvement Plan?



Targeted Improvement Planning Process

Effective Schools Framework Process

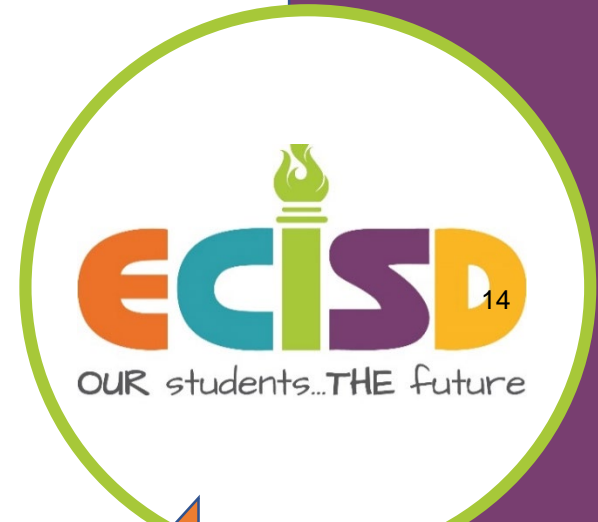
- Attended Effective Schools Framework Training at Region 18
- Completed Self Reflection Tool
- Completed Self Assessment Tool
- Completed Targeted Improvement Plan
- Submitted Plans on the Intervention, Stage, and Activity Manager (ISAM) to TEA
- 90 Day Cycle Review with TEA
- ESF Diagnostic (Dowling, Cavazos, and Sam Houston)



Effective Schools Framework

6 Essential Actions

- 1.1 Campus Instructional Leaders
- 2.1 Recruit, Select, Induct and Retain a Full Staff of Highly Qualified Educators
- 3.1 Compelling & Aligned Vision, Mission, Goals, and Values
- 4.1 Curriculum & Assessment Alignment to TEKS with Scope & Sequence
- 5.1 Objective-Driven Daily Lesson Plans with Formative Assessment
- 5.3 Data Driven Instruction



Targeted Improvement Plans



Beatrice Martinez
Cavazos Elementary

NOT RATED



Julie Marshall
Dowling Elementary

NOT RATED



Dr. Lindsey Lumpkin
Downing Elementary

NOT RATED



Noe Ortiz
Ireland Elementary

B RATING



Crystal Marquez¹⁵
Sam Houston

C RATING



Essential Action

4.1

Daily use of high-quality instructional materials aligned to instructional planning calendar and interim and formative assessments.

Desired Annual Outcome and Strategies

By the end the 2022-2023 school year, 100% of teachers will be able to align Tier 1 instruction to the rigor of the Texas Essential Knowledge Skills

- Backwards planning from the short cycle assessments
- Develop learning objectives and exit tickets
- Calendar & create reteach lessons, reassessment, and data meetings

CAVAZOS

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objective: I will understand what a unit fraction is and how to represent it by looking at a pictorial model.</p> <p>Instructional Strategy: Fraction Tiles or Fraction Circles</p> <p>Quickchecks: Graffiti</p> <p>Think it up! Clarify and verify thinking</p> <p>Sentence Stems: I can name _____ in a _____ line.</p> <p>Exit Ticket</p>	<p>3.3A Saavas lesson 11-2 Fractions and Sets</p> <p>Objective: I can demonstrate fractions with denominators of 2, 3, 4, 6, and 8 using pictorial models and fraction circles.</p> <p>Instructional Strategy: Fraction Circles</p> <p>Quickchecks: Dot 2 Dot Consensogram</p> <p>Think it up! Make Connections</p> <p>Sentence Stems: I can name _____ On a _____</p> <p>Exit Ticket</p>	<p>3.7A Saavas lesson 11-3 Representing Fractions on the Number Line</p> <p>Objective: I can illustrate fractions of halves, fourths, and eighths as distance from zero on a number line.</p> <p>Instructional Strategy: Foldable paper strips</p> <p>Quick Checks: Picture worth 1000 words</p> <p>Think it up! Ask great questions</p> <p>Sentence Stems: I can name the part of the _____ with a _____</p> <p>Exit Ticket</p>	<p>3.3B Saavas lesson 11-4 Locating Fractions on the Number Line</p> <p>Objective: I can determine the corresponding fraction... with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.</p> <p>Instructional Strategy: Fraction tiles, foldable paper strips and number lines</p> <p>Quick Checks: Sketch it</p> <p>Think it up! Clarify and verify</p> <p>Sentence Stems: show a fraction of _____</p> <p>Exit Ticket</p>	<p>3.3A Saavas lesson 11-4 Fractions and Sets</p> <p>Objective: I can demonstrate fractions with denominators of 2, 3, 4, 6, and 8 using pictorial models and fraction circles.</p> <p>Instructional Strategy: Fraction Tiles or Fraction Circles</p> <p>Quickchecks: Graffiti</p> <p>Think it up! Clarify and verify thinking</p> <p>Sentence Stems: I can name _____ in a _____ line.</p> <p>Exit Ticket</p>

1 Lillian paid sixty-one dollars and thirty-nine cents for groceries. The digit 3 in this number has a value of —

A (3×10) dollars
 B (3×1) dollars
 C (3×0.01) dollars
 D (3×0.1) dollars

4.2B

2 The number 47.06 can be expressed as —

F $(4 \times 10) + (7 \times 1) + (6 \times 0.01)$
 G $(4 \times 10) + (7 \times 1) + (6 \times 0.1)$
 H $(4 \times 1) + (7 \times 1) + (0 \times 1) + (6 \times 1)$
 J $(4 \times 10) + (7 \times 1) + (0 \times 10) + (6 \times 100)$

4.2B

3 In the number shown, one digit is underlined and one digit is circled.

1,2A

70,000

Which statement about the circled digit is true?


A Its value is 10 times greater than the value of the underlined digit.
 B Its value is $\frac{1}{10}$ the value of the underlined digit.
 C Its value is 70 times the value of the underlined digit.
 D Its value is $\frac{1}{70}$ the value of the underlined digit.

It cannot be greater because the circled digit is one thousand place and the underline is in the ten thousand place.
 Indicate 7 is more than 1, which is not.

The relationship between places are based on multiples of 10 / one-tenth $\frac{1}{10}$

Listen

6. Hector's mom bought a striped rug. What fraction of the rug is gray?



A $\frac{1}{4}$
 B $\frac{3}{4}$
 C $\frac{4}{4}$
 D $\frac{2}{4}$

Listen

8. Jeremy cut a cookie into five equal pieces to share with his friends. He ate two of the pieces. What fraction of the whole cookie does he have left to share?

A $\frac{3}{5}$
 B 3
 C $\frac{1}{5}$
 D $\frac{1}{5}$

DOWLING



Essential Action

4.1

Daily use of high-quality instructional materials aligned to instructional planning calendar and interim and formative assessments.

Desired Annual Outcome and Strategies

By May 2023, 100% of campus teachers will write and execute objective driven daily lesson plans with an aligned exit ticket.

- Train teachers on how to align learning objectives to the Texas Essential Knowledge and Skills
- Planning days each 6 weeks per teacher

Lesson Planning and Lesson Objectives

Dowling Elementary

DOWLING

AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
DECEMBER									
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday			
				1	2	3			
4	5	6	7	8	9	10			
		Planning Day: K-2 Math		Planning Day: 3-5 Reading					
11	12	13	14	15	16	17			
	Planning Day: 3-5 Math		Planning Day: K-2 Reading						
18	19	20	21	22	23	24			
25	26	27	28	29	30	31			

Staff Training / Presentation
Link:

<https://tinyurl.com/2r7k462y>

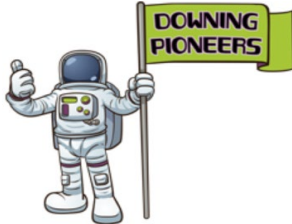
MSW...	Monday 11/14	Tuesday 11/15	Wednesday 11/16	Thursday 11/17	Friday 11/18
Do Now					
I Do	SWBAT explain how the author uses facts and opinions using a graphic organizer 4.9Eii Fact and opinion	SWBAT identify the claim using evidence to support their response 4.9Ei Identify claim	SWBAT explain how the author supports his opinion using facts from the text 4.9Eii Fact and opinion	SWBAT recognize sequence text pattern using a graphic organizer 4.9Diii Text Structure	SWBAT explain the meaning of text by analyzing the use of figurative language and why the author included it 4.10D Figurative Language
Apply to Text	HMH: MSW1D1 "Why Art Centers Matter"	HMH: MSW1D1 "Why Art Centers Matter"	HMH: MSW1D3 "The Beattles Were Fab"	HMH: MSW1D4 "The Beattles Were Fab"	HMH: MSW1D5 "The Beattles Were Fab"
Respond	Fact and Opinion T-chart (slide)	Claim graphic organizer (slide)	SCR-What facts does the author include to support his opinion that the Beattles were funny? (slide)	Sequence Graphic Organizer (slide)	
Exit Ticket	1 MC	1 MC		1 MC	1 MC
Vocabulary	Frayor	Frayor	Frayor	Frayor	Quiz in

C Connect/ Framing the Learning Objective	TEKS: 1.2C Use objects, pictures, and expanded and standard forms to represent numbers up to 120. Objective: I can use objects, pictures, and expanded and standard forms to show the number 120. Essential Question: How can we use standard and expanded form to create larger numbers?	TEKS: 1.2C Use objects, pictures, and expanded and standard forms to represent numbers up to 120. Objective: I can use objects, pictures, and expanded and standard forms to show the number 120. Essential Question: How can we use standard and expanded form to create larger numbers? Vocabulary:	TEKS: 1.2G- Represent the comparison of two numbers to 100 using the symbols >, <, or =. Objective: I can compare two numbers using the >, <, or = to sign. Essential Question: What can students do to show how numbers are larger and smaller than others? Vocabulary: Greater than Less than Equal to Whole number Expanded form	TEKS: 1.2D- Generate a number that is greater than or less than a given whole number up to 120. Objective: I can create a number that is greater than or less than 120. Essential Question: How can students create a larger number without using a large amount of manipulatives? Vocabulary:	TEKS: 1.2G- Represent the comparison of two numbers to 100 using the symbols >, <, or =. Objective: I can compare two numbers using the >, <, or = to sign. Essential Question: What can students do to show how numbers are larger and smaller than others?
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Grade level / Content Planning Days for December 19

Lesson Plan Samples with Objectives aligned to the TEKS

DOWNING



Essential Action

5.1
Effective classroom routines and instructional strategies

Desired Annual Outcome and Strategies

By the end of the 2022-2023 school year, 100% of campus instructional leaders will support teachers with observation feedback cycles to close identified gaps²⁰

The campus instructional leaders:

- Engage in goal-setting conferences with each teacher
- Classroom observation feedback cycles



Quick Hits

students on task-do not

Action Items

Action Steps Goals To-Dos

Action Steps Add New

Active (1) Mastered (1)

R2. Internalize Existing Lesson Plans: Internalize & rehearse key parts of the lesson, including the "I Do" and all key instructions.

Assigned By: Elvia Orras

10/25

Ob

Active

GIVING EFFECTIVE FEEDBACK

See It - Success +

- "What made that successful? What was the impact of [that positive action]?"
- "We set a goal last week of ____ and I noticed how you [met goal] by [state concrete positive actions teacher took]."

See It - Model & Gap +

- Narrow the focus: "Today, I want to dive into [specific element of lesson, action step area]."
- Prompt the teacher to name the exemplar:
 - "What are the keys/criteria for success to ____ [action step/skill]? What is the purpose?"
 - "What did you ideally want to see/hear when ____?"
 - "What was your objective/goal for ____ [activity/lesson]? What did the students have to do to meet this goal/objective?"

Name It - New Action Step +

- "What are the key steps to take to close the gap?"
- "Based on what we discussed today, what do you think your action step should be?"

Internalizing lesson plans and having questioning/I Do are essential and lead to student learning.

Do It - Plan & Practice +

- Plan the implementation into upcoming lesson plans
 - "Where would be a good place to implement this in your upcoming lessons?"
 - "Take ____ minutes and write your script of what you will do and say as you implement your action step. I will also write a script so we can spar."

Do It - Follow Up +

- Agree on a predetermined cue for next observation: "When I come in, I will observe for ____. If I see you struggling I will [give you a cue]."
- Observation: when you'll observe the teacher
 - "When would be best time to observe your implementation of this?"
 - "When I review your plans, I'll look for _____."
 - (Newer teacher): "I'll come in tomorrow and look for this technique."

21

Assign Action Step

B I U S A I

- "What are the key steps to take to close the gap?"
- "Based on what we discussed today, what do you think your action step should be?"

Internalizing lesson plans and having questioning/I Do are essential and lead to student learning.



Essential Action

5.3 Data Driven Instruction

Desired Annual Outcome and Strategies

By May of 2023, 100% of campus instructional leaders and teachers will²² analyze student work and create reteach plans in daily Professional Learning Communities (PLCs) to close identified gaps.

- Review and analyze student work samples
- Create reteach plans and modify lesson plans



Ireland Elem DDI Post Assessment Data Sheet

Assessment: Math Unit 1/2 Date: 9/28/22

Campus Meets %	73%						
Campus Masters%	81%						23.81%
FDC	R/S TEKS	EcoDis	SPED	HISP	WHITE	McKvento	Reteach Date(s):
	2.2F	140%	11%	26%	22%	0%	10/11
* Re-teach - McKvento							Reassess Date(s): 10/12
Whole class re-teach - below 50%							

Teacher: [Redacted]



Ireland Elem DDI Post Assessment Data Sheet

Assessment: Unit 4: Division Date: 10/31-11/1

Campus Meets %	10.84							
Campus Masters%	2.41							
FDC (Freq Detail Chart)	R/S TEKS	Overall % for TEKS	EcoDis	SPED	HISP	WHITE	McKvento	Reteach Date(s):
4.4H	R	34.04	26.53	15.38	32.14	39.71		11/3-11/10
4.5A	R	39.16	29.59	38.46	37.30	44.12		
4.4H solve w/fluency 1/2 step problems involving \times/\div , including remainders								23
4.5A represent multi-step problems involving 4 operations w/whole #'s using strip diagrams and equations w/a letter standing for unknown quantity								
							4.4H	4.5A

Teacher: [Redacted] [Redacted] [Redacted]

51.25 (Ind) 40
 34.52 } 38.10 } Whole group
 36.9 } Whole group } 45.24



Essential Action

5.3 Data Driven Instruction

Desired Annual Outcome and Strategies

By May 2023, the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement ²⁴

- Student Academic Leadership portfolios
- Identify gaps and create reteach plans

My WIGS®

My Reading wig WIG®!

Name: [redacted]
 My wig is to grow from 487 to 494 by Dec 1st.

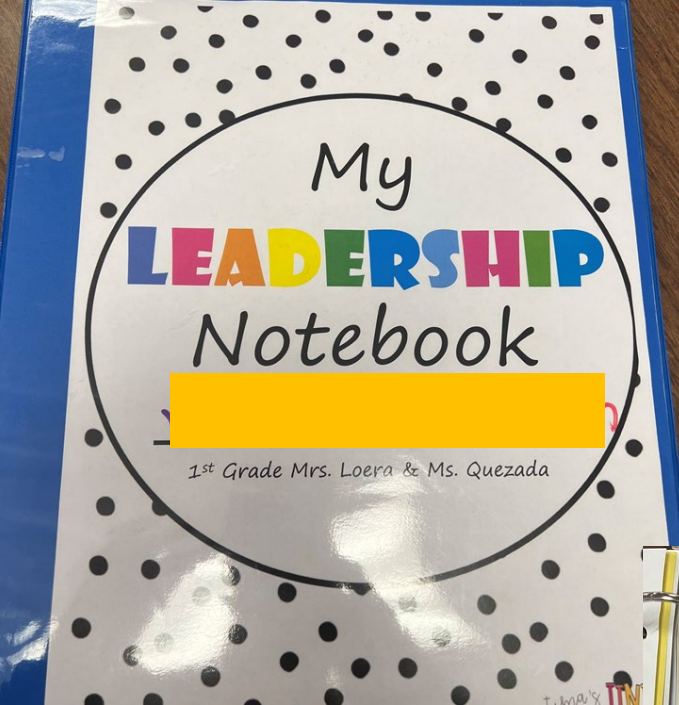
I will do the following to make it happen...
 Lead Measures: (Click or fill these shapes in with the colors you will use to fill in the calendar.)

1. Work on I-station 4-5x wk
2. Read at least 4x wk for 20 minutes

Each time I do one of the strategies above, I'll click or put a colored dot on the calendar.

	MON	TUE	WED	THU	FRI	SAT	SUN	Did I meet my weekly goal?
Week 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	✓ X
Week 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	✓ X
Week 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓ X
Week 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓ X
Week 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓ X

My Accountability Partner: Mr. Beard & [redacted]
 We will meet at this time: Friday During LIM



Sam Houston Elementary Student [redacted]

First Grade Spanish Istation Testing Scores

The end of the year goal for First Grade is J:

Book Level	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Z									
Y									
X									
W									
V									
U									
T									
S									
R									
Q									
P947-984									
923-946									
908-922									
890-907									
874-889									
860-873									
849-859									
817-848									
806-816									
785-805									
770-784									
755-769									
732-754									
707-731									
669-706									
<=668									
<A									

MY I-STATION WIG!
 Mi Meta de I-station!

Nombre: V [redacted]

Mi meta de I-station es crecer de 721 a 733 para el mes de Diciembre.

Haré lo siguiente para lograrlo ...

Actividades para alcanzar mi meta :

1. 30 min Istation

Cada vez que haga la estrategia de arriba voy a colorear un círculo en la tabla

Lunes	Martes	Miércoles	Jueves	Viernes	¿Alcancé mi meta de la semana?
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> SI <input type="checkbox"/> NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> SI <input type="checkbox"/> NO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> SI <input type="checkbox"/> NO
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LeaderinMe Sam Houston Elementary 25

Next Steps

- Board approval of Targeted Improvement Plans
- Continue 90-day cycle reviews of TIP plan and artifacts
- Use artifacts and data collected from each cycle to determine the next 90-day action steps
- Monitor student data for progress

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Feedback and Questions



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



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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 style="text-align: right;">31</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> <p style="text-align: right;">32</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

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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 ³⁴</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 35</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> <p style="text-align: right;">37</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> <p style="text-align: right;">38</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> <p style="text-align: right;">40</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

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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> <p style="text-align: right;">42</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> <p style="text-align: right;">45</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

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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?:

Ector County Independent School District

Dowling Elementary - TIP

2022-2023 Cycles/Essential Actions/Action Steps



Superintendent:
DCSI/Grant Coordinator:

Dr. Scott Muri
Susan Hendricks

Principal: Julie Marshall
ESC Case Manager: Sha Burdsal-Hartzler
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: Not Yet Started

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: Instructional staff continues to struggle to understand the TEKS. Because of this struggle, the full depth of the standards is never taught in its entirety. Lesson plans are lacking specificity and are not monitored.

Who will you partner with?: Other

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How will you build capacity in this Essential Action? Talent Development will partner with Curriculum and Instruction department to provide monthly training for the MCLs in the area of planning. The Instructional Leadership Team will provide direct instruction on lesson plan components and how to write effective learning objectives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

Desired Annual Outcome: By May 2023, 90% of the teachers will write and execute objective driven daily lesson plans with an aligned exit tickets as evidenced by lesson plan review and data analysis of the exit tickets.

District Commitment Theory of Action: If the district provides access to interim assessments aligned to the standards and the expected level of rigor, then consistent processes and systems will be implemented effectively.

Desired 90-day Outcome: By the end of November 2022, 100% of the lesson objectives will be aligned to the TEKS, included in lesson plans, posted in the classroom, and reviewed with students prior to and during instruction.

District Actions: The DCSI and principal will conduct Observation Feedback loops identifying lesson objective alignment.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
A challenge is that teachers have a lack of experience writing aligned objectives.	None	The ILT will train teachers on how to align learning objectives to the TEKS.

Step 1 Details	Reviews
<p>Action Step 1: The principal will train teachers on the campus lesson plan expectations.</p> <p>Evidence Used to Determine Progress: agenda, teacher sign in sheet</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: exemplar lesson plan, district lesson plan template</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews 53
<p>Action Step 2: The ILT will train teachers on how to align learning objectives to the TEKS.</p> <p>Evidence Used to Determine Progress: agenda, sign in, presentation</p> <p>Person(s) Responsible: ILT, Principal</p> <p>Resources Needed: curriculum, TEKS, learning objective</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Each teacher will have a planning day each 6 weeks to complete the backward design process, including the learning objectives and daily exit tickets.</p> <p>Evidence Used to Determine Progress: completed pacing calendar, daily objectives, daily exit tickets</p> <p>Person(s) Responsible: ILT, MCLs, principal</p> <p>Resources Needed: curriculum, TEKS, pacing calendar</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: - 6100-Payroll - \$10,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: The ILT will identify a system for monitoring and documenting lesson plan feedback.</p> <p>Evidence Used to Determine Progress: Lesson Plan feedback monitoring system</p> <p>Person(s) Responsible: Principal, ILT</p> <p>Resources Needed: Lesson plans, lesson plan feedback</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. 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: The PLC/DDI process occurs twice weekly but the ILT is still refining and perfecting the process. The team struggles to get to the "Do it" and practice steps.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Talent development department will coach the MCLs and are providing 1 day per month training on DDI. DCSI and Principal will provide support and coaching for MCLs during the PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

Desired Annual Outcome: By May 2023, 80% of the teachers will use the corrective action planning process to analyze data, identify trends in student misconceptions, and determine root cause as to why the students may have not mastered concepts as evidenced by PLC agenda minutes, data analysis protocols, and reteach plans.

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 instructional leadership team will be able to build capacity with instructional teams.

Desired 90-day Outcome: By the end of November 2022, 100% of the teachers will complete data analysis protocol after each testing cycle.

District Actions: DCSI will coach the Multi-Classroom Leaders (MCL's) and teachers on the "Do It" portion of the See It, Name It, Do It protocol.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The teachers have difficulty developing reteach plans.	None	ILT will train the teachers on developing effective reteach lessons.

Step 1 Details	Reviews
<p>Action Step 1: The Leadership team will be trained on the "See it, Name it, and Do it" protocol.</p> <p>Evidence Used to Determine Progress: agenda, Minutes, protocol</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Protocol</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - 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: Establish a standard process and protocol for reviewing data, tracking data, and monitoring data after each assessment.</p> <p>Evidence Used to Determine Progress: data, protocol, tracking forms, presentation</p> <p>Person(s) Responsible: ILT, principal</p> <p>Resources Needed: data, student trackers, teachers trackers, protocol</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">56</p>
Step 3 Details	Reviews
<p>Action Step 3: The Instructional Leadership Team will train teachers on identifying procedural/conceptual gaps and reteach structure to create quality reteach and reassessment plans.</p> <p>Evidence Used to Determine Progress: reteach plans, sign in, agenda, presentation</p> <p>Person(s) Responsible: ILT, Principal</p> <p>Resources Needed: Presentation, reteach plans, TEKS</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 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)

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: Not Yet Started

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: Instructional staff continues to struggle to understand the TEKS. Because of this struggle, the full depth of the standards is never taught in its entirety. Lesson plans are lacking specificity and are not monitored.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Talent Development will partner with Curriculum and Instruction department to provide monthly training for the MCLs in the area of planning. The Instructional Leadership Team will provide direct instruction on lesson plan components and how to write effective learning objectives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

Desired Annual Outcome: By May 2023, 90% of the teachers will write and execute objective driven daily lesson plans with an aligned exit tickets as evidenced by lesson plan review and data analysis of the exit tickets.

District Commitment Theory of Action: If the district provides access to interim assessments aligned to the standards and the expected level of rigor, then consistent processes and systems will be implemented effectively.

Desired 90-day Outcome: By the end of February 2023, 100% of 3rd through 5th grade teachers will administer aligned daily exit tickets in reading and math.

District Actions: The DCSI will collaborate with and support the Instructional Leadership Team with training on how to align daily exit tickets with objectives and instructional resources and continue collaborative walk-throughs with the Principal.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. 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: The PLC/DDI process occurs twice weekly but the ILT is still refining and perfecting the process. The team struggles to get to the "Do it" and practice steps.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Talent development department will coach the MCLs and are providing 1 day per month training on DDI. DCSI and Principal will provide support and coaching for MCLs during the PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

Desired Annual Outcome: By May 2023, 80% of the teachers will use the corrective action planning process to analyze data, identify trends in student misconceptions, and determine root cause as to why the students may have not mastered concepts as evidenced by PLC agenda minutes, data analysis protocols, and reteach plans.

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 instructional leadership team will be able to build capacity with instructional teams.

Desired 90-day Outcome: By the end of February 2023, 100% of the teachers will complete reteach plans for concepts identified as not yet mastered.

District Actions: The DCSI will observe and give feedback on the "Do It" section of the See It, Name It, Do It protocol.

Did you achieve your 90 day outcome?:

Why or why not?:

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: Not Yet Started

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: Instructional staff continues to struggle to understand the TEKS. Because of this struggle, the full depth of the standards is never taught in its entirety. Lesson plans are lacking specificity and are not monitored.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Talent Development will partner with Curriculum and Instruction department to provide monthly training for the MCLs in the area of planning. The Instructional Leadership Team will provide direct instruction on lesson plan components and how to write effective learning objectives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

Desired Annual Outcome: By May 2023, 90% of the teachers will write and execute objective driven daily lesson plans with an aligned exit tickets as evidenced by lesson plan review and data analysis of the exit tickets.

District Commitment Theory of Action: If the district provides access to interim assessments aligned to the standards and the expected level of rigor, then consistent processes and systems will be implemented effectively.

Desired 90-day Outcome: By May 2023, 90% of the teachers will write and execute objective driven daily lesson plans with an aligned exit tickets as evidenced by lesson plan review and data analysis of the exit tickets.

District Actions: The DCSI and Principal will review lesson plans together specifically focusing on alignment of objectives and exit tickets and continue collaborative walk-throughs.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: 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: The PLC/DDI process occurs twice weekly but the ILT is still refining and perfecting the process. The team struggles to get to the "Do it" and practice steps.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Talent development department will coach the MCLs and are providing 1 day per month training on DDI. DCSI and Principal will provide support and coaching for MCLs during the PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

Desired Annual Outcome: By May 2023, 80% of the teachers will use the corrective action planning process to analyze data, identify trends in student misconceptions, and determine root cause as to why the students may have not mastered concepts as evidenced by PLC agenda minutes, data analysis protocols, and reteach plans.

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 instructional leadership team will be able to build capacity with instructional teams.

Desired 90-day Outcome: By May 2023, 80% of the teachers will use the corrective action planning process to analyze data, identify trends in student misconceptions, and determine root cause as to why the students may have not mastered concepts as evidenced by PLC agenda minutes, data analysis protocols, and reteach plans.

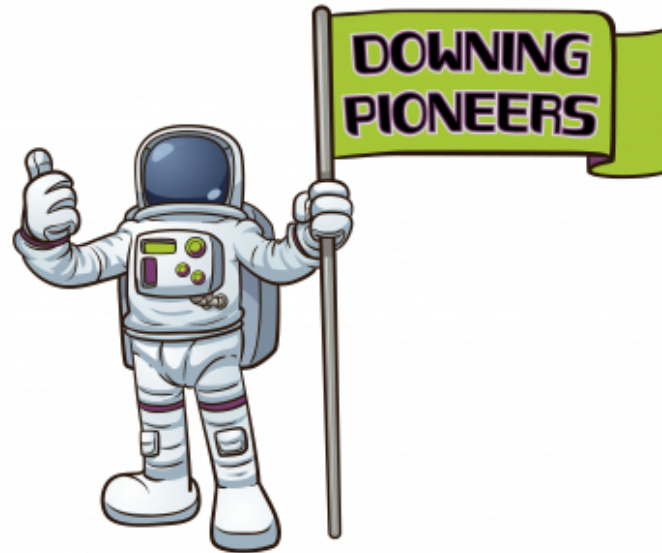
District Actions: The DCSI will continue to observe and give feedback on the "Do It" portion of the See It, Name It, Do It protocol.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Ector County Independent School District
Edward K. Downing Elementary - TIP
2022-2023 Cycles/Essential Actions/Action Steps



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Superintendent:
DCSI/Grant Coordinator:

Dr. Scott Muri
Susan Hendricks

Principal: Dr. Lindsey Lumpkin
ESC Case Manager: Amber Harmon
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 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: 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: A solid foundation in classroom routines and procedures creates an environment conducive to maximizing student learning. When combined with the effective use of materials and researched-based instructional strategies, the needs of all student groups can be met with the appropriate rigor and relevance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? With the combined support of district support members and the campus instructional leadership team, teachers will receive ongoing job-embedded coaching and support with a focus on building teacher capacity in both management and rigor. Teacher action steps will be tracked via SchoolMint Grow. Instructional Leadership will also receive ongoing training and coaching from district support personnel.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Expectations will be determined and communicated during the beginning of the year professional development. Teachers will be included in goal-setting conferences and provide input throughout coaching feedback cycles. The campus will communicate priorities by posting information on the campus website and distributing teacher newsletters, monolingual and bilingual informational flyers, parent/student conferences, family literacy nights, Title I meetings, and parent/teacher data conferences.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will support teachers with observation feedback cycles to close identified gaps and ensure that 80% of teachers will demonstrate ongoing proficiency in planning and delivering aligned and rigorous lessons, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment observation tools, GBF waterfall, and student data tracking tools.

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 feedback), then the campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of November, 100% of teachers and campus leadership will engage in goal-setting conferences. Campus instructional leaders will communicate expectations for observation feedback cycles to 100% of the staff. In Cycle 1, 100% of classroom observation look-fors centered around routines and procedures and the management trajectory of GBF with the goal of clearly aligned lesson objectives posted, as evidenced by goal-setting documentation, training agendas, calibration tools, and campus data.

District Actions: The district's DCSI will use knowledge from Relay GSE to train the campus instructional leadership team on the implementation of the Get Better Faster Scope and Sequence to assign action steps and support administrators with campus calibration as needed to determine where teachers fall on the waterfall.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All staff completed goal-setting conferences and training for the DDI process with action steps through observation feedback.

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?
Ongoing support for campus instructional leaders to refine skills in coaching feedback cycles	None	Calibration will allow MCLs and ICs to routinize their processes and better align teacher support closing gaps more quickly.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will conduct calibration sessions to ensure teacher action steps are aligned and consistent.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow Get Better Faster Scope and Sequence, lesson alignment tool</p> <p>Person(s) Responsible: Campus Instructional Leadership Team</p> <p>Resources Needed: District will provide monthly coaching support for MCLs.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Cycle 1 focus was on T-Tess Formal observations, management trajectory, and consistent lesson objectives. Cycle 2 focus will be centered around calibration with specific look fors.</p> <p style="text-align: right;">65</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers who are not proficient or fail to meet action steps will receive increased coaching frequency, training, and model research based teaching practices supported by grade level MCLs and the campus Instructional Coach.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, student data,</p> <p>Person(s) Responsible: Campus Instructional Team, MCLs, and Classroom Teachers</p> <p>Resources Needed: Lonestar Reading After</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p> <p>Funding Sources: Lonestar Reading - 6300-Supplies and materials - \$3,000, Saturday and/or after school training - 6100-Payroll - \$7,000</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Starting the process of Tiering teachers based on the GBF scope and sequence. Coaching session with identified teachers has started with "whisper coaching RTF" and individual scripting with teachers.</p>

Step 3 Details	Reviews
<p>Action Step 3: Bi-weekly, the campus instructional leadership team will review data to evaluate teacher and leader action step progress and identify campus trends to adjust coaching frequency and observational look fors.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, student data</p> <p>Person(s) Responsible: Campus Instructional Team, MCLs, and Teachers</p> <p>Resources Needed: None at this time.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The leadership team meets weekly and reviews data to determine coaching needs and create action plans for observation feedback coaching cycles.</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: 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.

Rationale: Upon review of the 2022 campus data, Downing understands the critical importance of strong DDI systems. The campus leadership team will focus on supporting teachers in student work analysis and utilizing data to make informed decisions around instructional delivery. If teachers gain proficiency in DDI processes, they can strategically address student gaps by adjusting delivery to balance procedural skills and conceptual understanding for all learners through purposeful reteach and accelerated lessons.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district will provide ongoing training and support for MCLs and campus leadership to ensure they are prepared to effectively coach and support campus teachers during designated PLC, DDI, and planning sessions. Coaching frequency, support, and professional development will be adjusted and differentiated for MCLs and teachers as needed.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During weekly PLCs, teachers will engage in purposeful collaboration and reflection, utilizing student data to upgrade and align teaching practices. Students will be aware and accountable for tracking their data in binders throughout the year. Teachers and students will share this information with parents during data conferences. The campus leadership team will communicate priorities and celebrations by posting information on the campus website, teacher newsletters, monolingual and bilingual informational flyers, and family math and literacy nights.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will effectively support all DDI processes to ensure 80% of teachers utilize data-driven protocols to inform strategic instructional adjustments, as evidenced by agendas and meeting minutes, student work analysis tools, scripted instructional delivery plans, data tracking tools, and student data binders.

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 teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions and create plans for instructional adjustments.

Desired 90-day Outcome: By the end of November, 100% of campus instructional leaders will be trained in See it, Name it portions of the DDI framework. MCLs, Instructional coach and the Assistant principal will provide ongoing modeling and support for 100% of teachers. Teacher proficiency will be evidenced by WDM agenda minutes and include identified conceptual/procedural gaps and instructional adjustments/reteach model.

District Actions: The district/DCSI will train the instructional leadership team using the Leverage Leadership Weekly Data Meeting One Pager Protocol and provide ongoing coaching or professional development as needed.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All instructional leadership team members have been trained in the DDI process's See it and Name it portions. During PLCs, teachers receive continual support around DDI expectations and processes from Instructional coaches, AP, and district personnel.

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?
Differentiating DDI processes when teacher and leadership capacity is varied amongst teams	None	Principal and AP will monitor and keep anecdotal notes to identify trends.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will train staff and communicate expectations for all DDI protocols.</p> <p>Evidence Used to Determine Progress: DDI process, agendas</p> <p>Person(s) Responsible: Campus Instructional Team</p> <p>Resources Needed: Ongoing district support.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: One Time - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: No necessary next steps for this action step. This will change to modeling and ongoing support in Cycle 2.</p>
Step 2 Details	Reviews 68
<p>Action Step 2: The campus leadership team will model DDI processes, including student work analysis, identifying student misconceptions, and creating instructional adjustments, including scripting reteach plans.</p> <p>Evidence Used to Determine Progress: DDI process, Agendas</p> <p>Person(s) Responsible: Campus Instructional Team, MCLs, and Teachers</p> <p>Resources Needed: None at this time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Some PLCs are consistently bringing student work analysis with them.; however, they are working towards a campus system for this with online assessments. The focus for Cycle 2 will be on naming the student gap and the follow-up instructional adjustments.</p>
Step 3 Details	Reviews
<p>Action Step 3: The campus leadership team will consistently monitor teams to evaluate protocols and provide any additional training or support.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, principal anecdotal notes.</p> <p>Person(s) Responsible: Campus Instructional Team, MCLs, and Teachers</p> <p>Resources Needed: None at this time.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: 2nd and 4th grades are consistently monitored. Agendas with minutes and next steps are entered into schoolmint grow. Cycle 2 actions will focus on adding this to the leadership team agenda to determine what support is needed.</p>

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Planning for Implementation

Key Practices: 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: A solid foundation in classroom routines and procedures creates an environment conducive to maximizing student learning. When combined with the effective use of materials and researched-based instructional strategies, the needs of all student groups can be met with the appropriate rigor and relevance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? With the combined support of district support members and the campus instructional leadership team, teachers will receive ongoing job-embedded coaching and support with a focus on building teacher capacity in both management and rigor. Teacher action steps will be tracked via SchoolMint Grow. Instructional Leadership will also receive ongoing training and coaching from district support personnel.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Expectations will be determined and communicated during the beginning of the year professional development. Teachers will be included in goal-setting conferences and provide input throughout coaching feedback cycles. The campus will communicate priorities by posting information on the campus website and distributing teacher newsletters, monolingual and bilingual informational flyers, parent/student conferences, family literacy nights, Title I meetings, and parent/teacher data conferences.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will support teachers with observation feedback cycles to close identified gaps and ensure that 80% of teachers will demonstrate ongoing proficiency in planning and delivering aligned and rigorous lessons, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment observation tools, GBF waterfall, and student data tracking tools.

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 feedback), then the campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of February, 100% of leaders will provide targeted feedback after classroom observations to ensure that 60% of teachers plan and deliver aligned lessons while incorporating assigned action steps/feedback, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment tools, lesson plans, and student data tracking.

District Actions: The district DCSI and Principal will conduct walk-throughs to observe and collaborate on progress of individual teacher action steps.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Providing differentiated professional development to build teacher capacity in management and rigor simultaneously. Building capacity in the instructional leadership team members as they support teachers.	Action Step 1, Action Step 2	Both action steps focus on building leader and teacher capacity via differentiated support and practice.

Step 1 Details	Reviews
<p>Action Step 1: The campus instructional leadership members will conduct weekly calibration walks to ensure leader capacity increases and teacher action steps remain aligned and consistent.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, Get Better Faster Scope and Sequence, lesson alignment tool, leadership team agenda minutes</p> <p>Person(s) Responsible: Campus Instructional Leadership Team</p> <p>Resources Needed: District will provide monthly coaching support for MCLs.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">70</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus instructional leadership team will add "minutes and next steps reviews" to their weekly agendas to evaluate teacher and leader proficiency levels. SchoolMint Grow action reports will be utilized to identify campus trends to adjust coaching frequency and determine look fors.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, agendas</p> <p>Person(s) Responsible: Campus Instructional Team, MCLs, and Teachers</p> <p>Resources Needed: None at this time. Possible support from ESC in TLAC to provide differentiated teacher sessions and Zoom coaching for instructional leadership team members.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - 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: Teachers will be Tiered and assigned based on coaching frequency needs. Coaching sessions with identified teachers will continue each week via "whisper coaching RTF" and for teachers not yet proficient, assigned leaders will provide one on one coaching including scripting lesson delivery.</p> <p>Evidence Used to Determine Progress: Scripts, Teacher Tiering document with leader assignments, schoolmint Grow reports and whisper prompts.</p> <p>Person(s) Responsible: all instructional leadership members</p> <p>Resources Needed: support from district team members and ESC in coaching processes</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: November 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: 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.

Rationale: Upon review of the 2022 campus data, Downing understands the critical importance of strong DDI systems. The campus leadership team will focus on supporting teachers in student work analysis and utilizing data to make informed decisions around instructional delivery. If teachers gain proficiency in DDI processes, they can strategically address student gaps by adjusting delivery to balance procedural skills and conceptual understanding for all learners through purposeful reteach and accelerated lessons.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district will provide ongoing training and support for MCLs and campus leadership to ensure they are prepared to effectively coach and support campus teachers during designated PLC, DDI, and planning sessions. Coaching frequency, support, and professional development will be adjusted and differentiated for MCLs and teachers as needed.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During weekly PLCs, teachers will engage in purposeful collaboration and reflection, utilizing student data to upgrade and align teaching practices. Students will be aware and accountable for tracking their data in binders throughout the year. Teachers and students will share this information with parents during data conferences. The campus leadership team will communicate priorities and celebrations by posting information on the campus website, teacher newsletters, monolingual and bilingual informational flyers, and family math and literacy nights.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will effectively support all DDI processes to ensure 80% of teachers utilize data-driven protocols to inform strategic instructional adjustments, as evidenced by agendas and meeting minutes, student work analysis tools, scripted instructional delivery plans, data tracking tools, and student data binders.

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 teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions and create plans for instructional adjustments.

Desired 90-day Outcome: By the end of February, 100% of campus instructional leaders will monitor DDI sessions and observe reteach lessons to ensure that 60% of teachers utilize student work analysis to adjust daily lessons and script reteach plans to address student misconceptions, as evidenced by student data analysis, reteach scripts, and observational data.

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

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Consistent review of minutes & next steps. Building equal leader capacity in DDI. Prioritizing time for follow-up observation feedback and ongoing DDI professional development.	Action Step 2	Action step 2 addresses the follow up from DDI action plans.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will provide ongoing support in the See It and Name it portions of the DDI framework.</p> <p>Evidence Used to Determine Progress: DDI process, agendas, training</p> <p>Person(s) Responsible: Campus Instructional Team</p> <p>Resources Needed: Ongoing district support/ possible ESC support</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">73</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus leadership team will monitor and support teachers in identifying student misconceptions and creating instructional adjustments including aligned follow-up observation feedback cycles.</p> <p>Evidence Used to Determine Progress: DDI process, Agendas, scripts, lesson plans, observation feedback SchoolMint grow, student data analysis tools, student data trackers</p> <p>Person(s) Responsible: Campus Instructional Team, MCLs, and Teachers</p> <p>Resources Needed: None at this time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Ongoing - 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: The campus instructional leadership team will review DDI agendas (conceptual/procedural gaps and instructional adjustment next steps) to evaluate teacher proficiency levels in the See it and Name it protocols. The principal and district support personnel will review minutes and evaluate leader proficiency in the See it, Name it, and Do it portions.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow reports and student data will be utilized to identify the success of instructional adjustments. DDI rubric will be used to determine leader proficiency levels and progress.</p> <p>Person(s) Responsible: Leadership team members, teachers</p> <p>Resources Needed: district support personnel, DDI rubric</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: December 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps: No Progress</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 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: 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: A solid foundation in classroom routines and procedures creates an environment conducive to maximizing student learning. When combined with the effective use of materials and researched-based instructional strategies, the needs of all student groups can be met with the appropriate rigor and relevance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? With the combined support of district support members and the campus instructional leadership team, teachers will receive ongoing job-embedded coaching and support with a focus on building teacher capacity in both management and rigor. Teacher action steps will be tracked via SchoolMint Grow. Instructional Leadership will also receive ongoing training and coaching from district support personnel.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Expectations will be determined and communicated during the beginning of the year professional development. Teachers will be included in goal-setting conferences and provide input throughout coaching feedback cycles. The campus will communicate priorities by posting information on the campus website and distributing teacher newsletters, monolingual and bilingual informational flyers, parent/student conferences, family literacy nights, Title I meetings, and parent/teacher data conferences.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will support teachers with observation feedback cycles to close identified gaps and ensure that 80% of teachers will demonstrate ongoing proficiency in planning and delivering aligned and rigorous lessons, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment observation tools, GBF waterfall, and student data tracking tools.

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 feedback), then the campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of May, 100% of leaders will provide weekly feedback to ensure that 80% of teachers plan and deliver aligned lessons while incorporating high-level questioning and action step feedback, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment tools, lesson plans, and student data tracking.

District Actions: The DCSI and the Principal will conduct walk-throughs and collaborate on lesson delivery, questioning, and progress of individual teacher action steps.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: 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.

Rationale: Upon review of the 2022 campus data, Downing understands the critical importance of strong DDI systems. The campus leadership team will focus on supporting teachers in student work analysis and utilizing data to make informed decisions around instructional delivery. If teachers gain proficiency in DDI processes, they can strategically address student gaps by adjusting delivery to balance procedural skills and conceptual understanding for all learners through purposeful reteach and accelerated lessons.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district will provide ongoing training and support for MCLs and campus leadership to ensure they are prepared to effectively coach and support campus teachers during designated PLC, DDI, and planning sessions. Coaching frequency, support, and professional development will be adjusted and differentiated for MCLs and teachers as needed.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During weekly PLCs, teachers will engage in purposeful collaboration and reflection, utilizing student data to upgrade and align teaching practices. Students will be aware and accountable for tracking their data in binders throughout the year. Teachers and students will share this information with parents during data conferences. The campus leadership team will communicate priorities and celebrations by posting information on the campus website, teacher newsletters, monolingual and bilingual informational flyers, and family math and literacy nights.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will effectively support all DDI processes to ensure 80% of teachers utilize data-driven protocols to inform strategic instructional adjustments, as evidenced by agendas and meeting minutes, student work analysis tools, scripted instructional delivery plans, data tracking tools, and student data binders.

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 teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions and create plans for instructional adjustments.

Desired 90-day Outcome: By the end of May, 100% of campus instructional leaders will monitor DDI sessions and observe reteach lessons to ensure that 80% of teachers will utilize student work analysis to adjust daily lessons and rehearse reteach plans to increase student outcomes, as evidenced by student data analysis, reteach scripts, and observational data.

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?:

Did you achieve your annual outcome?:

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



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Superintendent:
DCSI/Grant Coordinator:

Dr. Scott Muri
Susan Hendricks

Principal: Noe Ortiz
ESC Case Manager: Amber Harmon
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 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 ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Ireland campus-wide expectations and policies will ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. Ireland Elementary instructional leaders and teachers will build trust with students through various means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunities for participation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus instructional leaders will conduct classroom observations and provide teachers with focused, actionable feedback. Based on trends in teacher observation data, the instructional leadership team will adjust coaching frequency and provide professional development monthly to meet their needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Leadership will share information to communicate priorities, building trust and culture through newsletters, school status, parent-teacher conferences, and math and literacy nights. The campus will engage in shared goal setting to ensure continuous growth for teachers and students.

Desired Annual Outcome: By the end of the 2022-2023 school year, leaders will provide 100% of teachers with ongoing job-embedded professional development and observation feedback cycles to support instruction by incorporating rigorous, meaningful student discourse, celebrating various perspectives, and soliciting and responding to student feedback.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive 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 campus instructional leaders can 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.

Desired 90-day Outcome: By the end of November, 100% of the campus instructional leadership team will communicate the cadence of observation feedback cycles, including priority instructional expectations and how support will be provided for action steps mastery, as evidenced by training agendas, campus data, and SchoolMint Grow. The instructional leadership team will use a checklist of "look fors" to measure student feedback during walkthroughs.

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 waterfall.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Scheduling & monitoring will be barriers during this cycle.	None	Prioritizing ILT (instructional leadership team) meetings will provide accountability for completing consistent observation feedback.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will conduct calibration sessions to ensure consistency and alignment in action steps assigned to teachers.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, Get, better fast waterfall, leadership calendar.</p> <p>Person(s) Responsible: campus leadership team</p> <p>Resources Needed: none at this time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">81</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus instructional leadership team will conduct classroom observations and utilize data to provide weekly bite-sized, measurable, and timely feedback to teachers.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, leadership calendars</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Resources Needed: none at this time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Weekly - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: The campus instructional leadership team will meet bi-weekly to review observation data, discuss action step mastery, and identify campus trends to adjust coaching frequency and provide ongoing job-embedded professional development accordingly.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow action items report, CILT agendas and minutes, PD agendas</p> <p>Person(s) Responsible: Campus instructional leadership team</p> <p>Resources Needed: Ongoing support from the district for professional development as needed.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Weekly - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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.

Rationale: The campus instructional team worked diligently to support teachers in data-driven instructional processes, which yielded exponential growth in student outcomes. Supporting teachers in analyzing student work and assessments will allow the campus to refine its process of intentional decision-making. This will facilitate building teacher capacity in purposefully adjusting instruction to address gaps and student misconceptions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? District members will provide ongoing training and support as needed to ensure all campus leadership builds efficiency in DDI processes. The campus leadership team will model and support teachers in all DDI protocols and complete follow-up observations to determine the effectiveness of instructional adjustments. Teachers will create data sheets to identify gaps in student learning for the reteach and reassessment process.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus leadership team will celebrate student and teacher growth to create a culture of improvement. Teachers will hold goal-setting conferences with students and communicate expectations for tracking their individual progress in data binders. Parent-teacher conferences will be held to review progress and goals.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders and teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends and root causes for student misunderstanding, and create plans for instructional adjustments including rehearsing delivery. ⁸³

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive 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 teachers can utilize a corrective instructions action planning process individually and in PLCs to analyze student work, identify trends n student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustment.

Desired 90-day Outcome: By the end of November, 100% of campus instructional leaders and teachers will complete detailed data analysis to determine campus, classroom, and individual student goals.

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?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Differentiating DDI processes when teacher capacity is varied amongst teams	None	CILT is continually providing support to ensure each team is gaining proficiency in DDI processes.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will support teachers in completing a thorough data analysis to determine campus, classroom, and individual student goals.</p> <p>Evidence Used to Determine Progress: Data Tracking Tools, goal sheets</p> <p>Person(s) Responsible: Teacher and CILT</p> <p>Resources Needed: Tutoring, Math STAAR Training at Region 18, Gretchen Bernabei STAAR Grammar Training, materials for literacy, math, and science parent nights</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 6, 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: The campus leadership team will utilize data analysis to provide evidence-based feedback to teachers and evaluate the effectiveness of reteach plans.</p> <p>Evidence Used to Determine Progress: reteach plans, student data, SchoolMint Grow</p> <p>Person(s) Responsible: Teachers, CILT</p> <p>Resources Needed: none at this time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">84</p>
Step 3 Details	Reviews
<p>Action Step 3: The campus instructional leadership team will attend DDI sessions and monitor teams to evaluate protocols and provide any additional training or support.</p> <p>Evidence Used to Determine Progress: DDI agendas, SchoolMint Grow, PD agendas</p> <p>Person(s) Responsible: CILT</p> <p>Resources Needed: none at this time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

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

1. 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 ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Ireland campus-wide expectations and policies will ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. Ireland Elementary instructional leaders and teachers will build trust with students through various means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunities for participation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus instructional leaders will conduct classroom observations and provide teachers with focused, actionable feedback. Based on trends in teacher observation data, the instructional leadership team will adjust coaching frequency and provide professional development monthly to meet their needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Leadership will share information to communicate priorities, building trust and culture through newsletters, school status, parent-teacher conferences, and math and literacy nights. The campus will engage in shared goal setting to ensure continuous growth for teachers and students.

Desired Annual Outcome: By the end of the 2022-2023 school year, leaders will provide 100% of teachers with ongoing job-embedded professional development and observation feedback cycles to support instruction by incorporating rigorous, meaningful student discourse, celebrating various perspectives, and soliciting and responding to student feedback.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive 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 campus instructional leaders can 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.

Desired 90-day Outcome: By the end of February, 100% of leaders will provide targeted feedback after classroom observations to ensure that 100% of teachers respond with precise feedback and incorporate high-level questioning during guided discourse, as evidenced by mastery of action steps in SchoolMint Grow reports and student data tracking.

District Actions: The DCSI and Principal will conduct walk-throughs to specifically focus and give feedback on high-level questioning.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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.

Rationale: The campus instructional team worked diligently to support teachers in data-driven instructional processes, which yielded exponential growth in student outcomes. Supporting teachers in analyzing student work and assessments will allow the campus to refine its process of intentional decision-making. This will facilitate building teacher capacity in purposefully adjusting instruction to address gaps and student misconceptions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? District members will provide ongoing training and support as needed to ensure all campus leadership builds efficiency in DDI processes. The campus leadership team will model and support teachers in all DDI protocols and complete follow-up observations to determine the effectiveness of instructional adjustments. Teachers will create data sheets to identify gaps in student learning for the reteach and reassessment process.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus leadership team will celebrate student and teacher growth to create a culture of improvement. Teachers will hold goal-setting conferences with students and communicate expectations for tracking their individual progress in data binders. Parent-teacher conferences will be held to review progress and goals.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders and teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends and root causes for student misunderstanding, and create plans for instructional adjustments including rehearsing delivery. ⁸⁶

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive 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 teachers can utilize a corrective instructions action planning process individually and in PLCs to analyze student work, identify trends n student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustment.

Desired 90-day Outcome: By the end of February, the instructional leadership team will monitor DDI sessions and observe reteach lessons to ensure that 80% of teachers effectively utilize student work analysis to adjust daily lessons and create reteach for specific student gaps, as evidenced by student data analysis, classroom observation data, professional development agendas, and action step documentation.

District Actions: The district DCSI will observe and give feedback to the leadership team on the "Do It" portion of the DDI process.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

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

1. **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 ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Ireland campus-wide expectations and policies will ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. Ireland Elementary instructional leaders and teachers will build trust with students through various means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunities for participation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus instructional leaders will conduct classroom observations and provide teachers with focused, actionable feedback. Based on trends in teacher observation data, the instructional leadership team will adjust coaching frequency and provide professional development monthly to meet their needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Leadership will share information to communicate priorities, building trust and culture through newsletters, school status, parent-teacher conferences, and math and literacy nights. The campus will engage in shared goal setting to ensure continuous growth for teachers and students.

Desired Annual Outcome: By the end of the 2022-2023 school year, leaders will provide 100% of teachers with ongoing job-embedded professional development and observation feedback cycles to support instruction by incorporating rigorous, meaningful student discourse, celebrating various perspectives, and soliciting and responding to student feedback.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive 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 campus instructional leaders can 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.

Desired 90-day Outcome: By the end of May, 100% of leaders will provide targeted feedback after classroom observations to ensure that 100% of teachers respond with precise feedback and intentional questioning during rigorous, student-led discourse, as evidenced by mastery of action steps in SchoolMint Grow reports and student data tracking.

District Actions: The DCSI will conduct walk-throughs with the Principal to calibrate on targeted feedback given to the teachers.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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.

Rationale: The campus instructional team worked diligently to support teachers in data-driven instructional processes, which yielded exponential growth in student outcomes. Supporting teachers in analyzing student work and assessments will allow the campus to refine its process of intentional decision-making. This will facilitate building teacher capacity in purposefully adjusting instruction to address gaps and student misconceptions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? District members will provide ongoing training and support as needed to ensure all campus leadership builds efficiency in DDI processes. The campus leadership team will model and support teachers in all DDI protocols and complete follow-up observations to determine the effectiveness of instructional adjustments. Teachers will create data sheets to identify gaps in student learning for the reteach and reassessment process.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus leadership team will celebrate student and teacher growth to create a culture of improvement. Teachers will hold goal-setting conferences with students and communicate expectations for tracking their individual progress in data binders. Parent-teacher conferences will be held to review progress and goals.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders and teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends and root causes for student misunderstanding, and create plans for instructional adjustments including rehearsing delivery. ⁸⁸

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive 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 teachers can utilize a corrective instructions action planning process individually and in PLCs to analyze student work, identify trends n student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustment.

Desired 90-day Outcome: By the end of May, the instructional leadership team will monitor DDI sessions and observe reteach lessons to ensure that 100% of teachers effectively utilize student work analysis to adjust daily lessons and create reteach closing identified student gaps, as evidenced by student data analysis, classroom observation data, professional development agendas, and action step documentation.

District Actions: The DCSI will observe and give feedback to the leadership team on the DDI process during PLC's.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

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



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Superintendent:
DCSI/Grant Coordinator:

Dr. Scott Muri
Susan Hendricks

Principal: Crystal Marquez
ESC Case Manager: Marcus Lopez
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 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: 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: Sam Houston is continuing to build solid instructional practices including routines and procedures across the campus to ensure that students are provided learning experiences at the appropriate level of engagement and rigor. Incorporating highly engaging instructional strategies that promote critical thinking and allow for varied student participation will increase student achievement.

Who will you partner with?: Other

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How will you build capacity in this Essential Action? Campus MCLs are trained monthly by the district Talent Development and Curriculum and Instruction Departments in coaching/feedback strategies. The MCLs are highly trained classroom teachers who have shown daily to use high-quality instructional strategies that produce high student outcomes. MCLs create a weekly schedule to visit classrooms to provide feedback or modeling to their team teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share campus priorities of high engagement and rigor with all staff and provide opportunities for professional development in this area. PLCs will include reflective time on campus trends from walkthrough data in regard to the areas of engagement and rigor. Parents and the community will be informed of the highly effective instructional strategies being used in classrooms and have the opportunity to practice some of them at Family Engagement Nights. We will create buy-in by gathering feedback through our Panorama Surveys and Measurable Results Assessments surveys.

Desired Annual Outcome: By May 2023, 100% of Sam Houston teachers will provide students with learning experiences that include Lead4Ward instructional strategies for high engagement and critical thinking opportunities as measured by administrative walkthroughs and observations using the Sam Houston TTESS Rubric.

District Commitment Theory of Action: If the District provides policies and practices that support effective instruction in schools, then the campus leaders will be able to provide meaningful feedback to teachers through the use of coaching/feedback cycles.

Desired 90-day Outcome: By the end of November, 100% of teachers are receiving coaching/feedback during PLCs on the implementation of student engagement strategies and the use of collaborative structures by CLT using the Sam Houston TTESS rubric.

District Actions: The District will support the campus by providing the administrators' calibration training on TTESS and the DCSI will complete calibration walks on campus with administrators.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Although 100% of the teachers are receiving feedback on the implementation of student engagement strategies, we have yet to achieve the 100% in coaching all teachers. Due to the training being scheduled in mid-October, we are still trying to implement what we have learned in the training.

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?
Time constraints due to other meetings, training, and unexpected situations on campus.	None	This will prioritize instructional walkthroughs and observation/feedback meetings on all CLT schedules.
New MCL has limited coaching experience.	None	The Principal will model effective coaching strategies.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will create observation/feedback schedules and will engage in calibration activities using the TTESS rubric. The DCSI will calibrate with administrators once per quarter.</p> <p>Evidence Used to Determine Progress: Observation feedback schedule for the Campus Leadership Team, calibration meeting notes, Sam Houston Calibration Plan for 2022-2023, Observation/feedback notes</p> <p>Person(s) Responsible: Campus Principal, MCLs and DCSI</p> <p>Resources Needed: Calendars, classroom schedules, TTESS rubric, School Mint</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The campus leadership team will continue to calibrate the walkthroughs with a focus on the rigor of the lesson and student engagement.</p> <p style="text-align: right;">93</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus Teachers will receive training in research-based teaching strategies that promote high student engagement and collaboration and begin implementation.</p> <p>Evidence Used to Determine Progress: Training agenda, PLC agendas, lesson plans, walkthroughs</p> <p>Person(s) Responsible: Campus Leadership Team and Teachers</p> <p>Resources Needed: Funding for Lead4ward training</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: One Time - Evidence Collection Date: November 18, 2022</p> <p>Funding Sources: Kagan Publisher - 6200-Professional and contracted services - \$5,000, Lead4ward - 6200-Professional and contracted services - \$4,500</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The teachers will implement new learning from Lead4ward, with the CLT providing support and coaching /feedback through walkthroughs.</p>

Step 3 Details	Reviews
<p>Action Step 3: The Principal will provide coaching to Multi-Classroom Leaders (MCLs) bi-weekly on the use of observation/feedback protocols.</p> <p>Evidence Used to Determine Progress: Meeting agendas and notes</p> <p>Person(s) Responsible: Principal and MCLs</p> <p>Resources Needed: Calendars, School Mint platform</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The next steps would be to continue meeting on a bi-weekly basis, the priority of these meetings needs to be set in the calendar around principal meetings and MCL training.</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: 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. • 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: The campus has worked in CLT and with classroom teachers on effective implementation of the DDI process and has strategically organized student groups for interventions, which increased our student growth in math and reading. We need to continue this work and support new staff in the process.

The campus is also in the 2nd year of implementation of Leader in Me and has a focus this year to engage students in their own leadership binders which include the tracking of Wildly Important Goals and action plans to attain the goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership members will facilitate PLCs that analyze current data and follow the data-driven instruction protocol to identify areas of need. The campus staff will receive ongoing support from a Leader In Me Coach in implementation practices.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Sam Houston staff will be trained in the effective implementation of goal setting and monitoring practices through Leader In Me, as well as receive ongoing training in data-driven instructional practices. Students will be shown how to implement and effectively use a leadership portfolio in which they will track their own learning goals and action steps. Parents and community members will be made aware of campus⁹⁵ academic goals and the Leader In Me initiative through family engagement events, Open House Night, and parent-teacher conferences. We will create buy-in by gathering feedback from parents, students, and teachers through our annual Panorama survey and Measurable Results Survey.

Desired Annual Outcome: By May 2023, 100% of the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement.

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 (data-driven instruction), then campus leaders will be able to consistently facilitate PLCs using the DDI process.

Desired 90-day Outcome: By the end of November 2022, 100% of the Campus Leadership Team will be trained in the campus DDI protocols and student data tracking process.

District Actions: The District will provide ongoing support in the PLC process and protocols. The DCSI will provide feedback on the PLC process.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The campus administration and MCLs were trained in both August and September. The follow-up training offered a deeper dive into know/show charts. In October the CLT trained teachers on how to utilize the Lead4ward tools in their PLC and data disaggregation sessions.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
New teachers and new MCL on campus. Differentiating for veteran teachers.	None	The MCLs will model and coach team members to proficiency in the DDI process.

Step 1 Details	Reviews
<p>Action Step 1: MCLs will be trained in using the See It, Name It, Do It protocol and Know/Show charts for backward planning.</p> <p>Evidence Used to Determine Progress: PLC agendas and minutes</p> <p>Person(s) Responsible: Campus Leadership Team</p> <p>Resources Needed: School Mint, DDI protocols, Know/Show charts, assessment calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 19, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The next steps are for teachers to identify the instructional gaps and plan reteaching strategies and instruction.</p>
Step 2 Details	Reviews
<p>Action Step 2: Classroom teachers will be trained in the implementation of student leadership binders and tracking tools.</p> <p>Evidence Used to Determine Progress: Online student leadership binders for grades 3 - 5, leadership binders for grades K-2, completed data tracking tools in binders</p> <p>Person(s) Responsible: Classroom teachers</p> <p>Resources Needed: Binders, online Google binders, tracking tools for MAP, Istation, Short Cycle assessments Goal setting handouts, previous years' data for MAP, STAAR, and Istation</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 6, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Student data tracking will continue through the student leadership portfolio. The campus action team will begin visiting classrooms to ensure this is implemented with fidelity.</p> <p style="text-align: right;">96</p>
Step 3 Details	Reviews
<p>Action Step 3: Hire a part-time extra duty pay tutor to serve students identified in focus groups.</p> <p>Evidence Used to Determine Progress: Tutor recommendation to HR, tutor intervention schedule</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: extra duty pay funds, MAP and Istation data to select student groups</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p> <p>Funding Sources: Extra duty pay - 6100-Payroll - \$18,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The tutor works with 4 groups of students in ELA (2 fourth-grade groups and 2 first-grade groups). The next step would be to monitor and track the progress of the student groups.</p>

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Planning for Implementation

Key Practices: 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: Sam Houston is continuing to build solid instructional practices including routines and procedures across the campus to ensure that students are provided learning experiences at the appropriate level of engagement and rigor. Incorporating highly engaging instructional strategies that promote critical thinking and allow for varied student participation will increase student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus MCLs are trained monthly by the district Talent Development and Curriculum and Instruction Departments in coaching/feedback strategies. The MCLs are highly trained classroom teachers who have shown daily to use high-quality instructional strategies that produce high student outcomes. MCLs create a weekly schedule to visit classrooms to provide feedback or modeling to their team teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share campus priorities of high engagement and rigor with all staff and provide opportunities for professional development in this area. PLCs will include reflective time on campus trends from walkthrough data in regard to the areas of engagement and rigor. Parents and the community will be informed of the highly effective instructional strategies being used in classrooms and have the opportunity to practice some of them at Family Engagement Nights. We will create buy-in by gathering feedback through our Panorama Surveys and Measurable Results Assessments surveys.

Desired Annual Outcome: By May 2023, 100% of Sam Houston teachers will provide students with learning experiences that include Lead4Ward instructional strategies for high engagement and critical thinking opportunities as measured by administrative walkthroughs and observations using the Sam Houston TTESS Rubric.

District Commitment Theory of Action: If the District provides policies and practices that support effective instruction in schools, then the campus leaders will be able to provide meaningful feedback to teachers through the use of coaching/feedback cycles.

Desired 90-day Outcome: By the end of February 2023, 70% of Sam Houston teachers will provide students with learning experiences that include research-based teaching strategies for high engagement and critical thinking opportunities proficiently as measured by the TTESS rubric.

District Actions: The DCSI will continue to complete calibration walks with administrators.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
50% of Sam Houston staff are new teachers and may not be proficient by this time.		

Step 1 Details	Reviews
<p>Action Step 1: The CLT will continue to conduct walkthroughs with a focus on student engagement and the rigor of the lesson as evidenced using the Sam Houston Walkthrough Form.</p> <p>Evidence Used to Determine Progress: The trends identified through the walkthrough form</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Resources Needed: Sam Houston's Walkthrough form, Time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 28, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus leadership will provide coaching, feedback, and implementation support for classroom teachers.</p> <p>Evidence Used to Determine Progress: Quick feedback in School Mint.</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Resources Needed: Time, School Mint</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 28, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">98</p>
Step 3 Details	Reviews
<p>Action Step 3: The principal and assistant principal will attend at least one coaching session per month with the MCL and grade-level teacher. Feedback will be given to MCL to improve coaching strategies.</p> <p>Evidence Used to Determine Progress: Observation and feedback form</p> <p>Person(s) Responsible: Campus administration</p> <p>Resources Needed: Observation and feedback form, time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: 5 teachers and 2 administrators will be sent to Ron Clark Academy to learn other ways to develop student engagement during classroom instruction. The teachers and administrators will come back to campus to share what they have learned with the rest of the staff.</p> <p>Evidence Used to Determine Progress: presentation to the staff</p> <p>Person(s) Responsible: campus admin and 5 teachers attending</p> <p>Resources Needed: money for the trip</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 8, 2022 - Frequency: One Time - Evidence Collection Date: January 30, 2023</p> <p>Funding Sources: school visit to Ron Clark Academy - 6400-Other operating costs - \$13,000</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: 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. • 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: The campus has worked in CLT and with classroom teachers on effective implementation of the DDI process and has strategically organized student groups for interventions, which increased our student growth in math and reading. We need to continue this work and support new staff in the process.

The campus is also in the 2nd year of implementation of Leader in Me and has a focus this year to engage students in their own leadership binders which include the tracking of Wildly Important Goals and action plans to attain the goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership members will facilitate PLCs that analyze current data and follow the data-driven instruction protocol to identify areas of need. The campus staff will receive ongoing support from a Leader In Me Coach in implementation practices.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Sam Houston staff will be trained in the effective implementation of goal setting and monitoring practices through Leader In Me, as well as receive ongoing training in data-driven instructional practices. Students will be shown how to implement and effectively use a leadership portfolio in which they will track their own learning goals and action steps. Parents and community members will be made aware of campus ¹⁰⁰ academic goals and the Leader In Me initiative through family engagement events, Open House Night, and parent-teacher conferences. We will create buy-in by gathering feedback from parents, students, and teachers through our annual Panorama survey and Measurable Results Survey.

Desired Annual Outcome: By May 2023, 100% of the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement.

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 (data-driven instruction), then campus leaders will be able to consistently facilitate PLCs using the DDI process.

Desired 90-day Outcome: By February 2023, 80% of classroom teachers will use DDI protocols in PLCs with fidelity in correlation with the campus assessment calendar, including their plan for reteaching.

District Actions: The District will provide ongoing support in the PLC process and protocols. The DCSI will provide feedback on the PLC process

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: During PLC, teachers will identify the instructional gap for all level students and identify the reteaching strategies needing to be used.</p> <p>Evidence Used to Determine Progress: Reteach plans, PLC minutes</p> <p>Person(s) Responsible: classroom teacher</p> <p>Resources Needed: Weekly Data Disaggregation log</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 5, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus action team will be visiting classrooms to provide support and ensure the student portfolios are implemented and maintained with fidelity.</p> <p>Evidence Used to Determine Progress: progress report from the action team</p> <p>Person(s) Responsible: campus administration and action team</p> <p>Resources Needed: Student portfolio and student exemplar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 28, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">101</p>
Step 3 Details	Reviews
<p>Action Step 3: Using the campus DDI protocol and analyzing the student progress from the CBA, students will be identified to receive after-school tutoring starting in January.</p> <p>Evidence Used to Determine Progress: Tutoring student list, PLC min, CBA data</p> <p>Person(s) Responsible: teachers and CLT</p> <p>Resources Needed: money for tutoring</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: - Evidence Collection Date: April 21, 2023</p>	<p>Progress toward Action Steps: No Progress</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 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: 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: Sam Houston is continuing to build solid instructional practices including routines and procedures across the campus to ensure that students are provided learning experiences at the appropriate level of engagement and rigor. Incorporating highly engaging instructional strategies that promote critical thinking and allow for varied student participation will increase student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus MCLs are trained monthly by the district Talent Development and Curriculum and Instruction Departments in coaching/feedback strategies. The MCLs are highly trained classroom teachers who have shown daily to use high-quality instructional strategies that produce high student outcomes. MCLs create a weekly schedule to visit classrooms to provide feedback or modeling to their team teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share campus priorities of high engagement and rigor with all staff and provide opportunities for professional development in this area. PLCs will include reflective time on campus trends from walkthrough data in regard to the areas of engagement and rigor. Parents and the community will be informed of the highly effective instructional strategies being used in classrooms and have the opportunity to practice some of them at Family Engagement Nights. We will create buy-in by gathering feedback through our Panorama Surveys and Measurable Results Assessments surveys.

Desired Annual Outcome: By May 2023, 100% of Sam Houston teachers will provide students with learning experiences that include Lead4Ward instructional strategies for high engagement and critical thinking opportunities as measured by administrative walkthroughs and observations using the Sam Houston TTESS Rubric.

District Commitment Theory of Action: If the District provides policies and practices that support effective instruction in schools, then the campus leaders will be able to provide meaningful feedback to teachers through the use of coaching/feedback cycles.

Desired 90-day Outcome: By May 2023, 100% of Sam Houston teachers will provide students with learning experiences that include research-based teaching strategies for high engagement and critical thinking opportunities as measured by administrative walkthroughs and observations.

District Actions: The DCSI will continue to conduct calibration walks with campus administrators.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers will default to focusing on test-taking strategies as the state assessment nears.		

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: 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. • 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: The campus has worked in CLT and with classroom teachers on effective implementation of the DDI process and has strategically organized student groups for interventions, which increased our student growth in math and reading. We need to continue this work and support new staff in the process. The campus is also in the 2nd year of implementation of Leader in Me and has a focus this year to engage students in their own leadership binders which include the tracking of Wildly Important Goals and action plans to attain the goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership members will facilitate PLCs that analyze current data and follow the data-driven instruction protocol to identify areas of need. The campus staff will receive ongoing support from a Leader In Me Coach in implementation practices.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Sam Houston staff will be trained in the effective implementation of goal setting and monitoring practices through Leader In Me, as well as receive ongoing training in data-driven instructional practices. Students will be shown how to implement and effectively use a leadership portfolio in which they will track their own learning goals and action steps. Parents and community members will be made aware of campus ¹⁰³ academic goals and the Leader In Me initiative through family engagement events, Open House Night, and parent-teacher conferences. We will create buy-in by gathering feedback from parents, students, and teachers through our annual Panorama survey and Measurable Results Survey.

Desired Annual Outcome: By May 2023, 100% of the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement.

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 (data-driven instruction), then campus leaders will be able to consistently facilitate PLCs using the DDI process.

Desired 90-day Outcome: By May 2023, 100% of the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement.

District Actions: The District/DCSI will provide MCLs monthly training on the DDI process.

Did you achieve your 90 day outcome?:

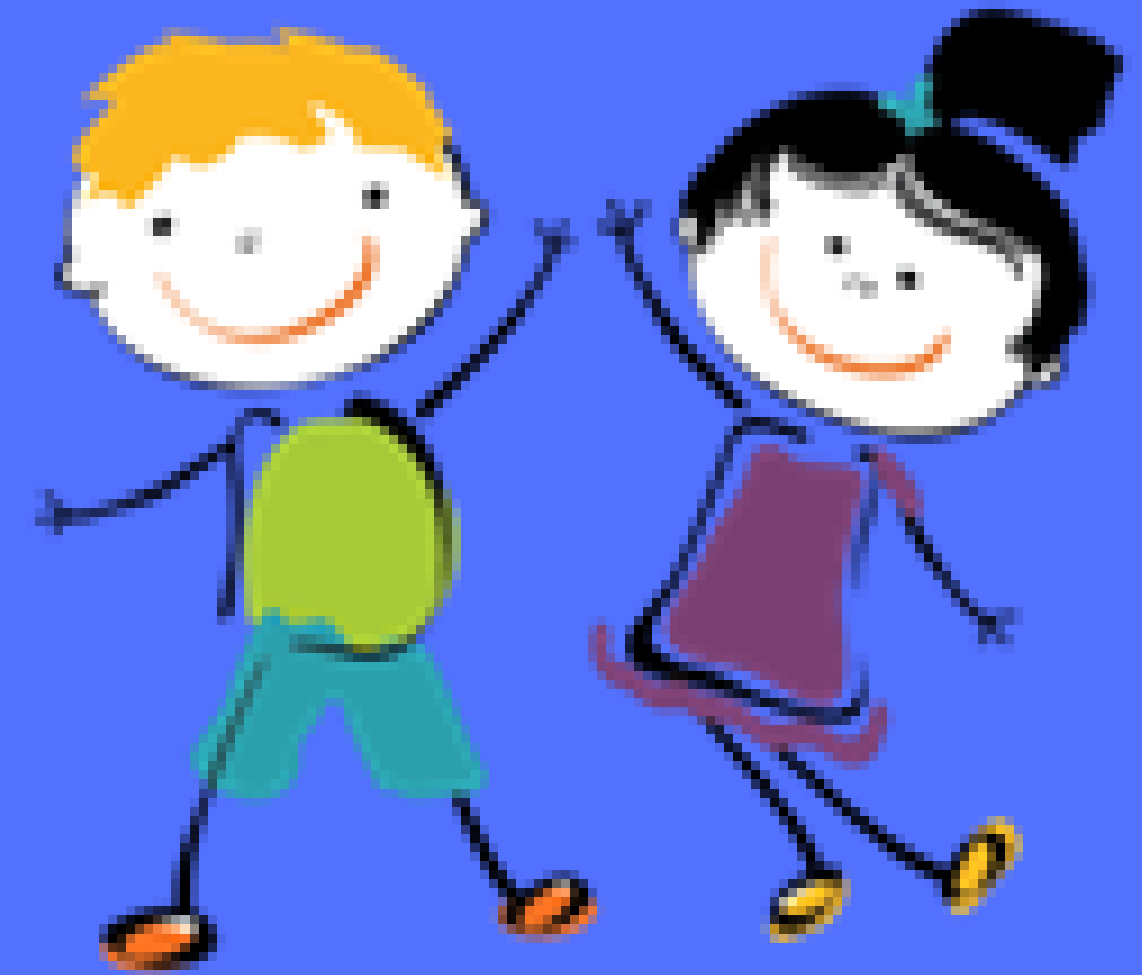
Why or why not?:

Did you achieve your annual outcome?:



SPECIAL SERVICES-DYSLEXIA UPDATE

Heidi Helferich, 504/Dyslexia Supervisor, will present an update of the Dyslexia Program. She will introduce herself and provide an overview of the dyslexia program including information regarding how students are screened, how they are served, the curriculum used in the dyslexia classroom, the district dyslexia therapists and dyslexia grant received.



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Special Services

LESLIE WILSON, EXECUTIVE DIRECTOR OF SPECIAL SERVICES
HEIDI HELFERICH, 504 / DYSLEXIA SUPERVISOR

DEFINITION

- DYSLEXIA IS A LEARNING DISORDER THAT AFFECTS YOUR ABILITY TO READ, WRITE, SPELL AND SPEAK.
- TEXAS EDUCATION CODE 38.003
- CAN HAVE LOW, AVERAGE OR EVEN GIFTED INTELLIGENCE WITH DYSLEXIA

DYSLEXIA SCREENING

2021-2022

Kindergarten (End of Year
April 2022 MAP)

First Grade (Middle of Year
January 2022 MAP)

108

Kindergarten	Number of Students
Blank – No Code	1
01 Screened and not at risk	1568
02 Screened at Risk	643
03 Not screened	268

First Grade	Number of Students
Blank – No Code	0
01 Screened and not at risk	1506
02 Screened at Risk	850
03 Not screened	247

The Texas Education Agency requires local education agencies to screen kindergarten and first grade students for dyslexia.

GENERAL ED OR SPECIAL ED DYSLEXIA



Total Dyslexia Students - 1249

General Ed Dyslexia Students - 907

Special Ed Dyslexia Students - 342

STUDENT WITH DYSLEXIA

110

- STUDENT WITH DYSLEXIA ATTENDS A DYSLEXIA CLASS
- RECEIVES ACCOMMODATIONS IF NEEDED
- MONITORED BY DYSLEXIA THERAPIST USING STUDENT DATA UNTIL GRADUATION FROM HIGH SCHOOL

TAKE FLIGHT PROGRAM (DYSLEXIA CLASS)

- Small group instruction (two to six students)
- 45 minutes per day five days per week
- 132 new learning days and 98 application days for a total of 230 days of direct instruction



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CURRICULUM¹¹²

- Take Flight
- Esperanza

COMPONENTS

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Reading Comprehension

2022 Graduation Rates for Students with Dyslexia

CAMPUS	GRADUATES		NON-GRADUATES		CAMPUS STUDENT TOTAL
ODESSA HIGH SCHOOL	28	82.35%	6	17.65%	34
PERMIAN HIGH SCHOOL	21	84%	4	16%	25
ODESSA COLLEGE TECHNICAL EARLY COLLEGE HIGH SCHOOL	2	100%	0	%	2
ODESSA COLLEGIATE ACADEMY EARLY COLLEGE HIGH SCHOOL	2	100%	0	%	2
TOTAL STUDENTS:	50	83.33%	10	16.67%	60



DYSLEXIA THERAPISTS

- 34 Dyslexia Therapists/ 6 also provide Bilingual Dyslexia Instruction
- 16 Dyslexia Therapists are Certified Academic Language Therapists; 3 are also Licensed Dyslexia Therapists
- Serve all campuses

Dyslexia Therapists : Training & Education

- 2 Year Scottish-Rite Take Flight Training Program
- Minimum of 700 Practicum Hours
- Certificate of Take Flight Course Completion
- Results in highly-qualified dyslexia therapists
- Option: Certified Academic Language Therapist
- Further Option: Licensed Dyslexia Therapist



DYSLEXIA GRANT

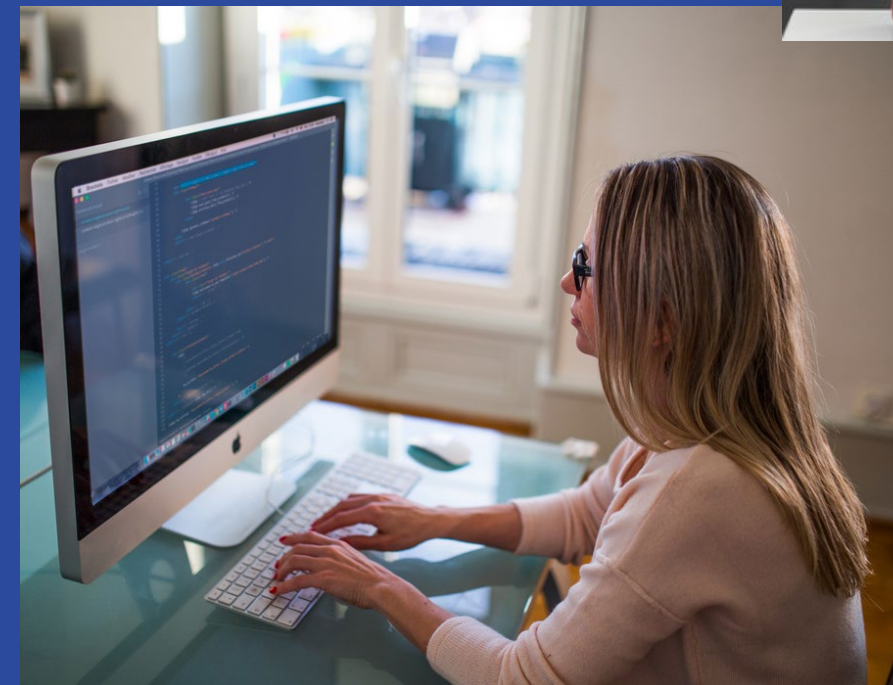
"DO YOU SEE WHAT I SEE?"

YEAR ONE - \$240,523.00

- Provides various dyslexia trainings
- Including dyslexia trainings for General Ed Teachers and Administrators regarding the 2021 Texas Dyslexia Handbook

YEAR 2 - \$222,279.00

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Success Story

THANK YOU!





PRESENTATION OF FACILITIES

Gary Weatherford, Director of Facilities, will present a program overview. Mr. Weatherford will discuss the goal of the program as well as the program's success.



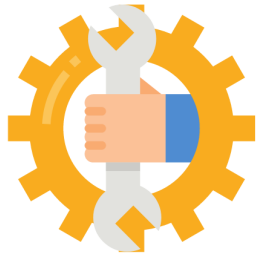
Facilities Department

2022-2023

Gary Weatherford

Facilities Director

Demographics:



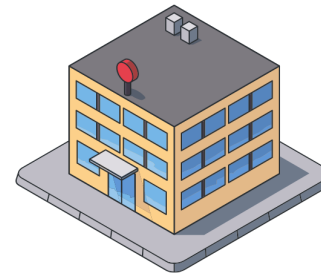
Maintenance Staff: 83



Front Office: 2



Campuses: 40



Ancillary Buildings: 19

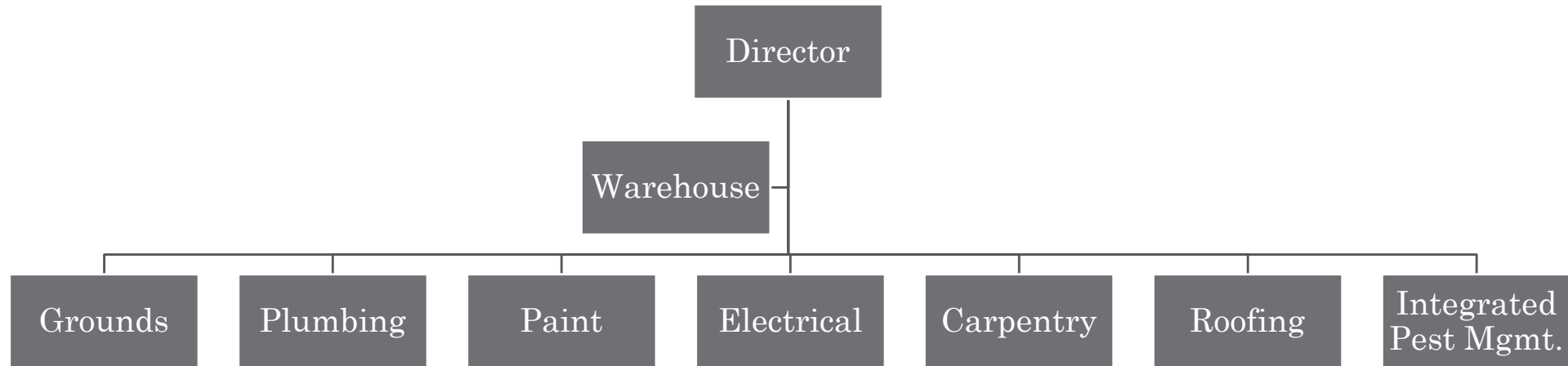


Building Coverage:
4.9 million square feet



Grounds Coverage:
433 acres

Organizational Chart

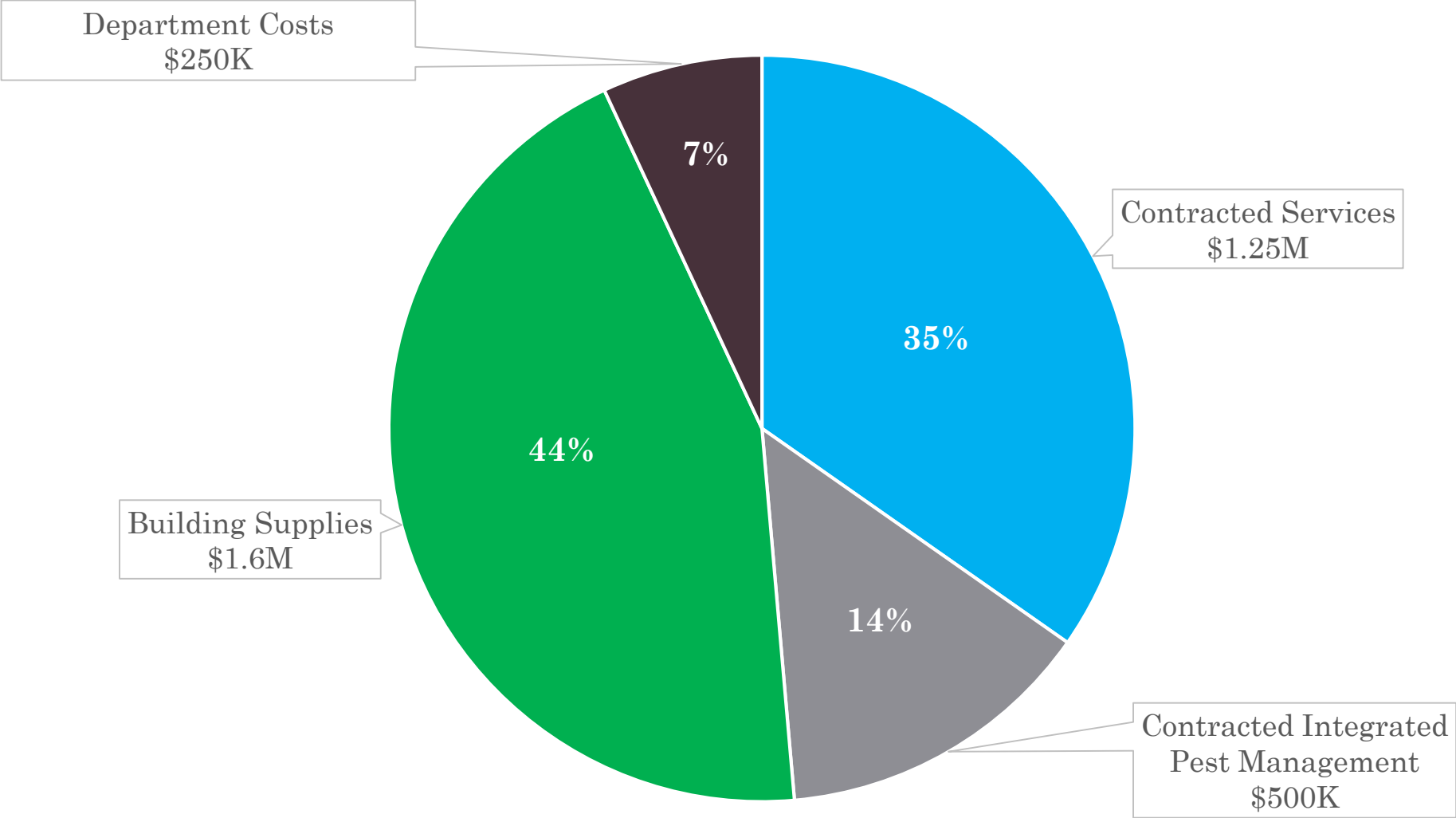


ECISD FACILITIES			AVERAGE AGE	
Total: 60			50 YEARS	
1-20 YEARS	21-40 YEARS	41-60 YEARS	61-80 YEARS	81 + YEARS
6	19	4	28	3

# OF FACILITIES: 60	
EARLY EDUCATION CENTERS (2)	TECH ED CENTER @ FROST (1)
ELEMENTARY SCHOOLS (28)	AGRICULTURAL FARM (1)
MIDDLE SCHOOLS (6)	ALTERNATIVE EDUCATION CENTER (1)
COMPREHENSIVE HIGH SCHOOLS (2)	SUPPORT BUILDINGS (16)
OTHER HIGH SCHOOL PROGRAMS (3) [OCTECHS, OCA, New Tech Odessa]	

Budget: \$3,603,250

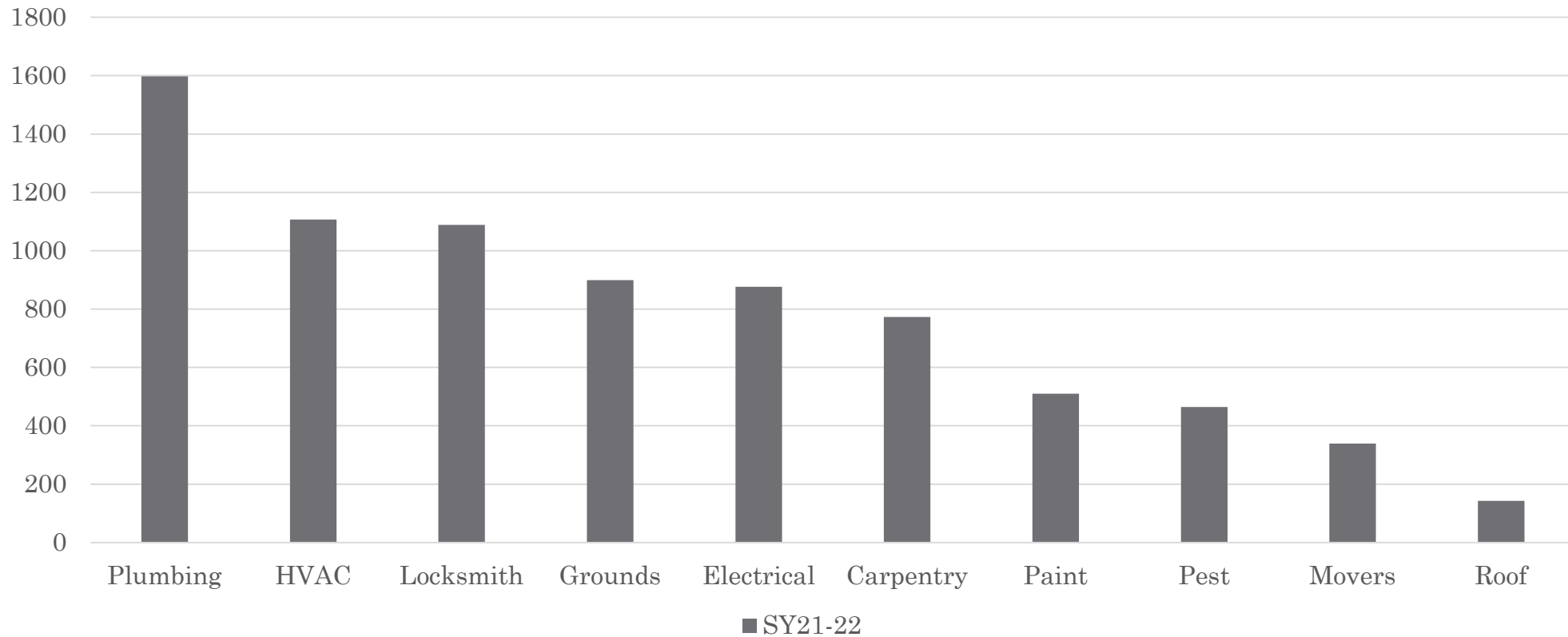
Expenditures



Work Orders

Total: 9,526

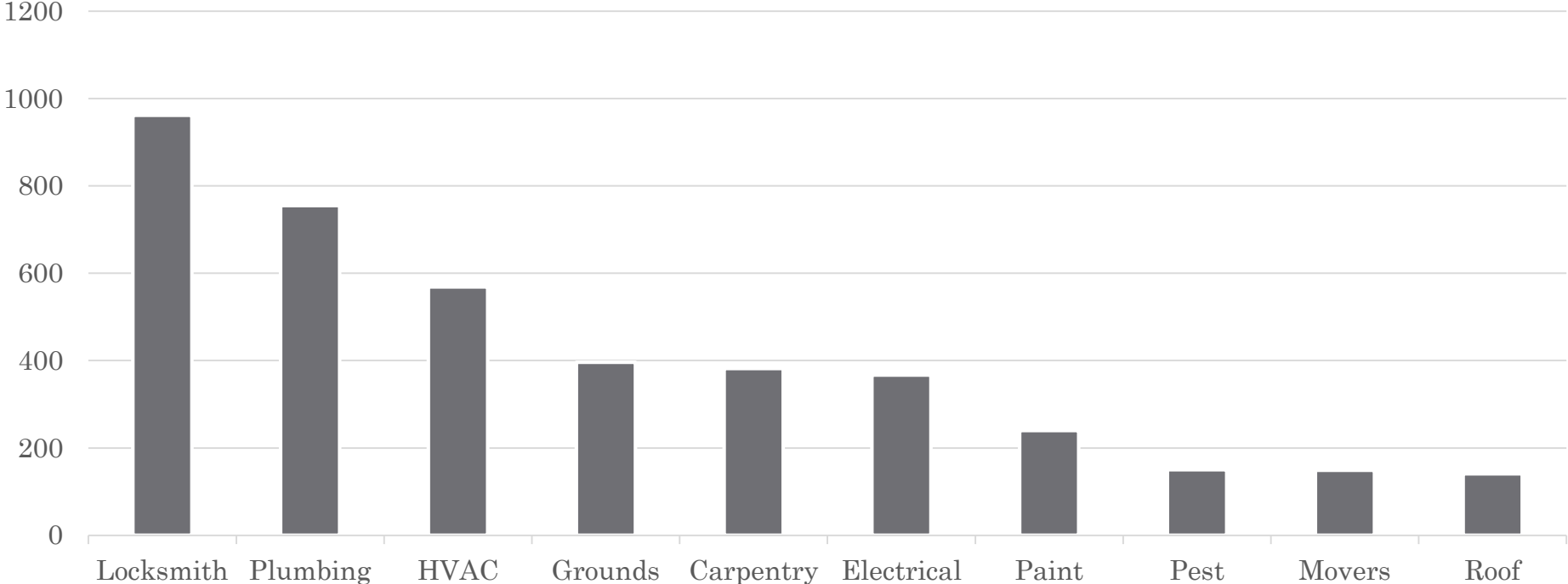
By Section 2021-2022



Work Orders

Total: 4,881

By Section 2022-2023 (Thru November)



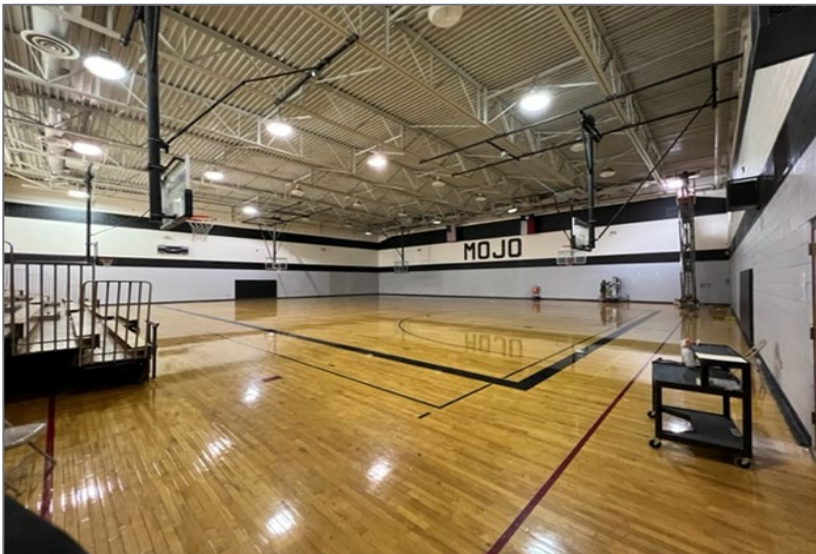
■ SY22-23 YTD

Ongoing Projects

- **Ceiling Replacement and LED Lighting Retrofit:** Dowling and Zavala
- **Completed Irrigation System:** LBJ
- **Completed HVAC Replacement:** Administration Annex, Blanton, Burleson, Cavazos, Ector Fine Arts and 6th-grade wing, Ireland, LBJ, Pease, Ross, San Jacinto, School Nutrition, Technology Services
- **LED Lighting Upgrades:** Administration parking lot, Austin gym, Bowie cafeteria, Crockett Small gym, Jordan gym, LBJ gym, Milam gym and cafeteria, Murry Fly gym, NTO parking lot, PHS new PE gym and swimming pool, Ross gym, Sam Houston gym, Wilson & Young parking lot, Zavala cafeteria
- **Landscaping Project:** All Campuses
- **Security Fencing:** Dowling, Murry Fly and ECISD Police Department

Ongoing Projects

- **HVAC Replacement:** Fly, Milam, Carver, Blackshear
- **Boiler and Chiller Replacement:** Bowie
- **Sprinkler System:** Cavazos, Ross, and Zavala
- **Grounds Plan:** Implemented to improve the appearance of all facilities district-wide
- **LED Lighting:** Continue to update all cafeterias and gyms



Department Outlook

- Average age of buildings in our district: 50 Years Old
- In a recent facility review conducted by TASBO, they stated our facilities department is doing a great job maintaining all facilities with the resources available.
- PBK Architecture – “Our facilities are in good condition considering their age.”
- The Facilities Department maintains all district buildings to the best of its ability utilizing the available staff and budget. However, many of our buildings are in desperate need of infrastructure upgrades. The majority of these needed repairs are outside our scope of work and budget and will need to be addressed through other means.
- In order to provide our students and staff with updated and modern facilities, a bond referendum is much needed.

Questions?

