

Columbia-Brazoria Independent School District

Barrow Elementary School - TIP

2022-2023 Essential Actions

Campus Number: 020907107

Board Approval Date: December 13, 2022

Superintendent:
DCSI/Grant Coordinator:

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ESC Region: 4

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Student performance data showed that 6/9 goals were not reached. The goals were very aggressively made and there are some bright spots, however, the team feels they should be closer to achieving the next set of student goals. Sped had some bright spots, however, the lower grades have adjusted strategies to address these students. Logistics of test question redesign and online testing played a part in the results.

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: Observation/ Feedback process has been utilized with selected staff in order to improve routines and instructional strategies. 60% of the staff need additional assistance one or both of the areas.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Beginning of the year activities will include focus on the observation/feedback process and lessons learned by highlighting key faculty mastery of elements in the waterfall. Ongoing PLC's and Observation/ Feedback process will be utilized to strengthen rigor or management. Leadership will emphasize key aspects during weekly communication with staff and will provide support and modeling through the PLC process and individually with coaching for struggling staff.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly focus with staff, scheduled PLC presentations, recognition of faculty mastering specific elements. Weekly newsletters to staff emphasizing the weekly/monthly targets and goals as well as the activity that will be looked for in walk-throughs. Community members receive a monthly newsletter highlighting targets and gains. Each 9 weeks community is invited for feedback. CLT meeting weekly to ensure targets are clear and set.

Desired Annual Outcome:

By May of 2023, 90% of the teachers will have demonstrated successful implementation of one of the specific elements from the Observation/Feedback process in either rigor or management (aggressive monitoring, guided discourse, engaging all students, pacing) as measured by a rubric utilized during monthly walk throughs by the Campus Leadership Team.

District Commitment Theory of Action: The district ensures that Campus Leadership Team receives training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, and observation and feedback), so that the campus leaders will be able to consistently provide meaningful feedback to teachers regarding the use of instructional materials and strategies that support high levels of student achievement.

Desired 90-day Outcome: By the end of November training will have been provided to all staff on aggressive monitoring and pacing . CLT will conduct at least one observation walk-through of each teacher to review implementation of aggressive monitoring and pacing and will record success on an observation tracker. Staff struggling to implement this process will be involved in the observation/feedback cycle for support.

District Actions: The district will allow BE administrators flexibility and support in scheduling professional development for the campus and leadership team in order for all to be prepared to implement specific elements targeted for higher levels of student learning.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Planning for training was done and scheduling of observations was set and closely followed. Staff needing assistance was provided it very quickly. Leaders met each week on Monday to make sure all on track. Leadership set this as a priority.

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?
Commitment to the schedule.	Action Step 1	Provides time for leadership team to collaborate each week in order to stay on track.

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 (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: The campus started DDI training during the spring of 2022 and partially implemented the process with selected staff. The staff that participated found great value in the process and adjusted assessments and refocused instruction with improved student success. Several other staff have expressed desire to become involved. Scores for staff participating showed great improvement from previous years.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Specific teachers will be targeted to participate in the DDI process and teacher-leaders will be identified and given opportunities to lead the data analysis process and provide training to peers. The leadership will continue to implement observation/feedback cycle with selected teachers and track progress.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The start of the year will be with utilizing the staff participating in the 2022 school year DDI process to highlight the benefit and practices they experienced and having them become a teacher-leaders. Weekly meetings on data will be conducted. Monthly observations will be scheduled to build the DDI process. PLC's will be scheduled to grow all staff. Parents and community will be appraised of growth data points and progress through meetings and newsletters.

Desired Annual Outcome: By May 2023, 90% of the teachers will have participated in the DDI process and are able to use data to develop instructional lesson plans which include high quality materials and formative assessments. Teachers will have lesson plans that include instructional practices/ materials that focus on need areas based on assessment data. CLT will meet weekly and after relevant assessments to disaggregate data with teachers to adjust schedules, instruction and address needs. Principal will collaborate weekly with CLT on needs and issues.

District Commitment Theory of Action: The district ensures that Barrow Elementary instructional leaders will receive training and ongoing coaching to support the implementation of data-driven instruction, so that the leadership team will have the capability of monitoring data and outcomes to adjust instruction and teaching strategies that support high levels of student achievement.

Desired 90-day Outcome: By November staff will be trained on the basics of DDI. Principals and Campus Leadership Team will select an additional team member from each grade level to work collaboratively using the DDI process to identify targeted TEKS from the STAAR and benchmark data. The selected staff will identify highly qualified materials and develop or adjust plans to address the issues. CLT will track the DDI process outcomes based on meetings/observations conducted bi-weekly and a checklist of specific practices.

District Actions: The district will allow Barrow to have flexibility in the selection of materials, scheduling planning and meeting times in order for the teachers to have high quality lessons, materials and plans to address the needs of students.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Training was scheduled and went well. Additional team members were brought on board to help lead. Math materials were selected and PO completed. Coaching from campus coaches was key to success.

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?
Understanding how the disconnect in learning happens and how to fix it.	Action Step 2	Training will help teachers better understand the missing learning process.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: Student performance data achievement was not met. This time the campus chose to utilize a released test and many of the questions addressed TEKS not yet taught. It did help to identify areas that have been taught and not yet mastered and steps have been taken to adjust instruction to master those TEKS.

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

Implementation Level: Partial Implementation

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Rationale: Observation/ Feedback process has been utilized with selected staff in order to improve routines and instructional strategies. 60% of the staff need additional assistance one or both of the areas.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Beginning of the year activities will include focus on the observation/feedback process and lessons learned by highlighting key faculty mastery of elements in the waterfall. Ongoing PLC's and Observation/ Feedback process will be utilized to strengthen rigor or management. Leadership will emphasize key aspects during weekly communication with staff and will provide support and modeling through the PLC process and individually with coaching for struggling staff.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly focus with staff, scheduled PLC presentations, recognition of faculty mastering specific elements. Weekly newsletters to staff emphasizing the weekly/monthly targets and goals as well as the activity that will be looked for in walk-throughs. Community members receive a monthly newsletter highlighting targets and gains. Each 9 weeks community is invited for feedback. CLT meeting weekly to ensure targets are clear and set.

Desired Annual Outcome:

By May of 2023, 90% of the teachers will have demonstrated successful implementation of one of the specific elements from the Observation/Feedback process in either rigor or management (aggressive monitoring, guided discourse, engaging all students, pacing) as measured by a rubric utilized during monthly walk throughs by the Campus Leadership Team.

District Commitment Theory of Action: The district ensures that Campus Leadership Team receives training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, and observation and feedback), so that the campus leaders will be able to consistently provide meaningful feedback to teachers regarding the use of instructional materials and strategies that support high levels of student achievement.

Desired 90-day Outcome: By the end of February training will have been provided to all staff on guided discourse and engaging all students. CLT will conduct walk-through observations- at least one observation each 2 weeks to review implementation of guided discourse and engaging all students and will record success on an observation tracker. CLT will meet weekly to collaborate on findings and plan support. Staff struggling to implement this process will be involved in the observation/feedback cycle for support.

District Actions: The district will allow BE administrators flexibility and support in scheduling professional development for the campus and leadership team in order for all to be prepared to implement specific elements targeted for higher levels of student learning.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Scheduling difficulties did not provide enough time for full implementation, however, training was provided and 2 monthly walk throughs were conducted. 75% of the staff showed proficiency. CLT met weekly to identify struggling staff and assign a coach and are in the process of being coached.

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?
Guided discourse will be a challenge for staff to implement.	Action Step 3	Ability to see others conduct this will help staff better understand how they can do it.

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 (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: The campus started DDI training during the spring of 2022 and partially implemented the process with selected staff. The staff that participated found great value in the process and adjusted assessments and refocused instruction with improved student success. Several other staff have expressed desire to become involved. Scores for staff participating showed great improvement from previous years.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Specific teachers will be targeted to participate in the DDI process and teacher-leaders will be identified and given opportunities to lead the data analysis process and provide training to peers. The leadership will continue to implement observation/feedback cycle with selected teachers and track progress.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The start of the year will be with utilizing the staff participating in the 2022 school year DDI process to highlight the benefit and practices they experienced and having them become a teacher-leaders. Weekly meetings on data will be conducted. Monthly observations will be scheduled to build the DDI process. PLC's will be scheduled to grow all staff. Parents and community will be appraised of growth data points and progress through meetings and newsletters.

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Desired 90-day Outcome: By end of February 60 % of the staff will use data and practices from the DDI training to guide lesson planning and PLC meetings. The added members from each grade level and the CLT will select an additional team member to assist with data analysis using the DDI process to identify targeted TEKS from the STAAR and benchmark data. The selected staff will collaborate with development or adjustment of plans to address the issues. CLT will track the DDI process outcomes based on meetings/observations conducted bi-weekly and a checklist of specific practices.

District Actions: The district will support training and adjustment of planning time for additional members to become part of the leadership cadre in order for Barrow to have the support for teachers to implement high quality data analysis and adjustment to teaching.

Did you achieve your 90 day outcome?: Yes

Why or why not?: 60% Staff have come on board with analysis and planning for student success. The process has become very systematic using meeting guides and checklists to implement and monitor.

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 for staff to analyze data, identify targeted TEKs and make a plan.	Action Step 3	Sets aside time for teachers to meet.

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

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Rationale: Observation/ Feedback process has been utilized with selected staff in order to improve routines and instructional strategies. 60% of the staff need additional assistance one or both of the areas.

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Desired 90-day Outcome: By end of May, 90% of the teachers will have demonstrated successful implementation of one of the specific elements from the Observation/ Feedback process in either rigor or management (aggressive monitoring, guided discourse, engaging all students, pacing) as measured by a rubric utilized during monthly walk throughs by the Campus Leadership Team. Struggling teachers will be provided opportunities for coaching and modeling to build skills. Teachers unable to meet the criteria will be counseled on options available to them over the summer.

District Actions: The district will allow Barrow Elementary flexibility in scheduling and providing staff development to leadership and staff with TIL and ESC4 in order to successfully implement highly effective instructional strategies from the Get Better Faster waterfall and provide the ability for staff to observe mastery.

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?
Accepting the chance to visit master teachers	Action Step 2	Gives flexibility to allow them multiple chances to demonstrate mastery

Did you achieve your annual outcome?:

2. Essential Action 5.3: Data-driven instruction.

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District Commitment Theory of Action: The district ensures that Barrow Elementary instructional leaders will receive training and ongoing coaching to support the implementation of data-driven instruction, so that the leadership team will have the capability of monitoring data and outcomes to adjust instruction and teaching strategies that support high levels of student achievement.

Desired 90-day Outcome: By the end of May, 90% of the teachers are able to use data to develop instructional lesson plans and formative assessments. Teachers will have lesson plans that include instructional practices/ materials that focus on need areas based on assessment data. CLT will track data analysis outcomes.

District Actions: The district will allow Barrow to acquire additional highly qualified instructional materials in order to meet the needs of the students identified in assessments and provide flexibility for staff to meet during the week to plan lessons to meet student needs as well as training with TIL and ESC4.

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?
Time to meet and plan during the day	Action Step 2	Carves out time and provides student support

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)