

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

Superintendent:
DCSI/Grant Coordinator:

Principal:
ESC Case Manager:
ESC Region:

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: None

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

Implementation Level: Planning for Implementation

Rationale: Campus instructional leadership is vital to student success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Roles and responsibilities will be clearly defined and assigned. Professional learning to advance roles and responsibilities will be implemented. The campus will partner with the district for ongoing coaching and feedback. Grade level and department leaders will be empowered to lead instructional development across their teams. Professional Learning Communities (PLC) will be utilized to advance instructional leadership.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus pathway will be created with stakeholders to be a shared vision. The pathway will be at the forefront of every decision and communication.

Desired Annual Outcome: Instructional leaders, to include teachers, will have confidence in the design of engaging, standards aligned instructional activities where data can be gathered to continuously measure progress and inform instructional decisions.

District Commitment Theory of Action: If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.

Desired 90-day Outcome: The campus will move toward its pathway of becoming a learning organization where we can learn and grow from one another to impact student success outcomes. As a result, student academic achievement will improve.

District Actions: Partner with campus leaders for ongoing support, coaching, and feedback.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Identify campus leadership needs, create shared vision for each role, explicitly state role responsibilities, and communicate campus leadership roles campus wide.</p> <p>Evidence Used to Determine Progress: Campus artifacts like organization charts, meeting sign ins and agendas, and campus communications</p> <p>Person(s) Responsible: Campus Administration</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2021 - Frequency: Ongoing - Evidence Collection Date: May 6, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Identify areas of growth for instructional leadership teams, seek out high quality professional learning, and implement professional learning to advance each leader in their role.</p> <p>Evidence Used to Determine Progress: Professional Learning artifacts and certificates</p> <p>Person(s) Responsible: Campus administration Instructional Leaders</p> <p>Resources Needed: Funds for PL fees and substitutes as needed</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2021 - Frequency: Ongoing - Evidence Collection Date: May 6, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: Measuring progress toward and mastery of academic standards is vital to student support and success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Seek out and implement high quality data-driven instruction professional learning. Utilize Professional Learning Communities (PLC) to advance this work.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Using data to inform instructional decisions will be included in the shared vision for the campus pathway. This priority will be at the forefront of communication. Data will be shared in a transparent way with all stakeholders.

Desired Annual Outcome: Instructional leaders, to include teachers, will have confidence in the design of engaging, standards aligned instructional activities where data can be gathered to continuously measure progress and inform instructional decisions.

District Commitment Theory of Action: Partner with campus leaders for ongoing support, coaching, and feedback.

Desired 90-day Outcome: Teachers will review student mastery in real time and make instructional adjustment in a timely manner to impact student achievement levels.

District Actions: Partner with campus leaders for ongoing support, coaching, and feedback.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Implement Professional Learning Communities (PLCs) with a dedicated time during the school day that focuses on using data to inform instructional decisions.</p> <p>Evidence Used to Determine Progress: PLC agendas and artifacts Student data artifacts</p> <p>Person(s) Responsible: Campus Administration Learning Design Coach Teachers</p> <p>Resources Needed: Access to assessment and student data management systems</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2021 - Frequency: Weekly - Evidence Collection Date: May 6, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Campus will seek out and implement high quality professional learning around data informed instruction and formative assessment strategies.</p> <p>Evidence Used to Determine Progress: Professional Learning Agendas and Certificates</p> <p>Person(s) Responsible: Campus Administration Learning Design Coach Teachers</p> <p>Resources Needed: Funds for professional learning and substitutes as needed</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2021 - Frequency: Ongoing - Evidence Collection Date: May 6, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: None

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

Implementation Level: Planning for Implementation

Rationale: Campus instructional leadership is vital to student success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Roles and responsibilities will be clearly defined and assigned. Professional learning to advance roles and responsibilities will be implemented. The campus will partner with the district for ongoing coaching and feedback. Grade level and department leaders will be empowered to lead instructional development across their teams. Professional Learning Communities (PLC) will be utilized to advance instructional leadership.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus pathway will be created with stakeholders to be a shared vision. The pathway will be at the forefront of every decision and communication.

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Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: Measuring progress toward and mastery of academic standards is vital to student support and success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Seek out and implement high quality data-driven instruction professional learning. Utilize Professional Learning Communities (PLC) to advance this work.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Using data to inform instructional decisions will be included in the shared vision for the campus pathway. This priority will be at the forefront of communication. Data will be shared in a transparent way with all stakeholders.

Desired Annual Outcome: Instructional leaders, to include teachers, will have confidence in the design of engaging, standards aligned instructional activities where data can be gathered to continuously measure progress and inform instructional decisions.

District Commitment Theory of Action: Partner with campus leaders for ongoing support, coaching, and feedback.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: None

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

Implementation Level: Planning for Implementation

Rationale: Campus instructional leadership is vital to student success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Roles and responsibilities will be clearly defined and assigned. Professional learning to advance roles and responsibilities will be implemented. The campus will partner with the district for ongoing coaching and feedback. Grade level and department leaders will be empowered to lead instructional development across their teams. Professional Learning Communities (PLC) will be utilized to advance instructional leadership.

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Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: Measuring progress toward and mastery of academic standards is vital to student support and success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Seek out and implement high quality data-driven instruction professional learning. Utilize Professional Learning Communities (PLC) to advance this work.

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Desired Annual Outcome: Instructional leaders, to include teachers, will have confidence in the design of engaging, standards aligned instructional activities where data can be gathered to continuously measure progress and inform instructional decisions.

District Commitment Theory of Action: Partner with campus leaders for ongoing support, coaching, and feedback.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Carver ES

Early Literacy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 33% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
33%	COVID	36% (47%)	39%	43%	47%	51%

Closing the Gaps Student Groups Yearly Targets

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
2019 (Baseline)		17%	24%	41%	-	63%	-	*	0%	15%	*	19%	30%	43%
2020 (COVID)		-	-	-	-	-	-	-	-	-	-	-	-	-
2021		22% (30%)	29% (36%)	45% (68%)	-	64% (57%)	-	*	2% (22%)	20% (21%)	*	24% (25%)	35% (47%)	46% (-)
2022		29%	35%	49%	-	65%	-	*	5%	27%	*	31%	40%	50%
2023		37%	43%	53%	-	66%	-	*	12%	35%	*	39%	47%	54%
2024		48%	52%	58%	-	67%	-	*	28%	47%	*	50%	54%	58%
2025		63%	63%	63%	-	68%	-	*	63%	63%	63%	63%	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 34% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
34%	COVID	37% (30%)	40%	43%	47%	51%

Closing the Gaps Student Groups Yearly Targets

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
2019 (Baseline)		0%	19%	56%	-	63%	-	*	17%	10%	*	15%	33%	39%
2020 (COVID)		-	-	-	-	-	-	-	-	-	-	-	-	-
2021		2% (10%)	24% (33%)	57% (40%)	-	64% (14%)	-	*	22% (22%)	14% (29%)	*	20% (30%)	38% (30%)	43% (-)
2022		5%	31%	59%	-	65%	-	*	29%	21%	*	27%	43%	47%
2023		12%	39%	60%	-	66%	-	*	37%	30%	*	35%	49%	52%
2024		28%	50%	62%	-	67%	-	*	48%	44%	*	47%	55%	57%
2025		63%	63%	63%	-	68%	-	*	63%	63%	63%	63%	63%	63%