Georgetown Independent School District

Cooper Elementary School - TIP

2021-2022 Cycles/Essential Actions/Action Steps

Superintendent: Fred Brent

DCSI/Grant Coordinator:

Principal: Tish Ptomey

ESC Case Manager: Melinda Marquez

ESC Region: 13

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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 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Rationale: Teachers need support in using data to inform lessons development. We have created some formative assessments but need to systematically use the data to inform instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will create monthly data meetings to examine and learn how to use the data. We will also discuss data in our PLC meetings weekly. Leadership will provide a consistent template for teachers to use weekly. Learning Design Coach and admin will support teachers with the planning process and lesson plan template expectations. Leadership will develop a consistent plan to give feedback on lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We plan to communicate with the community through quarterly site-based meetings. Our teachers will meet monthly to examine data to make informed decisions.

Desired Annual Outcome: Teachers use weekly PLC meetings to collaboratively unpack standards/HPLS and design their lessons using the 4 critical questions. Teachers will develop proficiency in the use of the lesson planning template to ensure that daily lesson plans are aligned from lesson objectives to assessments, as evidenced in 90% of lesson plans. Formative assessments aligned to lesson objectives will be collaboratively developed and utilized to meet individual student needs as evidenced in PLC agendas/notes and teacher lesson plans.

District Commitment Theory of Action: The district will provide access to assessments aligned to the standards and the expected level of rigor. The district will also provide professional learning

Desired 90-day Outcome: None

District Actions: The District will provide clear expectations and on-going support for the campus level PLC process. The District will provide on-going support and professional learning for the campus Learning Design Coach in support of the PLC process on the campus. The District will provide on-going coaching and support for the campus principal around professional learning for vision, mission, and beliefs driven work.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews

Action Step 1: Staff will participate in professional learning on Schlechty's Engagement and Design principles and processes. Teachers will implement learning into their unit design and planning processes.
    Evidence Used to Determine Progress: Increase Student Engagement - shown through Student Feedback Surveys & Classroom Observation Data; Increased "Profound Learning" for students
    Person(s) Responsible: Principal; Assistant Principal; Campus Design Team; Campus Design Coaches
    Resources Needed: None
    Addresses an Identified Challenge: None
 	
    Start Date: None - **Frequency:** None - **Evidence Collection Date:** None
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Cougar Way lessons will be created and implemented to communicate campus expectations and procedures to students, including the use of flexible furniture and technology use.
    Evidence Used to Determine Progress: Increased Attainment of the Learner Profile Attributes.
    Person(s) Responsible: Campus Administration; Counselor, Team Leads
    Resources Needed: None
    Addresses an Identified Challenge: None
 	
    Start Date: None - **Frequency:** None - **Evidence Collection Date:** None
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: All CES teachers will participate in Capturing Kids Hearts professional learning and will implement its methodologies.
    Evidence Used to Determine Progress: Decreased Student Discipline Referrals; Increased Student Engagement Shown in Observation Data and Student Feedback
    Person(s) Responsible: Campus Administration
    Resources Needed: None
    Addresses an Identified Challenge: None
 	
    Start Date: None - **Frequency:** None - **Evidence Collection Date:** None
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

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: Beginning Implementation

Rationale: Currently, instructional leaders do not have a set meeting to review and disaggregate data in order to provide evidence-based feedback to teachers. Teachers have time blocked to meet in PLCs, but the current practices don't include a written protocol or tracking tool for data analysis, identifying gaps between student work and an exemplar, or scripting and practicing reteach lessons.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Partner with Region 13 for PLC support. A team of 10 will attend the PLC+ cohort with Region 13.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will partner with Region 13 for a PLC Plus training. The district will provide curriculum, NWEA Map, digital support throughout the year. Our LDC will attend weekly professional learning with the district to develop her role. The administrators and LDC will coach, model, and provide feedback on using data to drive instruction. The district will provide coaching for math and literacy for assigned grade levels based on needs.

Desired Annual Outcome: Teachers will continue to develop in their implementation of the PLC process and grow in using formative and summatives to inform instruction, which will also help with the other prioritized focus area.

District Commitment Theory of Action: If the district provides the campus with access to academic and behavioral data, establishes systems for supporting and identifying struggling learners, and provides professional learning around responsive instructional practices, then our campus will be better able to establish data-driven practices to better identify and support all learners.

Desired 90-day Outcome: None

District Actions: The district will support the campus by ensuring that all necessary data files are provided and support for disaggregating and analyzing data is provided.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews

Action Step 1: Set up a schedule and process for monthly campus-wide data meetings.
 	
    Evidence Used to Determine Progress: calendar, agendas
    Person(s) Responsible: Admin, LDC, Interventionist
    Resources Needed: Calendar, agendas, and prioritized data points throughout the year
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 23, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** May 27, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Sign up a campus team to attend PLC+ with Region 13
 	
    Evidence Used to Determine Progress: Attendance & PLC documents
    Person(s) Responsible: Admin/Region 13, teachers
    Resources Needed: grant funds from Region 13
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 13, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** May 27, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: CES teachers will use student artifacts to study trends in engagement and progress toward master of the learning goals.
 	
    Evidence Used to Determine Progress: Increased student engagement; Increased mastery of HPLS and state standards.
    Person(s) Responsible: Campus Administration
    Resources Needed: None
    Addresses an Identified Challenge: None
 	
    Start Date: None - **Frequency:** None - **Evidence Collection Date:** None
	Progress toward Action Steps: No Progress
	
	Necessary Adjustments/Next Steps:

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 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Rationale: Teachers need support in using data to inform lessons development. We have created some formative assessments but need to systematically use the data to inform instruction.

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District Commitment Theory of Action: The district will provide access to assessments aligned to the standards and the expected level of rigor. The district will also provide professional learning

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: Beginning Implementation

Rationale: Currently, instructional leaders do not have a set meeting to review and disaggregate data in order to provide evidence-based feedback to teachers. Teachers have time blocked to meet in PLCs, but the current practices don't include a written protocol or tracking tool for data analysis, identifying gaps between student work and an exemplar, or scripting and practicing reteach lessons.

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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 3 - (Mar – May)

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

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    District Commitment Theory of Action: The district will provide access to assessments aligned to the standards and the expected level of rigor. The district will also provide professional learning

    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: Beginning Implementation

Rationale: Currently, instructional leaders do not have a set meeting to review and disaggregate data in order to provide evidence-based feedback to teachers. Teachers have time blocked to meet in PLCs, but the current practices don't include a written protocol or tracking tool for data analysis, identifying gaps between student work and an exemplar, or scripting and practicing reteach lessons.

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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 4 - (Jun – Aug)

Cooper 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 39% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
39%	COVID	41% (30%)	43%	46%	48%	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%	27%	59%	-	-	-	*	*	18%	*	20%	42%	32%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	22% (-)	32% (23%)	60% (43%)	-	-	-	*	*	23% (23%)	*	25% (18%)	46% (30%)	37% (-)
2022	29%	38%	61%	-	-	-	*	*	30%	*	32%	49%	42%
2023	37%	45%	61%	-	-	-	*	*	38%	*	40%	54%	48%
2024	48%	53%	62%	-	-	-	*	*	49%	*	50%	58%	55%
2025	63%	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 37% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
37%	COVID	39% (9%)	42%	45%	48%	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
2019 (Baseline)	0%	30%	55%	-	-	-	*	*	24%	*	40%	27%	24%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	2%	35% (5%)	57% (18%)	-	-	-	*	*	29% (7%)	*	44% (7%)	32% (9%)	29% (-)
2022	5%	40%	58%	-	-	-	*	*	35%	*	48%	38%	35%
2023	12%	47%	60%	-	-	-	*	*	43%	*	53%	45%	43%
2024	28%	54%	61%	-	-	-	*	*	52%	*	58%	53%	52%
2025	63%	63%	63%	-	-	-	*	*	63%	*	63%	63%	63%