

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



**Campus Number:** 068901114

**Board Approval Date:** December 13, 2022

**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. Scott Muri  
Susan Hendricks

**Principal:** Noe Ortiz  
**ESC Case Manager:** Amber Harmon  
**ESC Region:** 18

# Table of Contents

Cycles	3
Cycle 1 - (Sept – Nov)	3
Cycle 2 - (Dec – Feb)	7
Cycle 3 - (Mar – May)	11
Cycle 4 - (Jun – Aug)	13

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:** At this time, Ireland Elementary did not meet the proposed student performance data goals. The data from this interim assessment demonstrate gaps in all subjects, especially reading and math. The test used for this data was a comprehensive assessment. On average, the test included 16-17 questions related to content that has not been taught in each of the three grade levels. Due to illness, students at these grade levels have not been attending school regularly, which causes gaps in the taught curriculum. Ireland is currently at a 91.24% daily attendance rate. Additionally, Ireland has had recent changes in teachers in the 3rd, 4th, and 5th grades. The data from this assessment has been used to create targeted small-group interventions and challenges for all students, especially for our sub-populations in the bottom 25%.

### 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 instructional expectations and priorities and how leaders will utilize observation feedback cycles to support teacher development, specifically in responding to student feedback, as evidenced by the Observation Feedback rubric and SchoolMintGrow.

**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?:** Yes

**Why or why not?:** Yes, the goal was met. Cycle 1 observations were focused on responding to student feedback. Walkthrough data showed trends that allowed us to adjust cycle 2 to support instruction with strategic questioning and incorporating student discourse. Student surveys were given to ensure student voices and feedback are incorporated to adjust instruction and meet the needs of all learners.

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.	Action Step 3	Prioritizing ILT (instructional leadership team) meetings will provide accountability for completing consistent observation feedback.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The campus leadership team will conduct calibration sessions to ensure consistency and alignment in action steps assigned to teachers.</p> <p><b>Evidence Used to Determine Progress:</b> SchoolMint Grow, Get, better fast waterfall, leadership calendar.</p> <p><b>Person(s) Responsible:</b> campus leadership team</p> <p><b>Non-Funded Resources Needed:</b> none at this time</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 9, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Calibration sessions were conducted monthly with district personnel and cohorts. Campus calibration was also done with the principal and assistant principal. NIET will be coming in cycle 2 to conduct calibration for math content. Action steps were assigned and are entered into SchoolMint grow and this process is ongoing as training for SchoolMint Grow was held in cycle 1.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> 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><b>Evidence Used to Determine Progress:</b> SchoolMint Grow, leadership calendars</p> <p><b>Person(s) Responsible:</b> Campus leadership team</p> <p><b>Non-Funded Resources Needed:</b> none at this time</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 9, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Discussions and observations are consistent and action steps are assigned and meet all the requirements above. Cycle 2 will include TLAC training for questioning and guided discourse.</p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> 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><b>Evidence Used to Determine Progress:</b> SchoolMint Grow action items report, CILT agendas and minutes, PD agendas</p> <p><b>Person(s) Responsible:</b> Campus instructional leadership team</p> <p><b>Non-Funded Resources Needed:</b> Ongoing support from the district for professional development as needed.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 9, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> The leadership team meets on a weekly/daily basis. The campus will continue to review data and provide support through the campus interventionist and professional development as needed.</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.

**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 as evidenced by the DDI assessment 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?:** Yes

**Why or why not?:** PLCs began the first week of school. Refreshers were conducted, and leadership guided new staff members to desegregate data and utilize tools to track goals and student progress throughout the year. Teachers are proficient at bringing the data sheet to PLCs now.

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	Action Step 3	CILT is continually providing support to ensure each team is gaining proficiency in DDI processes.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The campus leadership team will support teachers in completing a thorough data analysis to determine campus, classroom, and individual student goals.</p> <p><b>Evidence Used to Determine Progress:</b> Data Tracking Tools, goal sheets</p> <p><b>Person(s) Responsible:</b> Teacher and CILT</p> <p><b>Non-Funded Resources Needed:</b> Tutoring, Math STAAR Training at Region 18, Gretchen Bernabei STAAR Grammar Training, materials for literacy, math, and science parent nights</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 6, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> PLCs began the first week of school. Refreshers were conducted, and leadership guided new staff members to desegregate data and utilize tools to track goals and student progress throughout the year. Teachers are proficient at bringing the data sheet to PLCs now. The campus will train new staff members on boarding in January in this process. The campus will include new student groups (dyslexia) into the datasheet to track specific supports and progress.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> The campus leadership team will utilize data analysis to provide evidence-based feedback to teachers and evaluate the effectiveness of reteach plans.</p> <p><b>Evidence Used to Determine Progress:</b> reteach plans, student data, SchoolMint Grow</p> <p><b>Person(s) Responsible:</b> Teachers, CILT</p> <p><b>Non-Funded Resources Needed:</b> none at this time</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 9, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> The leadership team will continue to monitor and observe reteach plans and review reassessment data for effectiveness.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> The campus instructional leadership team will attend DDI sessions and monitor teams to evaluate protocols and provide any additional training or support.</p> <p><b>Evidence Used to Determine Progress:</b> DDI agendas, SchoolMint Grow, PD agendas</p> <p><b>Person(s) Responsible:</b> CILT</p> <p><b>Non-Funded Resources Needed:</b> none at this time</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 9, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Any new staff members will be trained in DDI protocols. Eliminate one PLC to provide time for kindergarten and first grade to support their ELAR instructional minutes and continue to provide adequate time for PLCs to meet.</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 the campus instructional leadership team will provide evidence-based feedback to 60% of teachers, focused on effective questioning and meaningful student discourse, as evidenced by action-step progress and rubric data collection.

**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?:**

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 support for teachers at multiple proficiency levels and supporting new staff members who onboard in cycle 2.	Action Step 1, Action Step 3	additional support for specific teachers and content areas.



Step 1 Details	Reviews
<p><b>Action Step 1:</b> The campus leadership team will continue monthly calibration with the district and cohort. NIET will come and conduct calibration to support math instruction.</p> <p><b>Evidence Used to Determine Progress:</b> SchoolMint Grow, Get, better fast waterfall, leadership calendar.</p> <p><b>Person(s) Responsible:</b> campus leadership team, NIET, district personnel</p> <p><b>Non-Funded Resources Needed:</b> none at this time</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Region 18 will provide TLAC training for effective questioning, ratio and student discourse to support the 90-day outcome for cycle 2.</p> <p><b>Evidence Used to Determine Progress:</b> agenda, action steps progress, walkthrough data</p> <p><b>Person(s) Responsible:</b> region 18, campus leadership team</p> <p><b>Non-Funded Resources Needed:</b> region 18</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> February 28, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> The leadership team will meet weekly to review data and campus trends. Campus instructional leadership will provide content specific support for math and ELAR via the campus interventionist, instructional coach, NIET and new part time math teacher.</p> <p><b>Evidence Used to Determine Progress:</b> agendas, student data, DDI agendas, coaching scripts/data</p> <p><b>Person(s) Responsible:</b> leadership team, support personnel</p> <p><b>Non-Funded Resources Needed:</b> none at this time</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## 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.

**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 60% of teachers effectively utilize student work analysis to adjust daily lessons and create reteach for specific student gaps, as evidenced by DDI analysis, student work analysis, and reassessment data.

**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?:**

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 training and ongoing support for current and newly hired staff members	Action Step 2, Action Step 3	Leadership team will continue to train new staff and monitor progress to support proficiency levels of all staff members.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The campus leadership team will utilize data analysis to provide evidence-based feedback to teachers and evaluate the effectiveness of reteach plans.</p> <p><b>Evidence Used to Determine Progress:</b> reteach plans, student data, SchoolMint Grow</p> <p><b>Person(s) Responsible:</b> Teachers, CILT</p> <p><b>Non-Funded Resources Needed:</b> none at this time</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> The campus will train new staff members on boarding in January in DDI processes. The campus will incorporate new student groups (dyslexia &amp; McKinney Vento) into the data sheet to track specific supports and student progress.</p> <p><b>Evidence Used to Determine Progress:</b> data trackers, training agendas/minutes</p> <p><b>Person(s) Responsible:</b> leadership, teachers</p> <p><b>Non-Funded Resources Needed:</b> none at this time</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 25, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> DDI schedule was adjusted to support ELAR instructional minutes in kindergarten and first grade. Campus leadership team will continue to monitor DDI sessions and provide support regarding student work analysis.</p> <p><b>Evidence Used to Determine Progress:</b> DDI analysis documents, student work, student data</p> <p><b>Person(s) Responsible:</b> leadership team, teachers</p> <p><b>Non-Funded Resources Needed:</b> none at this time</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 25, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></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:** 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 the campus instructional leadership team will provide evidence-based feedback to 80% of teachers, focused on effective questioning and meaningful student discourse, as evidenced by action-step progress and rubric data collection.

**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.

**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 80% of teachers effectively utilize student work analysis to adjust daily lessons and create reteach for specific student gaps, as evidenced by DDI analysis, student work analysis, and reassessment data.

**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?:**

**Cycle 4 - (Jun – Aug)**