

Edgewood Independent School District
Gus Garcia Middle School - TIP
2022-2023 Cycles/Essential Actions/Action Steps

Campus Number: 015905046

Board Approval Date: November 15, 2022

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Table of Contents

Cycles	3
Cycle 1 - (Sept – Nov)	3
Cycle 2 - (Dec – Feb)	6
Cycle 3 - (Mar – May)	10
Cycle 4 - (Jun – Aug)	12

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: No we did not achieve the performance data goals that were set. The reason is due to the lack of implementation of differentiated lessons, reteach lessons or spiral activities, and exit tickets that were aligned to STAAR. Also, we received our TIP money towards the end of November. We have it budgeted it out according to our needs and will begin to purchase resources to support our action steps.

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 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.

Rationale: The goal of our campus is to be rated an A campus. We are focused on closing the gaps of our students, but meeting their individual needs to promote success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? TAMUSA is my operating partner. They work with identified teachers on the different areas of support that are needed based on data, WTs, and lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The priorities were first communicated in our August PD. Since then we have communicated our priorities by newsletters, weekly emails, PLC agendas, PLC tasks, data analysis meetings, etc.

Desired Annual Outcome: The desired annual outcome is for 90% of Core TTESS teachers to be proficient or above in Domain 1 with a focus on 1.1 (Standards and Alignment) and 1.4 (Activities) and Domain 2 with a focus on 2.2 (Content Knowledge and Expertise) and 2.4 (Differentiation) based on WTs and formal observations entered into Strive.

District Commitment Theory of Action: If the district continues to provide professional development to all campus instructional leaders then we will be equipped to continue to provide the individualized support needed for our staff.

Desired 90-day Outcome: The desired 90-day outcome is for 100% of core classroom teachers to be trained in lesson planning and classroom instructional strategies with a focus on checks for understanding and lapping to increase student outcomes.

District Actions: The district will continue to provide DBAs that are aligned to the curriculum and to the rigor of the STAAR exam.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We built in time during PD and PLCs to train all of our staff. Our next steps are to monitor the implementation of the activities created in the lesson plans and instructional strategies.

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?
Differentiation of lessons	Action Step 1	It allows for the teachers to be given the time to plan for differentiation in their lessons.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will utilize weekly PLC to develop lessons that are differentiated and aligned to the rigor of the STAAR exam.</p> <p>Evidence Used to Determine Progress: Lesson plan feedback provided by administrators Lesson plan exemplars</p> <p>Person(s) Responsible: Campus Leadership Team</p> <p>Non-Funded Resources Needed: Access to curriculum documents</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 8, 2022 - Frequency: Weekly - Evidence Collection Date: June 2, 2023</p> <p>Funding Sources: - 6300-Supplies and materials - \$7,000, - 6200-Professional and contracted services - \$7,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The next step is for the Campus Leadership Team to monitor the implementation of the differentiated lessons in the classroom through observations and feedback.</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will utilize weekly PLCs to create and model a strong I DO of upcoming lessons to their colleagues.</p> <p>Evidence Used to Determine Progress: Exemplar I DO criteria</p> <p>Person(s) Responsible: Leadership Team, Instructional Coaches, and Teachers</p> <p>Non-Funded Resources Needed: Tier I Resources, TEKS Resource System</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 8, 2022 - Frequency: Weekly - Evidence Collection Date: June 2, 2023</p> <p>Funding Sources: - 6300-Supplies and materials - \$1,000</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We are utilizing our PLCs to address the "I Do", however we have 5 teachers that are struggling with effective think aloud part of the I Do. Barrier: Teacher capacity and lack of understanding. The next step is to continue to support struggling teachers, and for the Campus Leadership Team to monitor the implementation of the I DO in classrooms.</p>
Step 3 Details	Reviews
<p>Action Step 3: Teachers will utilize weekly PLCs to create exit tickets that are aligned to the rigor of the STAAR exam.</p> <p>Evidence Used to Determine Progress: Exit Ticket Rubric</p> <p>Person(s) Responsible: Campus Leadership Team, Instructional Coaches, and Teachers</p> <p>Non-Funded Resources Needed: Eduphoria, Tier I Resources, TEKS Resource System</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 8, 2022 - Frequency: Weekly - Evidence Collection Date: June 2, 2023</p> <p>Funding Sources: - 6200-Professional and contracted services - \$3,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The next step is for the Campus Leadership Team to monitor the implementation of exit tickets in the classroom through observations and feedback.</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: 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: When the master schedule was created it was designed to allow teachers to have "protected" time during PLC to dig into data, lesson plans, activities, and role play to present Tier I instruction to our students on a daily basis.

Who will you partner with?: Other

How will you build capacity in this Essential Action? TAMUSA is my operating partner. They work with identified teachers on the different areas of support that are needed based on data, WTs, and lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: There have been many meetings prior and since school has started about PLCs with adjustments already being made to the structure based on teacher and student need. TAMUSA has been a part of those conversations and helping support identified teachers.

Desired Annual Outcome: The desired annual outcome is for 90% of Core teachers to be proficient or above in usage of the Data Driven Protocol and implementation of action plans resulting in increase in student achievement.

District Commitment Theory of Action: If the district continues to provide professional development to all campus instructional leaders then we will be equipped to continue to provide the individualized support needed for our staff.

Desired 90-day Outcome: The desired 90-day outcome is for 100% of core classroom teachers to be trained in the Data Analysis Protocol.

District Actions: Continue to provide district unit planning every six weeks for teachers to analyze and prepare for the instructional adjustments they will be making based on the data.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Yes we achieved our 90 day outcome because all core classroom teachers were trained during PD and PLCs on the data analysis protocol. Our next steps are to monitor and implement the data analysis protocol in PLCs after formative assessments are given.

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?
Teacher implementation of individual teacher action plans based on the data.	Action Step 1	It allows teachers time to plan targeted reteach lessons, spiral activities, and exit tickets based on their own student data.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will utilize weekly PLCs to implement the data analysis protocol when reviewing formative assessments.</p> <p>Evidence Used to Determine Progress: Data Analysis Tracker</p> <p>Person(s) Responsible: Leadership Team, Instructional Coaches, and Teachers</p> <p>Non-Funded Resources Needed: Eduphoria Access, Tier 1 Resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 8, 2022 - Frequency: Weekly - Evidence Collection Date: June 2, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The next step is for the Campus Leadership Team to monitor the implementation of the identified low performing standards.</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will utilize weekly PLCs to plan and model their reteach or spiral activity to their colleagues prior to the delivery of the lesson.</p> <p>Evidence Used to Determine Progress: Individual teacher action plans</p> <p>Person(s) Responsible: Leadership Team, Instructional Coaches, Teachers</p> <p>Non-Funded Resources Needed: TEKS Resource System, Tier I Resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 8, 2022 - Frequency: Weekly - Evidence Collection Date: June 2, 2023</p> <p>Funding Sources: - 6200-Professional and contracted services - \$3,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The next step is for the Campus Leadership Team to monitor the implementation of the reteach or spiral activity in the classroom.</p>
Step 3 Details	Reviews
<p>Action Step 3: Teachers will utilize weekly PLCs to analyze student work using the student work protocol.</p> <p>Evidence Used to Determine Progress: Student Work Protocol Exemplars and student work samples.</p> <p>Person(s) Responsible: Leadership Team, Instructional Coaches, and Teachers</p> <p>Non-Funded Resources Needed: Tier I Resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 8, 2022 - Frequency: Weekly - Evidence Collection Date: June 2, 2023</p> <p>Funding Sources: - 6300-Supplies and materials - \$3,000, - 6400-Other operating costs - \$2,000</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The barrier has been not all teachers are bringing quality student work samples to PLC. The adjustment is to provide criteria of the student work that will be analyzed. The next steps are for the Campus Leadership Team to monitor the student work protocol in PLC.</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 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.

Rationale: The goal of our campus is to be rated an A campus. We are focused on closing the gaps of our students, but meeting their individual needs to promote success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? TAMUSA is my operating partner. They work with identified teachers on the different areas of support that are needed based on data, WTs, and lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The priorities were first communicated in our August PD. Since then we have communicated our priorities by newsletters, weekly emails, PLC agendas, PLC tasks, data analysis meetings, etc.

Desired Annual Outcome: The desired annual outcome is for 90% of Core TTESS teachers to be proficient or above in Domain 1 with a focus on 1.1 (Standards and Alignment) and 1.4 (Activities) and Domain 2 with a focus on 2.2 (Content Knowledge and Expertise) and 2.4 (Differentiation) based on WTs and formal observations entered into Strive.

District Commitment Theory of Action: If the district continues to provide professional development to all campus instructional leaders then we will be equipped to continue to provide the individualized support needed for our staff.

Desired 90-day Outcome: The desired 90-day outcome is for 75% of core teachers to be proficient or higher on TTESS in implementing differentiated lessons and classroom instructional strategies with a focus on CFUs and lapping to increase student outcomes.

District Actions: The district will continue to provide DBAs that are aligned to the curriculum and to the rigor of the STAAR exam.

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 challenges will be the consistency with which the teacher implement the differentiated lessons and classroom instructional strategies.	Action Step 2	It allows teachers the opportunity to model the implemented reteach lesson or spiral activity to their colleagues in PLC.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will utilize PLC to develop know and show carts.</p> <p>Evidence Used to Determine Progress: Know and Show Chart Exemplars</p> <p>Person(s) Responsible: Campus Leadership Team, ICs, and Teachers</p> <p>Non-Funded Resources Needed: Tier I Resources, Lead4ward, and TEKS Resource System.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 8, 2022 - Frequency: Weekly - Evidence Collection Date: June 2, 2023</p> <p>Funding Sources: - 6300-Supplies and materials - \$7,000, - 6200-Professional and contracted services - \$7,000</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will continue to utilize weekly PLCs to create and model a strong I DO of upcoming lessons to their colleagues and CLT will monitor the implementation of the "I DO" in the classroom.</p> <p>Evidence Used to Determine Progress: Exemplar I DO criteria; Observation/Feedback</p> <p>Person(s) Responsible: Leadership Team, Instructional Coaches, and Teachers</p> <p>Non-Funded Resources Needed: Eduphoria, TEKS Resource System, Tier I Resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 8, 2022 - Frequency: Weekly - Evidence Collection Date: June 2, 2023</p> <p>Funding Sources: - 6300-Supplies and materials - \$1,000</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Teachers will utilize weekly PLCs to create quizzes that are aligned to the rigor of the STAAR exam.</p> <p>Evidence Used to Determine Progress: Weekly Quiz Criteria</p> <p>Person(s) Responsible: Campus Leadership Team, Instructional Coaches, and Teachers</p> <p>Non-Funded Resources Needed: Eduphoria, Tier I Resources, TEKS Resource System</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 8, 2022 - Frequency: Weekly - Evidence Collection Date: June 2, 2023</p> <p>Funding Sources: - 6200-Professional and contracted services - \$3,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: 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: When the master schedule was created it was designed to allow teachers to have "protected" time during PLC to dig into data, lesson plans, activities, and role play to present Tier I instruction to our students on a daily basis.

Who will you partner with?: Other

How will you build capacity in this Essential Action? TAMUSA is my operating partner. They work with identified teachers on the different areas of support that are needed based on data, WTs, and lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: There have been many meetings prior and since school has started about PLCs with adjustments already being made to the structure based on teacher and student need. TAMUSA has been a part of those conversations and helping support identified teachers.

Desired Annual Outcome: The desired annual outcome is for 90% of Core teachers to be proficient or above in usage of the Data Driven Protocol and implementation of action plans resulting in increase in student achievement.

District Commitment Theory of Action: If the district continues to provide professional development to all campus instructional leaders then we will be equipped to continue to provide the individualized support needed for our staff.

Desired 90-day Outcome: The desired 90-day outcome is for 75% of core teachers to be proficient or higher in tracking student data based on data analysis protocol, reteach lessons, and student work analysis.

District Actions: The district will continue to provide DBAs that are aligned to the curriculum and to the rigor of the STAAR exam.

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?
Teacher implementation of exit tickets.	Action Step 2	It allows teachers time to create the exit tickets and have feedback provided to ensure the exit ticket is aligned to the rigor of the STAAR exam.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will utilize weekly PLCs to create a TEKS tracker based on student mastery.</p> <p>Evidence Used to Determine Progress: Class Room TEKS Tracker Template</p> <p>Person(s) Responsible: Leadership Team, Instructional Coaches, and Teachers</p> <p>Non-Funded Resources Needed: Eduphoria Access, Tier 1 Resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 8, 2022 - Frequency: Weekly - Evidence Collection Date: June 2, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will continue to utilize weekly PLCs to plan and model their reteach or spiral activity. CLT will monitor the implementation in the classroom.</p> <p>Evidence Used to Determine Progress: Individual teacher action plans based on student data and Observation and feedback.</p> <p>Person(s) Responsible: Leadership Team, Instructional Coaches, Teachers</p> <p>Non-Funded Resources Needed: TEKS Resource System, Tier I Resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 8, 2022 - Frequency: Weekly - Evidence Collection Date: June 2, 2023</p> <p>Funding Sources: - 6200-Professional and contracted services - \$3,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Teachers will continue to utilize weekly PLCs to analyze student work using a specific criteria for quality student work. CLT will monitor the student work analysis protocol during PLCs.</p> <p>Evidence Used to Determine Progress: Student Work Protocol Criteria and Observation and Feedback of PLC</p> <p>Person(s) Responsible: Leadership Team, Instructional Coaches, and Teachers</p> <p>Non-Funded Resources Needed: Tier I Resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 8, 2022 - Frequency: Weekly - Evidence Collection Date: June 2, 2023</p> <p>Funding Sources: - 6300-Supplies and materials - \$3,000, - 6400-Other operating costs - \$2,000</p>	<p>Progress toward Action Steps:</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: Partial 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.

Rationale: The goal of our campus is to be rated an A campus. We are focused on closing the gaps of our students, but meeting their individual needs to promote success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? TAMUSA is my operating partner. They work with identified teachers on the different areas of support that are needed based on data, WTs, and lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The priorities were first communicated in our August PD. Since then we have communicated our priorities by newsletters, weekly emails, PLC agendas, PLC tasks, data analysis meetings, etc.

Desired Annual Outcome: The desired annual outcome is for 90% of Core TTESS teachers to be proficient or above in Domain 1 with a focus on 1.1 (Standards and Alignment) and 1.4 (Activities) and Domain 2 with a focus on 2.2 (Content Knowledge and Expertise) and 2.4 (Differentiation) based on WTs and formal observations entered into Strive.

District Commitment Theory of Action: If the district continues to provide professional development to all campus instructional leaders then we will be equipped to continue to provide the individualized support needed for our staff.

Desired 90-day Outcome: Students will increase 10% points in approaches, meets, and masters.

District Actions: The district will continue to provide DBAs that are aligned to the curriculum and to the rigor of the STAAR exam.

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: 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: When the master schedule was created it was designed to allow teachers to have "protected" time during PLC to dig into data, lesson plans, activities, and role play to present Tier I instruction to our students on a daily basis.

Who will you partner with?: Other

How will you build capacity in this Essential Action? TAMUSA is my operating partner. They work with identified teachers on the different areas of support that are needed based on data, WTs, and lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: There have been many meetings prior and since school has started about PLCs with adjustments already being made to the structure based on teacher and student need. TAMUSA has been a part of those conversations and helping support identified teachers.

Desired Annual Outcome: The desired annual outcome is for 90% of Core teachers to be proficient or above in usage of the Data Driven Protocol and implementation of action plans resulting in increase in student achievement.

District Commitment Theory of Action: If the district continues to provide professional development to all campus instructional leaders then we will be equipped to continue to provide the individualized support needed for our staff.

Desired 90-day Outcome: Students will increase 10% points in approaches, meets, and masters.

District Actions: The district will continue to provide DBAs that are aligned to the curriculum and to the rigor of the STAAR exam.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)