

# Edgewood Independent School District

## Stafford Elementary School - TIP

### 2022-2023 Essential Actions



# STAFFORD ELEMENTARY

*Visual & Performing Arts*

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# Orchestra & Performing Arts

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# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:**

**1. Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

**Implementation Level:** Partial Implementation

**Key Practices:** Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

**Rationale:** The campus administered interim assessments provided by the district. It was concluded that many formative assessments did not meet the appropriate level of rigor nor were presented in a STAAR format which impacted student performance. Focusing on Online STAAR Interim formative assessments will help teachers understand the various levels of question and be able to plan lessons that reach an accurate level of rigor. For students this will provide various opportunities to respond to questions that reach a STAAR level of rigor and online formatting. Both these practices will give us a more reliable monitoring system to provide data driven instruction. Lessons were developed that included high quality instructional materials that focus on general tier 1 instruction, minimal differentiation to address student groups with diverse needs. Admin feedback on lesson plans needs improvement in timing and frequency.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Every 6wks, we will provide professional development/ onsite coaching for creating of daily exit tickets, administering online DBAs and STAAR Interims, and developing daily activities that align to the level of rigor and the new items types in STAAR 2.0. Leadership will collaborate with Big Rocks, Friends of Ptech and district coordinators on aligning our assessment practices in order to be consistent with communicating with the teachers. Leadership team will be strategic in calendarizing feedback for teachers and ensuring the needs of all students are met.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will create buy in by frequently communicating the progress in this area and receiving feedback from stakeholders (staff, parents, students and community) through meetings (CPOC, faculty meetings, coffee with the principal, platica, etc), newsletters and (beginning and end of the year) surveys.

**Desired Annual Outcome:** By May 2023, campus leadership will build the capacity of our teachers develop formal and informal assessments that align to the rigor of the standards and include a variety of question types as well as develop lessons that differentiate to meet the needs of all student groups. This will be evident by 90% of lesson plans reviewed by campus leadership will have learning intentions, success criteria, and informal and formal assessments aligned to the rigor of standards, varied question types and differentiation of lesson to meet the needs of all students.

**District Commitment Theory of Action:** If the district policies support the effective use of formal and informal assessments that align to the rigor of the standards and include a variety of question types as well as the development of lessons that differentiate to meet the needs of all student groups, then campus leaders can provide consistent and aligned feedback.

**Desired 90-day Outcome:** By the end of November all 3rd-5th teachers will have administered online formative assessments (DBAs, STAAR Interim) that align to the rigor of STAAR that include a variety of questions types. This will be evident by having a 97% completion rate of the assessments.

**District Actions:** The district will provide an online platform for formal assessments aligned with STAAR then students and teachers will have an opportunity to align

their test taking practices and preparation as well as capture assessment data.

**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 we may encounter are technology availability, reliability, and connectivity.	Action Step 3	CTC and teachers will Collaborate in developing a schedule/calendar for practice and administration of formative assessments in order to ensure availability of technology devices and support staff.

## 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. • 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. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

**Rationale:** The CLT and teachers review DBA, Interim data, and informal assessment data however goal setting, monitoring, and feedback is not frequent and communicated effectively (visible or verbal) to foster student ownership and growth. This practice will increase student motivation to meet attainable goals and to monitor their performance and provide students more actionable feedback from teachers. It will also build collaborative relationship with teacher and students.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Campus leadership will embed weekly practice of Academic Monitoring Tool in daily instruction. Admin will collaborate with Big rocks and Friends of Ptech on identifying successes and areas of needs based on data and prioritizing next steps for for teacher planning and data meetings.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will create buy in by clearly communicating the Academic Monitoring process to all stakeholders (staff, parents, students and community) through meetings (faculty meetings, coffee with the principal, platica, etc), professional development, CPOC, PLCS and newsletters.

**Desired Annual Outcome:** By May 2023, the campus leadership team will develop a monitoring/feedback tool that is clearly communicated with all stakeholders and monitored regularly. This will be evident by a written planning protocol that includes the Active Monitoring tool.

**District Commitment Theory of Action:** If the district policies and practices provide the campus with timely assessments, assessment calendar, and pacing tool then the campus leadership can effectively implement a data tracking tool to monitor student progress.

**Desired 90-day Outcome:** By end of November all teachers will implement implement the academic monitoring and feedback tool on a weekly basis. This will be evident by teacher completed monitoring tool forms.

**District Actions:** The district will provide us with instructional coaches to help us ensure implementation and feedback to teachers.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

<b>What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?</b>	<b>What specific action steps address these challenges?</b>	<b>How does this action step address this challenge?</b>
Time and buy in	Action Step 2	By embedding time in our schedule and providing support then this will address the time and buy in

**Describe any substantive differences in planned actions and actual implementation of these actions.:**

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:**

**Explain how effective the specific actions were in making progress toward the goal.:**

**Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:**

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:**

**1. Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

**Implementation Level:** Partial Implementation

**Key Practices:** Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

**Rationale:** The campus administered interim assessments provided by the district. It was concluded that many formative assessments did not meet the appropriate level of rigor nor were presented in a STAAR format which impacted student performance. Focusing on Online STAAR Interim formative assessments will help teachers understand the various levels of question and be able to plan lessons that reach an accurate level of rigor. For students this will provide various opportunities to respond to questions that reach a STAAR level of rigor and online formatting. Both these practices will give us a more reliable monitoring system to provide data driven instruction. Lessons were developed that included high quality instructional materials that focus on general tier 1 instruction, minimal differentiation to address student groups with diverse needs. Admin feedback on lesson plans needs improvement in timing and frequency.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Every 6wks, we will provide professional development/ onsite coaching for creating of daily exit tickets, administering online DBAs and STAAR Interims, and developing daily activities that align to the level of rigor and the new items types in STAAR 2.0. Leadership will collaborate with Big Rocks, Friends of Ptech and district coordinators on aligning our assessment practices in order to be consistent with communicating with the teachers. Leadership team will be strategic in calendarizing feedback for teachers and ensuring the needs of all students are met.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will create buy in by frequently communicating the progress in this area and receiving feedback from stakeholders (staff, parents, students and community) through meetings (CPOC, faculty meetings, coffee with the principal, platica, etc), newsletters and (beginning and end of the year) surveys.

**Desired Annual Outcome:** By May 2023, campus leadership will build the capacity of our teachers develop formal and informal assessments that align to the rigor of the standards and include a variety of question types as well as develop lessons that differentiate to meet the needs of all student groups. This will be evident by 90% of lesson plans reviewed by campus leadership will have learning intentions, success criteria, and informal and formal assessments aligned to the rigor of standards, varied question types and differentiation of lesson to meet the needs of all students.

**District Commitment Theory of Action:** If the district policies support the effective use of formal and informal assessments that align to the rigor of the standards and include a variety of question types as well as the development of lessons that differentiate to meet the needs of all student groups, then campus leaders can provide consistent and aligned feedback.

**Desired 90-day Outcome:** By February, 85% of lesson plans will be proficient with learning intentions (posted, visible, bite sized and aligned to rigor of STAAR) and success criteria (learning progression of 2-4 evidence of learning tasks) as evident in campus leadership lesson plan review and in classroom observations.

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

## 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. • 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. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

**Rationale:** The CLT and teachers review DBA, Interim data, and informal assessment data however goal setting, monitoring, and feedback is not frequent and communicated effectively (visible or verbal) to foster student ownership and growth. This practice will increase student motivation to meet attainable goals and to monitor their performance and provide students more actionable feedback from teachers. It will also build collaborative relationship with teacher and students.

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**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will create buy in by clearly communicating the Academic Monitoring process to all stakeholders (staff, parents, students and community) through meetings (faculty meetings, coffee with the principal, platica, etc), professional development, CPOC, PLCS and newsletters.

**Desired Annual Outcome:** By May 2023, the campus leadership team will develop a monitoring/feedback tool that is clearly communicated with all stakeholders and monitored regularly. This will be evident by a written planning protocol that includes the Active Monitoring tool.

**District Commitment Theory of Action:** If the district policies and practices provide the campus with timely assessments, assessment calendar, and pacing tool then the campus leadership can effectively implement a data tracking tool to monitor student progress.

**Desired 90-day Outcome:** By February, 90% of teachers will have success criteria aligned to the rigor of the standards to be used with the Academic monitoring tool as evident through TEKS analysis(know/show).

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Describe any substantive differences in planned actions and actual implementation of these actions.:**

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:**

**Explain how effective the specific actions were in making progress toward the goal.:**

**Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:**



### Cycle 3 - (Mar – May)

**Did you achieve your student performance data goals? Why or why not?:**

**1. Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

**Implementation Level:** Partial Implementation

**Key Practices:** Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

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**District Commitment Theory of Action:** If the district policies support the effective use of formal and informal assessments that align to the rigor of the standards and include a variety of question types as well as the development of lessons that differentiate to meet the needs of all student groups, then campus leaders can provide consistent and aligned feedback.

**Desired 90-day Outcome:** By May of 2023, 85% of classrooms will have differentiated instruction to meet the needs of students as evident through lesson plans, small group instruction, and varied activities.

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

## 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. • 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. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

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**Desired Annual Outcome:** By May 2023, the campus leadership team will develop a monitoring/feedback tool that is clearly communicated with all stakeholders and monitored regularly. This will be evident by a written planning protocol that includes the Active Monitoring tool.

**District Commitment Theory of Action:** If the district policies and practices provide the campus with timely assessments, assessment calendar, and pacing tool then the campus leadership can effectively implement a data tracking tool to monitor student progress.

**Desired 90-day Outcome:** By May 2023, all stake holders (admin/teachers/students) will clearly communicate the goals and monitor and adjust instruction based on individualize progress. This will be evident through reflection and goal setting forms.

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

**Describe any substantive differences in planned actions and actual implementation of these actions.:**

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:**

**Explain how effective the specific actions were in making progress toward the goal.:**

**Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:**

## Cycle 4 - (Jun – Aug)

**Describe any substantive differences in planned actions and actual implementation of these actions.:**

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:**

**Explain how effective the specific actions were in making progress toward the goal.:**

**Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:**