

# Edgewood Independent School District

## Winston Elementary - TIP

### 2022-2023 Essential Actions



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**ESC Region:** 20

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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:** Beginning Implementation

**Key Practices:** 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.

**Rationale:** Winston is participating in the CRIMSI Pilot which provides high quality instructional materials, identified by TEA, for both reading and math. Participation in the CRIMSI pilot provides us with resources designed to address the learning loss of the previous years created by the COVID pandemic.

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

**How will you build capacity in this Essential Action?** Under the CRIMSI pilot we have an instructional coach that is supporting and leading the implementation of the reading and math resources. TEA is providing virtual professional development through the CRIMSI pilot, which all teachers are expected to complete by the end of May 2023. Our 1882 partner, Texas A&M University-San Antonio, is also participating in the professional development with TEA and supporting our teachers with a Vision Walk Tool designed to monitor the implementation of the reading and math resources that are part of the CRIMSI pilot. The key practice that will be further developed with this partner is effective delivery of tier 1 instruction.

By consistently using high quality instructional materials in all classrooms we will increase the quality of instruction which in turn will raise student achievement.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Who: Teachers, Students, and Families

How: Our instructional coach and campus leadership will support teachers on how to implement and unpack the high quality materials through weekly PLCs. Our students will receive support on how to use and navigate the high quality materials through daily math and reading instruction. Our families will receive information on how teachers are using high quality instructional materials to deliver lessons to students through parent conferences, literacy nights, stem nights, coffee with the principal, and student-led conferences.

Why: Participation in the CRIMSI pilot provides us with high quality instructional materials to help address the learning loss of the previous years created by the COVID pandemic.

When: Communication of these priorities will be ongoing.

**Desired Annual Outcome:** Meet the following student outcomes for reading and math:

Reading

Approaches 65%

Meets 37%

Masters 14%

Math

Approaches 60%

Meets 28%

Masters 9%

**District Commitment Theory of Action:** If the district policies support the effective use of standards-aligned GVC then teachers will have high quality resources to deliver tier 1 instruction.

**Desired 90-day Outcome:** By the end of November all teachers will be registered in CRIMSI training, on track with online training, and implementing HQIM with fidelity per pilot parameters.

**District Actions:** Continue to allow flexibility on teacher attendance in district PD so they can attend CRIMSI pilot aligned PD.

**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?
Teachers accessing virtual training.	Action Step 1	It provides teacher with support in navigating and accessing the learning platform.

## 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Key Practices:** 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.

**Rationale:** Providing teachers with built-in time for analysis, reflection, and planning will ensure instruction meets the needs of all students.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** The key practice that will be developed with this partner are: the use of a data analysis protocol to identify trends, determine root causes, and create plans for re-teach.

The partner will provide a collaborative setting where teachers, the instructional coach, and campus administrators work together in the use of the data analysis tool. Capacity will be built during our weekly 2 hour PLCs where teachers will have the time to analyze student data and plan for instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Who: Teachers, Students, Families

How: Teachers will receive support on how to analyze student data during weekly PLCs. Adjustments to the master schedule in support of the 2 hour PLCs will include students participating in "exploratory time". At the BOY families will be informed of the addition of "exploratory time" to student schedules as opportunities for them to participate in enrichment activities.

Why: Providing teachers with guidance and built-in time for analysis, reflection, and planning will ensure instruction meets the needs of all students.

When: Communication of these priorities will be ongoing.

**Desired Annual Outcome:** Meet the following student outcomes:

Reading

Approaches 65%  
Meets 37%  
Masters 14%

Math  
Approaches 60%  
Meets 28%  
Masters 9%

Science  
Approaches 53%  
Meets 19%  
Masters 11%

**District Commitment Theory of Action:** If the district policies and practices support effective instruction then teachers will have the time to disaggregate the data and plan for reteaching to meet the needs of all students.

**Desired 90-day Outcome:** By the end of November 70% of teachers will be able to facilitate the data analysis meetings and independently develop actions plans.

**District Actions:** District will continue to support campus instructional leaders through professional development so that we are better equipped to support the needs of our teachers.

**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 development and implementation of instructional adjustments based on data.	Action Step 2	Training our teachers in the development of action plans after analyzing data will promote a data driven culture where teachers are proficient in data analysis and plan development.

**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:** Beginning Implementation

**Key Practices:** 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.

**Rationale:** Winston is participating in the CRIMSI Pilot which provides high quality instructional materials, identified by TEA, for both reading and math. Participation in the CRIMSI pilot provides us with resources designed to address the learning loss of the previous years created by the COVID pandemic.

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

**How will you build capacity in this Essential Action?** Under the CRIMSI pilot we have an instructional coach that is supporting and leading the implementation of the reading and math resources. TEA is providing virtual professional development through the CRIMSI pilot, which all teachers are expected to complete by the end of May 2023. Our 1882 partner, Texas A&M University-San Antonio, is also participating in the professional development with TEA and supporting our teachers with a Vision Walk Tool designed to monitor the implementation of the reading and math resources that are part of the CRIMSI pilot. The key practice that will be further developed with this partner is effective delivery of tier 1 instruction.

By consistently using high quality instructional materials in all classrooms we will increase the quality of instruction which in turn will raise student achievement.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Who: Teachers, Students, and Families

How: Our instructional coach and campus leadership will support teachers on how to implement and unpack the high quality materials through weekly PLCs. Our students will receive support on how to use and navigate the high quality materials through daily math and reading instruction. Our families will receive information on how teachers are using high quality instructional materials to deliver lessons to students through parent conferences, literacy nights, stem nights, coffee with the principal, and student-led conferences.

Why: Participation in the CRIMSI pilot provides us with high quality instructional materials to help address the learning loss of the previous years created by the COVID pandemic.

When: Communication of these priorities will be ongoing.

**Desired Annual Outcome:** Meet the following student outcomes for reading and math:

Reading

Approaches 65%

Meets 37%

Masters 14%

Math

Approaches 60%

Meets 28%

Masters 9%

**District Commitment Theory of Action:** If the district policies support the effective use of standards-aligned GVC then teachers will have high quality resources to deliver tier 1 instruction.

**Desired 90-day Outcome:** 100% of teachers will be implementing high quality math and reading resources with fidelity.

**District Actions:** Continue to support instructional campus leaders through professional development.

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

**Why or why not?:**

## 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Key Practices:** 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.

**Rationale:** Providing teachers with built-in time for analysis, reflection, and planning will ensure instruction meets the needs of all students.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** The key practice that will be developed with this partner are: the use of a data analysis protocol to identify trends, determine root causes, and create plans for re-teach.

The partner will provide a collaborative setting where teachers, the instructional coach, and campus administrators work together in the use of the data analysis tool. Capacity will be built during our weekly 2 hour PLCs where teachers will have the time to analyze student data and plan for instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Who: Teachers, Students, Families

How: Teachers will receive support on how to analyze student data during weekly PLCs. Adjustments to the master schedule in support of the 2 hour PLCs will include students participating in "exploratory time". At the BOY families will be informed of the addition of "exploratory time" to student schedules as opportunities for them to participate in enrichment activities.

Why: Providing teachers with guidance and built-in time for analysis, reflection, and planning will ensure instruction meets the needs of all students.

When: Communication of these priorities will be ongoing.

**Desired Annual Outcome:** Meet the following student outcomes:

Reading

Approaches 65%

Meets 37%

Masters 14%

Math

Approaches 60%

Meets 28%

Masters 9%

Science

Approaches 53%

Meets 19%

Masters 11%

**District Commitment Theory of Action:** If the district policies and practices support effective instruction then teachers will have the time to disaggregate the data and plan for reteaching to meet the needs of all students.

**Desired 90-day Outcome:** Make the following gains in student outcomes:

Reading

Approaches 55%

Meets 30%

Masters 12%

Math

Approaches 55%

Meets 23%

Masters 6%

Science

Approaches 50%

Meets 16%

Masters 9%

**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:** Beginning Implementation

**Key Practices:** 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.

**Rationale:** Winston is participating in the CRIMSI Pilot which provides high quality instructional materials, identified by TEA, for both reading and math. Participation in the CRIMSI pilot provides us with resources designed to address the learning loss of the previous years created by the COVID pandemic.

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

**How will you build capacity in this Essential Action?** Under the CRIMSI pilot we have an instructional coach that is supporting and leading the implementation of the reading and math resources. TEA is providing virtual professional development through the CRIMSI pilot, which all teachers are expected to complete by the end of May 2023. Our 1882 partner, Texas A&M University-San Antonio, is also participating in the professional development with TEA and supporting our teachers with a Vision Walk Tool designed to monitor the implementation of the reading and math resources that are part of the CRIMSI pilot. The key practice that will be further developed with this partner is effective delivery of tier 1 instruction.

By consistently using high quality instructional materials in all classrooms we will increase the quality of instruction which in turn will raise student achievement.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Who: Teachers, Students, and Families

How: Our instructional coach and campus leadership will support teachers on how to implement and unpack the high quality materials through weekly PLCs. Our students will receive support on how to use and navigate the high quality materials through daily math and reading instruction. Our families will receive information on how teachers are using high quality instructional materials to deliver lessons to students through parent conferences, literacy nights, stem nights, coffee with the principal, and student-led conferences.

Why: Participation in the CRIMSI pilot provides us with high quality instructional materials to help address the learning loss of the previous years created by the COVID pandemic.

When: Communication of these priorities will be ongoing.

**Desired Annual Outcome:** Meet the following student outcomes for reading and math:

Reading

Approaches 65%

Meets 37%

Masters 14%

Math

Approaches 60%

Meets 28%

Masters 9%

**District Commitment Theory of Action:** If the district policies support the effective use of standards-aligned GVC then teachers will have high quality resources to deliver tier 1 instruction.

**Desired 90-day Outcome:** Students will demonstrate the following gains towards goals:

Reading  
Approaches 60%  
Meets 33%  
Masters 13%

Math  
Approaches 58%  
Meets 25%  
Masters 8%

**District Actions:** Continue to support instructional leaders through professional development.

**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:** Planning for Implementation

**Key Practices:** 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.

**Rationale:** Providing teachers with built-in time for analysis, reflection, and planning will ensure instruction meets the needs of all students.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** The key practice that will be developed with this partner are: the use of a data analysis protocol to identify trends, determine root causes, and create plans for re-teach.

The partner will provide a collaborative setting where teachers, the instructional coach, and campus administrators work together in the use of the data analysis tool. Capacity will be built during our weekly 2 hour PLCs where teachers will have the time to analyze student data and plan for instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Who: Teachers, Students, Families

How: Teachers will receive support on how to analyze student data during weekly PLCs. Adjustments to the master schedule in support of the 2 hour PLCs will include students participating in "exploratory time". At the BOY families will be informed of the addition of "exploratory time" to student schedules as opportunities for them to participate in enrichment activities.

Why: Providing teachers with guidance and built-in time for analysis, reflection, and planning will ensure instruction meets the needs of all students.

When: Communication of these priorities will be ongoing.

**Desired Annual Outcome:** Meet the following student outcomes:

Reading  
Approaches 65%  
Meets 37%

Masters 14%

Math

Approaches 60%

Meets 28%

Masters 9%

Science

Approaches 53%

Meets 19%

Masters 11%

**District Commitment Theory of Action:** If the district policies and practices support effective instruction then teachers will have the time to disaggregate the data and plan for reteaching to meet the needs of all students.

**Desired 90-day Outcome:** Make the following gains in student outcomes:

Reading

Approaches 60%

Meets 33%

Masters 13%

Math

Approaches 58%

Meets 25%

Masters 8%

Science

Approaches 52%

Meets 17%

Masters 10%

**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)

### 1. Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

**Implementation Level:** Not Yet Started

**Key Practices:** Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals. • Teacher placements are strategic based on student need and teacher strengths. • Preferred substitutes are recruited and retained.

**Rationale:** Recruiting and retaining effective teachers will ensure all students have access to high quality educators.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** The key practices that will be further developed with this partner are: development of teacher selection criteria, hiring protocols, and onboarding processes that align with the campus vision, mission, and goals. Teacher placements will be determined based on student needs and teacher strengths. Preferred substitutes will be recruited and retained.

The partner will support campus administration by being present at teacher interviews, assisting in the development of hiring protocols, and pairing teachers with university faculty to provide instructional support.

Capacity will be built on the campus by collaborating with administrators in the development of processes for selecting, hiring and retaining teachers.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Who: Principal, Assistant Principal, Admin Intern, TAMUSA Partners, Families, Community, Students

How: Administrators along with our TAMUSA faculty in residence and other faculty members will collaborate during advisory meetings to create protocols and develop onboarding processes. New staff members will be highlighted on social media.

Why: Recruiting and retaining effective teachers will ensure all students have access to high quality educators.

When: BOY and ongoing

**Desired Annual Outcome:** 100% of future hired teachers will meet the selection criteria and go through the developed hiring protocol. 100% of teachers will be supported by university faculty.

**District Commitment Theory of Action:** If the district has timely, efficient, and responsive hiring processes, then all students will have access to high quality educators.

**Desired 90-day Outcome:**

**District Actions:**

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

**Why or why not?:**

### 2. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

**Implementation Level:** Not Yet Started

**Key Practices:** Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness.

**Rationale:** Establishing a positive school culture requires aligning the campus mission, vision, values, and goals with campus practices in order to proactively support our students and involve our families and school community.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** The key practices that will be further developed with this partner are:

- 1) refining the campus mission, vision, and values
- 2) establishing campus practices and policies that demonstrate high expectations and shared ownership for student success

The type of supports the partner will offer are:

- 1) facilitation of vision/mission protocol
- 2) assistance in monitoring adherence to campus practices and policies

Capacity will be built by engaging and guiding stakeholders through a mission/vision protocol. Campus leadership and partner will train, monitor, and provide feedback to staff members on practices and policies of high expectations.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Who: Campus staff, students, families, community members

How: Campus staff will be trained during BOY training and receive support during PLCs and staff meetings. Staff, students, families, and community members will serve as members of the committee charged with revising the campus mission/vision. Newsletters, social media posts, and the campus letterhead will include the revised mission/vision.

Why: Alignment of campus practices to our mission/vision/values will ensure all stakeholders are supported. Engaging all stakeholders in the development/refinement of the campus mission/vision/values will ensure all parties have clarity on what Winston Intermediate stands for and create buy-in.

When: BOY and ongoing

**Desired Annual Outcome:** 100% of staff members will participate in the refining of the campus mission/vision/values. The mission/vision/values planning session will include students, families, and community members.

**District Commitment Theory of Action:** If the district policies and practices align with and promote positive school culture then students, families, and community members will be properly supported by the campus.

**Desired 90-day Outcome:**

**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.:**