

**TIPs for the TIP Q & A**  
**From**  
**2016 PSP Summer Institute Participants**  
**2016 AIE Participants**

**How do you determine (confirm) if you will have the data to adequately measure each of the quarterly goals?**

- Make sure you identify the data to be collected as you write the Quarterly Goals.
- Define what each piece of data conveys to be sure it is aligned.
- Use the Data Source chart aligned to the CSFs on the TCDSS website for ideas of available data.
- Involve the Campus Leadership Team in determine theta that will be collected to measure the quarterly goals, then hold them responsible for providing that data.
- Email reminders to the campus before your visit outlining the data that will be reviewed.
- Determine who is responsible for collecting each data piece and when it is due.
- Communicate often!

**How do you confirm/ensure that the campus actually "owns" the TIP and does not see it as the PSP plan and/or a compliance document?**

- Send the message that the TIP is a living document owned by the campus.
- Use "power with", not "power over" in creating the TIP.
- Be sure you guide an ongoing process with the principal taking the lead.
- The relationship between the Principal and PSP is key.
- Be sure to develop na monitor the TIP collaboratively.

**What are the ways you keep the interventions for each quarter implemented and monitored?**

- Be sure to make a review of the quarterly Interventions a part of every campus visit and conversation.
- Ask to SEE the data, not just have someone tell you about it.
- If appropriate, ask to see the data collection tools to assure excellence and alignment.
- When you visit classrooms, use an "Evidence of Implementation" protocol.
- Establish an agenda for the next meeting before you leave, including a review of the upcoming Quarterly Interventions and data to be collected.
- Encourage the Principal to review the Quarterly Interventions and the data with the whole faculty so they they all know their important roles in implementation.
- Encourage the DCSI to take a role in assuring implementation of the Interventions. They are not just a compliance enforcer.
- Be sure that the Principal/DCSI write the Quarterly TIP Report while the PSP writes the PSP Report. Sometimes we help too much by writing both and strip them from the opportunity to reflect and write the evidence.
- Keep goals and interventions visible and check off accomplishments at each meeting
- Each quarter, create poster with annual and quarterly goals
- Share out data, goals, progress, etc. in weekly campus newsletter

- Conduct Quarterly goal meetings followed by shared google doc to create team accountability
- Create a PBMAS physical binder
- Put TIP goals in the Campus Improvement Plan and data plan
- Make connections to T-TESS/T-PESS individual goals
- PSP should always ask questions about the interventions
- Ask for the data that provides evidence that the interventions are being implemented
- Conduct walkthroughs and observe PLCs to monitor implementation of the TIP
- Ensure the entire staff knows the details of the Targeted Improvement Plan

**What are the greatest barriers you have faced in supporting the development of the TIP and how did you manage to overcome the barrier(s)?**

- Narrow the Interventions, sometimes too many are identified and make it cumbersome and difficult to implement.
- The Root Cause process is challenging, try to keep the team focuses on “why” with out jumping to how to solve the problem(s).
- When the Principal delegates the work, sometimes they do not have the whole picture or the authority needed to carry out the plan. Having a close relationship with the DCSI can sometimes help this, or you may have to have a frank conversation with the principal.
- Sometimes you must clarify the vocabulary of the TIP and the direction from TEA and TCDSS; you can provide clarity.

**What are ways you keep the focus on strong original (tier one differentiated) classroom instruction?**

- Clearly communicate the advantage of small group targeted instruction
- Utilize data view and quintiles to understand the need to differentiate
- Increase the level of rigor
- Identify the systemic problems that prevent effective tier one differentiated instruction
- Provide clarity for the writing expectations and having a plan for each grade level
- Ensure that all students are taught the grade level TEKS
- Provide opportunities for teachers to visit other teachers to observe instruction

**What are some tips and tools you use to build capacity of the leadership team?**

- The key: relationships, relationships, relationships
- Be aware of opportunities to address areas of growth during TIP implementation
- Assist the principal to build the capacity of campus leadership—ensure a plan is in place

**What are some logistical or managerial strategies you have developed that assist you with shepherding the work of school improvement?**

- Set the agenda for the next meeting at the close of each campus visit. Be sure to include “to do” lists with the person responsible for each action and data to be collected.
- Encourage the Principal to schedule faculty meetings to share the TIP and the TIP Progress Reports with the faculty, analyze and make mid-course corrections.

- Keep in regular communication with the Principal. Don't be a pest, but send information of interest to them, ideas, or articles.
- Organize your records. Some PSP put all information in one tabbed notebook, other use individual notebooks or folders. Be sure to also organize your computer files.

**What types or examples of interventions have you identified that show measurable improvement in classroom instruction as well as improvement in student learning?**

- Be sure to follow your plan! Fidelity is key.
- Keep the plan central for all stakeholders- teachers, parents, etc.
- Monitor implementation often and communicate progress or adjustments.
- Bring the data to the students and have individual students track their own progress.