

**Triumph Public High Schools - El Paso**  
**Triumph Public High Schools El Paso East - TIP**  
**2021-2022 Targeted Improvement Plan**



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

Ms. Frances Berrones-Johnson  
Mr. Michael Scott Carothers

**Principal:** Ms. Sarah Luna  
**ESC Case Manager:** Ms. Nellie Ugarte  
**ESC Region:** 19

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Mr. Michael Scott Carothers

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Mr. Michael Scott Carothers

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Ms. Sarah Luna

# Table of Contents

Data Analysis	4
Student Achievement	4
School Progress	4
Closing the Gaps	5
Subject Areas and Student Groups	7
CCMR	8
Federal Graduation Rate	9
Essential Actions	9
Cycles 1-3	10
Cycle 4	10
Cycles	11
Cycle 1 - (Sept – Nov)	12
Cycle 2 - (Dec – Feb)	19
Cycle 3 - (Mar – May)	25
Cycle 4 - (Jun – Aug)	31
Campus Instructional Leadership Team	38
Campus Grant Funding Summary	39
Student Data	42
Addendums	42

# Data Analysis

## Student Achievement

**What accountability goal has your campus set for this year?**

### Domain 1 Student Performance Goals:

1. TPHS El Paso East ELA student performance will achieve 50% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2021-2022 STAAR English I and English II assessments.
2. TPHS El Paso East Algebra I student performance will achieve 70% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2021-2022 STAAR Algebra I assessments.
3. TPHS El Paso East Biology student performance will achieve 70% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2021-2022 STAAR Biology assessment.
4. TPHS El Paso US History student performance will achieve 70% in the “meets” category and 50% in the "masters" category for All Students, Eco Dis, and Hispanic subgroups on the 2021-2022 STAAR US History assessment.

**Overall Domain 1 Goal:** If TPHS El Paso East meets the above performance targets for 2021-2022, the campus will increase our Domain 1 STAAR performance component score from 49 (scaled score of 90 -A) to a component score of 60 (scaled score of 94) by increasing the percentage of students who perform at the "meets" grade level or above.

Approaches Component Score Goal: 90

Meets Component Score Goal: 60

Masters Component Score Goal: 30

Overall Component Score Goal: 60

**Rationale:** These performance goals were set to be aggressive and to push the campus to higher accountability scores in Domain 1, Domain 2A, and Domain 3. We utilized previous data to establish the aggressive performance target. If the campus is successful at meeting these performance targets, the district/campus would receive a "A" in Domain 1. (Current Domain 1 STAAR Performance is an "A" at 90% for this single indicator). We established specific goals are easy to communicate to staff and push student to perform better in all categories -- approaches, meets, and masters.)

**Note:** Data analysis charts are uploaded into the addendum section of the plan.



## School Progress

### What accountability goal has your campus set for this year?

Our goal is to focus on 2A. We will be monitoring our students that did test in the 2020-21 STAAR and tracking progress as we will be receiving data on those students that test this year (only applicable to Algebra I and English II for TPHS El Paso East). It is important to note, that our goal in Domain 1 will also impact our Domain 2 goal as well. Finally, 2B is not calculated for this campus as it is identified as a Dropout Recovery School (DRS) and is rated under the Alternative Education Accountability (AEA) rating system.

# Closing the Gaps

**What accountability goal has your campus set for this year?**

## **Domain 3 Student Performance Goals:**

1. TPHS El Paso East ELA student performance will achieve 50% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2021-2022 STAAR English I and English II assessments.
2. TPHS El Paso East Algebra I student performance will achieve 70% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2021-2022 STAAR Algebra I assessments.

## **Overall Domain 3 Goal:**

If TPHS El Paso East meets the campus level performance targets established above, the Domain 3 scaled score of 30% - F (meaning no subgroups were met previously) will improve to a scaled score of 90% - A.

This would be accomplished by meeting the following;

### **ELA subgroup targets** (Meeting 4 out of 4):

- All Students (44%)
- Hispanic (32%)
- Eco Dis (33%)
- Non-Cont Enrolled (42%)

### **Math subgroup targets** (Meeting 3 out of 3):

- All Students (46%)
- Hispanic (40%)
- Eco Dis (36%)

The campus would move from hitting none of the Domain 3 subgroup targets (2018-2019 accountability) to meeting 7 of 7 - 100% of the academic achievement subgroup targets. It is important to note that in 2021 accountability report, the campus did meet 100% of the Domain 3 accountability subgroups (7 out of 7 in ELA and Mathematics). Domain 3 Accountability document is uploaded in the addendum section of the plan.

**Rationale:** The performance goals are set to be aggressive and to push the campus to higher accountability scores in Domain 3 as well as Domain 2A, and Domain 1. We utilized previous data to establish the aggressive performance target. If the campus is successful at meeting these performance targets, the campus would receive an "A" in Domain 1. (Current Domain 1 STAAR Performance is a "F" at 30% for this single indicator). Significant improvements were made in 2021 demonstrating that the campus met all of the Domain 3 academic achievement targets. The campus focused the target goals on Domain 3 because this is where the campus fell significantly below historically in the accountability system. (Component calculation: If TPHS El Paso East meets the campus level performance targets established above, the Domain 3 component score of 0 (scaled score of 30) will improve to a component score of 78 (scaled score of 97-A) by meeting 7 of 7 Domain 3 academic achievement targets in ELA and mathematics.

It is important to note that in the "Student Data" section of the plan, some of our goals are very aggressive specifically our goal in graduation rate.. They may appear to not be logical when looking at the current state of performance. However, COVID-19 and the impacts of remote learning on the highly at-risk population we serve were severe. Many of our

students chose to work instead of attend school and complete school work because family members lost their jobs. At-risk students need the face-to-face instruction. TPHS has been very successful in the past bringing students who were significantly below up to standard quickly. We set our goals with this in mind. We know that when we have students face-to-face and we implement the strategies and systems that we know to work effectively with at-risk students, we can see tremendous growth (growth not usually seen and outside the norm). It is important to communicate this as the plan is evaluated. We strongly feel that our goals and our student performance targets are attainable--aggressive, yes--but attainable.

**Note:** All data analysis reports for 2021 accountability are included in the addendum section of the plan.

## Subject Areas and Student Groups

**Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?**

For this campus, the two subjects that will be our focus are ELA (English I and English II) and Mathematics (Algebra I). We are choosing these two subjects/content areas because they make an impact on all three of the accountability domains. Obviously in Domain 1, two of the four areas create our overall STAAR performance component score, and improvement in the Approaches, Meets, and Masters categories will equate to an improved component score. In Domain 2A, the focus on ELA will ensure that students are demonstrating a year's growth for English II and for Algebra I. In Domain 3, the two focus areas will ensure that we meet the individual subgroup scores for ELA and mathematics. If we meet our established Domain 7 out of 7 subgroup targets, then the campus would move from a 30% - F (in 2021) to an 98% - A in this academic year.

**Note:** Data analysis charts are uploaded into the addendum section of the plan.

**Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?**

At this campus, the all students group is almost identical to the Hispanic subgroup and the Eco. Dis subgroup. However, the campus wants to continue a very purposeful focus on the EL subgroups. This has been the one group at the campus' with the lowest performance and will need specific focus to ensure they make progress and in turn the campus shows progress on the accountability system in Domain 1, 2A and 3. If we meet our established Domain 7 out of 7 subgroup targets, then the campus would move from a 30% - F (2018-2019 Accountability Score for Domain 3) to an 98% - A in this academic year. Note based on 2021 data, the campus would have made an "A" in Domain 3 as well because they met all of the triggered subgroups for academic achievement in ELA and mathematics. We just want to continue to grow that academic performance at the campus.

**Note:** Data analysis charts are uploaded into the addendum section of the plan.

# CCMR

## What goals has your campus set for CCMR?

### Board adopted/approved CCMR targets for TPHS El Paso East:

- Our CCMR Goal is 35%
  - Progress Measure #1: College Readiness 20%
  - Progress Measure #2: Career Readiness 15%
  - Progress Measure #3: Military Readiness 10%

Board adopted/approved CCMR targets for TPHS El Paso East apply to all students and all subgroups (Hispanic, Eco Dis, EL, SPED, Cont & Non-Cont Enrolled)

The 5-year progressive TPHS Board Adopted CCMR Goals for TPHS El Paso are located in the addendum section of this plan.

**Note:** All data analysis reports for 2021 accountability are uploaded in the addendum section of the plan.

## Federal Graduation Rate

### What goals has your campus set for Federal Graduation Rate?

TPHS El Paso East will target a federal graduation rate of 70% for all students and all subgroups (Hispanic, Eco Dis, EL, and SPED).

**Note:** All data analysis reports for 2021 accountability are uploaded in the addendum section of the plan.

# Essential Actions

## Cycles 1-3

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Beginning Implementation**

**Key Practices:**

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

**Implementation Level: Partial Implementation**

**Key Practices:**

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

**Implementation Level: Partial Implementation**

**Key Practices:**

**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:**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Planning for Implementation**

**Key Practices:**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Planning for Implementation**

**Key Practices:**

## Cycle 4

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Fully Implemented**

**Key Practices:**

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

**Implementation Level: Partial Implementation**

**Key Practices:**

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

**Implementation Level: Fully Implemented**

**Key Practices:**

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

**Implementation Level: Planning for Implementation**

**Key Practices:**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Planning for Implementation  
Key Practices:**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Planning for Implementation  
Key Practices:**

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:** We are very excited to report that we met our ELA approaches and meets targets that were established. The campus also exceed the approaches, meets and masters targets for social studies. We did not meet our student performance targets for math and science at the current time. We believe that the work that is being done is making a difference. There needs to be a great focus on supporting math and science teachers in order to meet student performance goals.

### 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

**Rationale:** Based on the ESF diagnostic process and summary report, the Campus Leadership Team (CLT) has determined that Essential Action 4.1 would be a targeted area for improvement that would lead to change in teacher practice and establish a strong foundation for improving student performance at the campus.

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

**How will you build capacity in this Essential Action?** The campus will use the TIL Lesson Alignment and Formative Assessment (LAFA) modules as the primary capacity building approach in which training and support will be provided to campus and district leaders. The TIL LAFA training and support will provide campus and district leaders the ability to build the capacity of educators that they manage. TIL LAFA consists of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of LAFA. There will be two days of face-to-face professional development for the campus leadership team including the principal and the DCSI. Ongoing implementation support will be provided to the DCSI and the principal to ensure implementation. One on one coaching will be provided to the DCSI. The training and coaching is aligned the the best practices described in the Effective School Framework.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The campus has an extraordinary staff that has a deep desire to improve both student performance and teacher practice. The district including this campus really wants to be the "shining star" for at-risk students in the El Paso community. The district is focused on implementing the knowledge, skills, and mindsets of Lone Star Governance (LSG). LSG provides the foundation mindsets of change and growth for the district and has been communicated through efforts beginning in June 2021. The ESF Diagnostic was completed in March 2021 and was shared, communicated, digested, and discussed multiple times during parent, family, student and teacher discussion groups. This was the first effort to communicate upcoming priorities. In June 2021 the CLT met to complete Cycle 4 of the Targeted Improvement Plan which identified several steps that would be taken during June-August 2021 to establish implementation plans to address Essential Action 4.1. This work was successful in that the district also received the ESF-Focused Grant to provide funds to target specifically the identified focus areas. The focus for the campus is to always present staff/CLT with data to see a current picture of the performance of the campus. This data transparency effort is what has been most successful at this campus for building buy-in, motivation, and urgency at the campus. Implementation of the ESC 19 TIL LAFA processes also builds buy-in and addresses teacher actions as well and does a wonderful job at communicating the alignment and focus on Essential Action 4.1. Identified priorities are also addressed with parents, students, family, and community through parent involvement activities identified in the CIP/DIP as well as through quarterly Local Management Advisory Board (LMAB) meetings and ongoing student orientations. Community engagement is extended through communication with community partnerships in the El Paso area. Finally, DCSI will support Principal and CLT members in communicating and building capacity to address identified priorities through ongoing, two-way communication.

**Desired Annual Outcome:** By the end of the 2021-2022 school year, 100% of teachers will write and deliver assessments aligned to the level of rigor for all students to achieve the "meets" level of performance on state assessments.

**District Commitment Theory of Action:** If the District ensures policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality assessment aligned to STAAR rigor are developed and implemented.

**Desired 90-day Outcome:** By the end of the first 90-day cycle, the Master Teacher will be collaboratively working with all teachers to develop a deeper understanding of standards through the learned lesson alignment process from initial TIL LAFA training so that teachers can have a deeper understanding of their standards.

**District Actions:** Sign ESC 19 TIL LAFA implementation agreement. DCSI will attend the two-day face-to-face LAFA training with the CLT and the 1 day LAFA DCSI



specific training from ESC 19. DCSI will meet monthly with Master Teacher to address specific needs in lesson planning and address potential challenges.

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

**Why or why not?:** Initial Training with Region 19 completed and follow up coaching is scheduled

Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> Deliver the two-day initial professional development and leadership training for DCSI, principal, and teachers to launch Lesson Alignment for the Fall 2021 semester. (TIL LAFA Checklist and Agreement with ESC 19 is attached in the addendum section of the plan)</p> <p><b>Evidence Used to Determine Progress:</b> ESC 19 Documents demonstrating attendance and participation in training sessions Completed ESC 19 Calendar and Schedule Template completed and approved by DCSI &amp; Observation Feedback scripts for teachers.</p> <p><b>Person(s) Responsible:</b> Master Teacher, Principal</p> <p><b>Resources Needed:</b> ESC 19 TIL LAFA Team</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 3, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> October 29, 2021</p> <p><b>Funding Sources:</b> TIL LAFA Contract w/ESC 1 - 6200-Professional and contracted services - \$10,000, Staff Travel for Professional Development - 6400-Other operating costs - \$1,000, Supplies and Materials - 6300-Supplies and materials - \$1,000</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> Calendar the PLC meetings, Interim Assessments, and teacher observations and feedback cycles for the school year, and structure the PLC agenda and summary documents.</p> <p><b>Evidence Used to Determine Progress:</b> PLC Calendar with specific dates for all content area PLC every 3 weeks, Agenda and Summary Documents from the first 2 PLCs that were conducted during this cycle.</p> <p><b>Person(s) Responsible:</b> Principal, Master Teacher CLT</p> <p><b>Resources Needed:</b> Exemplars, Agendas and Summary Documents Instructional Calendar</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 31, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> September 7, 2021</p> <p><b>Funding Sources:</b> Substitutes &amp; Extra Duty Pay to Support PLC - 6100-Payroll - \$7,568</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>

Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> Conduct and collect BOY data for all STAAR tested subject areas and use PLC to review BOY data.</p> <p><b>Evidence Used to Determine Progress:</b> BOY Data Reports</p> <p><b>Person(s) Responsible:</b> PEIMS, District Testing Coordinator, Master Teacher, Principal</p> <p><b>Resources Needed:</b> Access and student data uploads into the BOY Assessment system</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 8, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> September 13, 2021</p> <p><b>Funding Sources:</b> Supplies &amp; Materials - 6300-Supplies and materials - \$2,000</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 4 Details	Formative Reviews
<p><b>Action Step 4:</b> Implement Day 3 of TIL LAFA bases content and first LAFA Lab with ESC 19 TIL Team.</p> <p><b>Evidence Used to Determine Progress:</b> LAFA Professional Development Certificates and LAFA Lab Results</p> <p><b>Person(s) Responsible:</b> DCSI and Principal</p> <p><b>Resources Needed:</b> ESC 19 TIL LAFA Team</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 13, 2021 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> October 29, 2021</p> <p><b>Funding Sources:</b> Staff Travel to Professional Development - 6400-Other operating costs - \$1,000, Supplies and Materials - 6300-Supplies and materials - \$1,427</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 5 Details	Formative Reviews
<p><b>Action Step 5:</b> ESC 19 TIL LAFA Team onsite data collection visit.</p> <p><b>Evidence Used to Determine Progress:</b> Calendar and results of ESC 19 TIL LAFA onsite visit.</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> ESC 19 TIL LAFA Team</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 13, 2021 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> October 29, 2021</p> <p><b>Funding Sources:</b> Substitutes and Extra Duty Pay - 6100-Payroll - \$1,500</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>

Step 6 Details	Formative Reviews
<p><b>Action Step 6:</b> Conduct November 2020 interim Assessment.</p> <p><b>Evidence Used to Determine Progress:</b> November Interim Assessment Data Reports</p> <p><b>Person(s) Responsible:</b> PEIMS, District Testing Coordinator, Master Teacher, Principal</p> <p><b>Resources Needed:</b> Access and student data uploaded into the Interim Assessment system</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> November 1, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> November 8, 2021</p> <p><b>Funding Sources:</b> Supplies and Materials - 6300-Supplies and materials - \$1,000</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Adhering to established calendars for PLC, lesson planning, and formative/summative assessment development. Coaching teachers utilizing the previously learned "Action Coaching" process. Supporting new and tenured teachers in learning new skill sets that change teacher behavior so that they don't get overwhelmed.

**What specific action steps address these challenges?:** Having a strong campus level master calendar that clearly defines all core leadership tasks. Introduction of the TIL LAFA process and expectations to staff to explain how LAFA connects and builds on previous learning (Action Coaching). Communication to staff about how LAFA moves the campus forward with stronger student performance.

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Planning for Implementation

**Rationale:** Based on the ESF diagnostic process and summary report, the Campus Leadership Team (CLT) has determined that Essential Action 5.1 would be a targeted area for improvement that would lead to change in teacher practice and establish a strong foundation for improving student performance at the campus.

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

**How will you build capacity in this Essential Action?** The campus will use the TIL Lesson Alignment and Formative Assessment (LAFA) module approach in which training and support will be provided to campus and district leaders. The TIL LAFA training and support will provide campus and district leaders the ability to build the capacity of educators that they manage. TIL LAFA consists of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of LAFA. There will be two days of face-to-face professional development for the campus leadership team including the principal and the DCSI. Ongoing implementation support will be provided to the DCSI and the principal to ensure implementation. One on one coaching will be provided to the DCSI. The training and coaching is aligned the the best practices described in the Effective School Framework.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The campus has an extraordinary staff that has a deep desire to improve both student performance and teacher practice. The district including this campus really wants to be the "shining star" for at-risk students in the El Paso community. The district is focused on implementing the knowledge, skills, and mindsets of Lone Star Governance (LSG). LSG provides the foundation mindsets of change and growth for the district and has been communicated through efforts beginning in June 2021. The ESF Diagnostic was completed in March 2021 and was shared, communicated, digested, and discussed multiple times during parent, family, student and teacher discussion groups. This was the first effort to communicate upcoming priorities. In June 2021 the CLT met to complete Cycle 4 of the Targeted Improvement Plan which identified several steps that would be taken during June-August 2021 to establish implementation plans to address Essential Action 4.1. This work was successful in that the district also received the ESF-Focused Grant to provide funds to target specifically the identified focus areas. The focus for the campus is to always present staff/CLT with data to see a current picture of the performance of the campus. This data transparency effort is what has been most successful at this campus for building buy-in , motivation, and urgency at the campus. Implementation of the ESC 19 TIL LAFA processes also builds buy-in and addresses teacher actions as well and does a wonderful job at communicating the alignment and focus on Essential Action 4.1. Identified priorities are also addressed with parents, students, family, and community through parent involvement activities identified in the CIP/DIP as well as through quarterly Local Management Advisory Board (LMAB) meetings and ongoing student orientations. Community engagement is extended through communication with community partnerships in the El Paso area. Finally, DCSI will support Principal and CLT members in communicating and building capacity to address identified priorities through ongoing, two-way communication.

**Desired Annual Outcome:** By the end of 2021-2022 school year, all teachers will be receiving lesson planning feedback prior to lesson delivery 100% of the time that addresses the effective use of high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.

**District Commitment Theory of Action:** If the District ensures policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality instructional delivery by all teachers where students are doing the cognitive lift.

**Desired 90-day Outcome:** By the end of the first 90-days, the Master Teacher will be collaboratively working with all teachers on development and implementation of strong routines and procedures that maximize instructional time.

**District Actions:** Sign ESC 19 TIL LAFA Checklist and Agreement. DCSI will attend the two-day face-to-face LAFA training with the CLT and the 1 day LAFA DCSI specific training from ESC 19. DCSI will meet monthly with Master Teacher to address specific needs in lesson planning and address potential challenges.

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

**Why or why not?:** Training conducted and schedule for monitoring agreed upon

Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> Identify a Master teacher to help 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 scaffolding supports for students with disabilities, English learners, and other student groups.</p> <p><b>Evidence Used to Determine Progress:</b> Collection of Lesson Plan and Feedback, PLC agendas Observation feedback scripts</p> <p><b>Person(s) Responsible:</b> Human Resources, DCSI, Principal</p> <p><b>Resources Needed:</b> Funding for Master Teacher Stipend, Viable Applicant Pool of candidates for internal applications,</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 2, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> September 1, 2021</p> <p><b>Funding Sources:</b> Campus Specific Master Teacher Stipend - 6100-Payroll - \$12,625</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> Teachers will 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.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson Plans developed and submitted on Forethought will be reviewed by Principal and Master Teacher and provide feedback.</p> <p><b>Person(s) Responsible:</b> Principal and Master Teacher</p> <p><b>Resources Needed:</b> Substitutes for PLC's, access to forethought</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 6, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 29, 2021</p> <p><b>Funding Sources:</b> Classroom Supplies, Materials &amp; Resources - 6300-Supplies and materials - \$4,000, Travel for Professional Development - 6400-Other operating costs - \$3,682</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>

Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> Hire additional paraprofessional/Instructional Aide to help provide instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolding supports for students with disabilities, English learners, and other student groups.</p> <p><b>Evidence Used to Determine Progress:</b> Collection of Lesson Plan and Feedback, PLC agendas Observation feedback scripts</p> <p><b>Person(s) Responsible:</b> Human Resources, DCSI, Principal</p> <p><b>Resources Needed:</b> Funding for Position, Viable Applicant Pool of candidates</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 7, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 29, 2021</p> <p><b>Funding Sources:</b> Hiring of an Additional Instructional Assistant (Paraprofessional) - 6100-Payroll - \$30,294</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 4 Details	Formative Reviews
<p><b>Action Step 4:</b> Implement "Math Made Easy" curriculum from Ms. Hilda May.</p> <p><b>Evidence Used to Determine Progress:</b> Completion of contract and evidence of services provided documentation.</p> <p><b>Person(s) Responsible:</b> DCSI and Principal</p> <p><b>Resources Needed:</b> Math Made Easy Contract</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 7, 2021 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> October 29, 2021</p> <p><b>Funding Sources:</b> Math Made Easy Contract - 6200-Professional and contracted services - \$4,940</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>

Step 5 Details	Formative Reviews
<p><b>Action Step 5:</b> Howard Payne University Contract to Support Academic Achievement by Achieving College Level CCMR points and Dual Credit Courses.</p> <p><b>Evidence Used to Determine Progress:</b> Reports from Howard Payne University showing progress of students in dual credit courses and number of students eligible and enrolling in dual credit courses.</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Howard Payne University Contract</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 2, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 29, 2021</p> <p><b>Funding Sources:</b> Howard Payne University Contact for Dual Credit - 6200-Professional and contracted services - \$10,000</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Adhering to the calendar that is established for collaboration. Following the collaborative lesson planning system established by DCSI. Supporting new teachers so that they don't get overwhelmed in the lesson planning process.

**What specific action steps address these challenges?:** Having a strong calendar that has clearly defined collaborative planning time with Master Teacher. Introduction of the TIL LAFA process and expectations to staff to explain what LAFA is and how it expands off of learning from last school year. Communication to staff about how LAFA work together alongside of action coaching to ensure student success.

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:** The campus met or exceeded a majority of student performance targets. Algebra I is an area of concern specifically because student performance dropped in this area. We do celebrate our ELA performance.

### 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

**Rationale:** Based on the ESF diagnostic process and summary report, the Campus Leadership Team (CLT) has determined that Essential Action 4.1 would be a targeted area for improvement that would lead to change in teacher practice and establish a strong foundation for improving student performance at the campus.

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

**How will you build capacity in this Essential Action?** The campus will use the TIL Lesson Alignment and Formative Assessment (LAFA) modules as the primary capacity building approach in which training and support will be provided to campus and district leaders. The TIL LAFA training and support will provide campus and district leaders the ability to build the capacity of educators that they manage. TIL LAFA consists of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of LAFA. There will be two days of face-to-face professional development for the campus leadership team including the principal and the DCSI. Ongoing implementation support will be provided to the DCSI and the principal to ensure implementation. One on one coaching will be provided to the DCSI. The training and coaching is aligned the the best practices described in the Effective School Framework.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The campus has an extraordinary staff that has a deep desire to improve both student performance and teacher practice. The district including this campus really wants to be the "shining star" for at-risk students in the El Paso community. The district is focused on implementing the knowledge, skills, and mindsets of Lone Star Governance (LSG). LSG provides the foundation mindsets of change and growth for the district and has been communicated through efforts beginning in June 2021. The ESF Diagnostic was completed in March 2021 and was shared, communicated, digested, and discussed multiple times during parent, family, student and teacher discussion groups. This was the first effort to communicate upcoming priorities. In June 2021 the CLT met to complete Cycle 4 of the Targeted Improvement Plan which identified several steps that would be taken during June-August 2021 to establish implementation plans to address Essential Action 4.1. This work was successful in that the district also received the ESF-Focused Grant to provide funds to target specifically the identified focus areas. The focus for the campus is to always present staff/CLT with data to see a current picture of the performance of the campus. This data transparency effort is what has been most successful at this campus for building buy-in, motivation, and urgency at the campus. Implementation of the ESC 19 TIL LAFA processes also builds buy-in and addresses teacher actions as well and does a wonderful job at communicating the alignment and focus on Essential Action 4.1. Identified priorities are also addressed with parents, students, family, and community through parent involvement activities identified in the CIP/DIP as well as through quarterly Local Management Advisory Board (LMAB) meetings and ongoing student orientations. Community engagement is extended through communication with community partnerships in the El Paso area. Finally, DCSI will support Principal and CLT members in communicating and building capacity to address identified priorities through ongoing, two-way communication.

**Desired Annual Outcome:** By the end of the 2021-2022 school year, 100% of teachers will write and deliver assessments aligned to the level of rigor for all students to achieve the "meets" level of performance on state assessments.

**District Commitment Theory of Action:** If the District ensures policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality assessment aligned to STAAR rigor are developed and implemented.

**Desired 90-day Outcome:** Revised on 3/4/22: By the end of the second 90-day cycle, all teachers will be developing and implementing aligned formative and summative assessments to the rigor of the STAAR assessment using quality exit ticket success criteria and the lesson alignment quality checklist tool from Texas Instructional Leadership.

**District Actions:** DCSI will ensure fidelity of implementation to lesson planning structures through site-visits and participating practice and implementation labs conducted by Region 19 TIL team. Ongoing support, communication and accountability with Master Teacher and Principal will be a priority.

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

**Why or why not?:** Teachers are developing lessons and formative assessments to track student progress. Assessments are used to reteach and create intervention for students that have fallen behind.



Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> Continue collaborative lesson planning with content teacher and the master teacher.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson planning checklist and lesson plan documents created as a result of the collaborative planning.</p> <p><b>Person(s) Responsible:</b> Principal and Master Teacher</p> <p><b>Resources Needed:</b> Calendared planning time for content teachers and TIL Lesson Alignment resources for exit tickets and exemplar responses.</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> January 3, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> Master Teacher Monthly C&amp;I Meeting led by DCSI via Zoom.</p> <p><b>Evidence Used to Determine Progress:</b> Agenda and summary notes from the meeting.</p> <p><b>Person(s) Responsible:</b> DCSI</p> <p><b>Resources Needed:</b> Videoconferencing facilities and TIL Observation &amp; Feedback resources</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 6, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> Every two-week Principal Support Zoom calls to monitor implementation and focus on TIP and TIL Lesson Alignment implementation.</p> <p><b>Evidence Used to Determine Progress:</b> Agenda and summary notes from the call. Also any identified interventions.</p> <p><b>Person(s) Responsible:</b> DCSI</p> <p><b>Resources Needed:</b> Zoom Video Conferencing</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 6, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>

Step 4 Details	Formative Reviews
<p><b>Action Step 4:</b> DCSI Implementation Site-Visits</p> <p><b>Evidence Used to Determine Progress:</b> Site-visit travel information, visit agendas, and visit summary documentation</p> <p><b>Person(s) Responsible:</b> DCSI</p> <p><b>Resources Needed:</b> Central Office travel support</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> January 3, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 5 Details	Formative Reviews
<p><b>Action Step 5:</b> Lesson Alignment leadership coaching and practice labs as well as implementation verification supported by ESC 19 TIL team.</p> <p><b>Evidence Used to Determine Progress:</b> Completed visits, agendas, and summary information.</p> <p><b>Person(s) Responsible:</b> DCSI and Principal</p> <p><b>Resources Needed:</b> ESC 19 TIL LAFA Agreement/Contract</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 6, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 6 Details	Formative Reviews
<p><b>Action Step 6:</b> Revision on 3/4/22: Master Teacher will utilize the Lesson Alignment Observation Tool from TIL to give feedback to teachers on the quality of formative and summative assessments</p> <p><b>Evidence Used to Determine Progress:</b> Lesson alignment tools completed from Master Teacher</p> <p><b>Person(s) Responsible:</b> Principal and Master Teacher</p> <p><b>Resources Needed:</b> Lesson Alignment Observation Tool from Texas Instructional Leadership</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> November 29, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 25, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Staying focused on the work by leadership and teachers because there are so many things that can derail us on a daily basis. Ensuring fidelity of implementation will be important.

**What specific action steps address these challenges?:** Action steps #2, 3, and 4 address the specific challenges identified.

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Planning for Implementation

**Rationale:** Based on the ESF diagnostic process and summary report, the Campus Leadership Team (CLT) has determined that Essential Action 5.1 would be a targeted area for improvement that would lead to change in teacher practice and establish a strong foundation for improving student performance at the campus.

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

**How will you build capacity in this Essential Action?** The campus will use the TIL Lesson Alignment and Formative Assessment (LAFA) module approach in which training and support will be provided to campus and district leaders. The TIL LAFA training and support will provide campus and district leaders the ability to build the capacity of educators that they manage. TIL LAFA consists of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of LAFA. There will be two days of face-to-face professional development for the campus leadership team including the principal and the DCSI. Ongoing implementation support will be provided to the DCSI and the principal to ensure implementation. One on one coaching will be provided to the DCSI. The training and coaching is aligned the the best practices described in the Effective School Framework.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The campus has an extraordinary staff that has a deep desire to improve both student performance and teacher practice. The district including this campus really wants to be the "shining star" for at-risk students in the El Paso community. The district is focused on implementing the knowledge, skills, and mindsets of Lone Star Governance (LSG). LSG provides the foundation mindsets of change and growth for the district and has been communicated through efforts beginning in June 2021. The ESF Diagnostic was completed in March 2021 and was shared, communicated, digested, and discussed multiple times during parent, family, student and teacher discussion groups. This was the first effort to communicate upcoming priorities. In June 2021 the CLT met to complete Cycle 4 of the Targeted Improvement Plan which identified several steps that would be taken during June-August 2021 to establish implementation plans to address Essential Action 4.1. This work was successful in that the district also received the ESF-Focused Grant to provide funds to target specifically the identified focus areas. The focus for the campus is to always present staff/CLT with data to see a current picture of the performance of the campus. This data transparency effort is what has been most successful at this campus for building buy-in , motivation, and urgency at the campus. Implementation of the ESC 19 TIL LAFA processes also builds buy-in and addresses teacher actions as well and does a wonderful job at communicating the alignment and focus on Essential Action 4.1. Identified priorities are also addressed with parents, students, family, and community through parent involvement activities identified in the CIP/DIP as well as through quarterly Local Management Advisory Board (LMAB) meetings and ongoing student orientations. Community engagement is extended through communication with community partnerships in the El Paso area. Finally, DCSI will support Principal and CLT members in communicating and building capacity to address identified priorities through ongoing, two-way communication.

**Desired Annual Outcome:** By the end of 2021-2022 school year, all teachers will be receiving lesson planning feedback prior to lesson delivery 100% of the time that addresses the effective use of high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.

**District Commitment Theory of Action:** If the District ensures policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality instructional delivery by all teachers where students are doing the cognitive lift.

**Desired 90-day Outcome:** Revised on 3/4/22: By the end of the second 90-day cycle, the Master Teacher will be collaboratively working with all teachers on development of differentiated pathways of instruction leading all students to lesson understanding during the collaborative lesson planning time as measured by student mastery on daily exit tickets.

**District Actions:** DCSI will continue to provide support to the Master Teacher and Principal to implement collaborative lesson planning via professional development, communication, and accountability to the implementation of action steps.

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

**Why or why not?:** Master Teacher meets with teachers during the PLC's, reviews lesson plans and assessments.

Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> Provide Master Teacher necessary training regarding differentiation and support needed to develop quality plans. This will be coordinated as a part of previous TIL Action Coaching (now Observation and Feedback) waterfall, and support with special populations staff at the campus.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson plan alignment between lesson objective and exit ticket and demonstrated pathways to achieve mastery for all students.</p> <p><b>Person(s) Responsible:</b> DCSI, Principal, and Master Teacher</p> <p><b>Resources Needed:</b> TIL Action Coaching resources previously implemented and TIL Lesson Alignment resources.</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> January 3, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> Master Teacher Monthly C&amp;I Meeting led by DCSI via Zoom.</p> <p><b>Evidence Used to Determine Progress:</b> Agenda and summary notes from the meeting.</p> <p><b>Person(s) Responsible:</b> DCSI</p> <p><b>Resources Needed:</b> Videoconferencing facilities and TIL Observation &amp; Feedback resources</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 6, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> Master Teacher will continue to work collaboratively with content teachers to develop differentiated pathways of instruction that move students to mastery of lesson objective.</p> <p><b>Evidence Used to Determine Progress:</b> Coaching session scripts and lesson plan development.</p> <p><b>Person(s) Responsible:</b> Principal and Master Teacher</p> <p><b>Resources Needed:</b> TIL resources and special population resources from campus and central office</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> January 3, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>

Step 4 Details	Formative Reviews
<p><b>Action Step 4:</b> Added from TEA Feedback: Master Teacher will collect weekly samples of student performance on exit tickets to analyze success in the differentiated pathways of instruction in the collaborative planning time and PLC.</p> <p><b>Evidence Used to Determine Progress:</b> Sample of daily exit tickets each week.</p> <p><b>Person(s) Responsible:</b> Master Teacher and Principal</p> <p><b>Resources Needed:</b> TIL Lesson Alignment resources, lesson plans, and copy of exit ticket student performance</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> November 22, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 25, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Ensuring that leadership stays focused on the action steps and is implementing systems with fidelity that leads to teacher/professional practice behavioral changes.

**What specific action steps address these challenges?:** Specifically, action step #2 addresses the challenge identified.

### Cycle 3 - (Mar – May)

**Did you achieve your student performance data goals? Why or why not?:** Yes, we did achieve a most of our goals. Primarily is was the consistency of implementation and support of ESC in TIL Lesson Alignment systems, process, and resources including professional development, practice labs, implementation site-visits, coaching and support.

#### 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

**Rationale:** Based on the ESF diagnostic process and summary report, the Campus Leadership Team (CLT) has determined that Essential Action 4.1 would be a targeted area for improvement that would lead to change in teacher practice and establish a strong foundation for improving student performance at the campus.

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

**How will you build capacity in this Essential Action?** The campus will use the TIL Lesson Alignment and Formative Assessment (LAFA) modules as the primary capacity building approach in which training and support will be provided to campus and district leaders. The TIL LAFA training and support will provide campus and district leaders the ability to build the capacity of educators that they manage. TIL LAFA consists of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of LAFA. There will be two days of face-to-face professional development for the campus leadership team including the principal and the DCSI. Ongoing implementation support will be provided to the DCSI and the principal to ensure implementation. One on one coaching will be provided to the DCSI. The training and coaching is aligned the the best practices described in the Effective School Framework.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The campus has an extraordinary staff that has a deep desire to improve both student performance and teacher practice. The district including this campus really wants to be the "shining star" for at-risk students in the El Paso community. The district is focused on implementing the knowledge, skills, and mindsets of Lone Star Governance (LSG). LSG provides the foundation mindsets of change and growth for the district and has been communicated through efforts beginning in June 2021. The ESF Diagnostic was completed in March 2021 and was shared, communicated, digested, and discussed multiple times during parent, family, student and teacher discussion groups. This was the first effort to communicate upcoming priorities. In June 2021 the CLT met to complete Cycle 4 of the Targeted Improvement Plan which identified several steps that would be taken during June-August 2021 to establish implementation plans to address Essential Action 4.1. This work was successful in that the district also received the ESF-Focused Grant to provide funds to target specifically the identified focus areas. The focus for the campus is to always present staff/CLT with data to see a current picture of the performance of the campus. This data transparency effort is what has been most successful at this campus for building buy-in , motivation, and urgency at the campus. Implementation of the ESC 19 TIL LAFA processes also builds buy-in and addresses teacher actions as well and does a wonderful job at communicating the alignment and focus on Essential Action 4.1. Identified priorities are also addressed with parents, students, family, and community through parent involvement activities identified in the CIP/DIP as well as through quarterly Local Management Advisory Board (LMAB) meetings and ongoing student orientations. Community engagement is extended through communication with community partnerships in the El Paso area. Finally, DCSI will support Principal and CLT members in communicating and building capacity to address identified priorities through ongoing, two-way communication.

**Desired Annual Outcome:** By the end of the 2021-2022 school year, 100% of teachers will write and deliver assessments aligned to the level of rigor for all students to achieve the "meets" level of performance on state assessments.

**District Commitment Theory of Action:** If the District ensures policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality assessment aligned to STAAR rigor are developed and implemented.

**Desired 90-day Outcome:** By the end of the third 90-day cycle, all teachers will be developing and implementing aligned formative and summative assessments to the rigor of the STAAR assessment based evidence collected through TIL lesson alignment success criteria and the Lesson Alignment Observation Tool from TIL.

**District Actions:** DCSI is supporting the principal with weekly principal support calls. The DCSI has also established a plan with ESC 19 TIL team to support the new principal in ensuring that lesson alignment feedback and support for teachers remains a priority. DCSI will also continue to conduct C&I support calls to address any upcoming challenges and provide ongoing coaching with action steps to the principal.

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

**Why or why not?:** The implementation of the TIL Lesson Alignment processes including the implementation of ongoing observation and feedback to the teachers by the

principal and Master Teacher.

**Did you achieve your annual outcome? Why or why not?:** Yes .The implementation of the TIL Lesson Alignment processes including the implementation of ongoing observation and feedback to the teachers by the principal and Master Teacher. There was a focus on exit tickets and implementing exit tickets with the identified success criteria on a consistent bases. Also support from ESC 19 TIL team (Nellie Ugarte) and site-visits/practice labs supported implementation and reaching our annual outcome.

Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> Campus staff and leadership will participate in a full day Lesson Alignment Professional Development Lab through ESC 19 TIL team.</p> <p><b>Evidence Used to Determine Progress:</b> Participation in the training and certificates of attendance from the training.</p> <p><b>Person(s) Responsible:</b> DCSI and Principal</p> <p><b>Resources Needed:</b> TIL ESC 19 Contract</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 7, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> March 11, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> DCSI Site-Visits: DCSI will visit the campus and work with the Principal to collect data on the implementation of Lesson Alignment practices from TIL by utilizing the Lesson Alignment Observation Tool. DCSI will complete two (2) site visits in the 90 day cycle. DCSI will also conduct debrief and coaching with action step for the Principal.</p> <p><b>Evidence Used to Determine Progress:</b> Travel records, principal action step tracker, and summary/debrief notes from the visit.</p> <p><b>Person(s) Responsible:</b> DCSI</p> <p><b>Resources Needed:</b> TIL Lesson Alignment Observation Tool and travel plans from TPHS Central Office.</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 4, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> April 29, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>

Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> ESC 19 TIL team will prove implementation support to the principal through calibrated site visits and lesson alignment lab conducted this 90-day cycle. One site-visit will be conducted and one additional practice lab. Due to changes in leadership, DCSI and ESC 19 TIL team have working out a support plan to support the campus principal in the transition so that the work of lesson alignment is sustained. This will consist of twice monthly visits to the campus to walk through classrooms and provide feedback and debrief sessions with teachers utilizing the Lesson Alignment Observation Tool.</p> <p><b>Evidence Used to Determine Progress:</b> Participation and meeting summaries/debriefs for ESC 19 TIL team visits</p> <p><b>Person(s) Responsible:</b> DCSI and Principal</p> <p><b>Resources Needed:</b> ESC 19 TIL Lesson Alignment Team.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 4, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> June 3, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** The challenges that will be faced during this 90 day cycle will be the fact that the Master Teacher who was primarily responsible for implementing the system is now the Principal at the TPHS El Paso East campus. The previous principal at the campus unexpectedly left from one day to the next and so the transition has been a challenge.

**What specific action steps address these challenges?:** DCSI is supporting the principal with weekly principal support calls. The DCSI has also established a plan with ESC 19 TIL team to support the new principal in ensuring that lesson alignment feedback and support for teachers remains a priority. DCSI will also continue to conduct C&I support calls to address any upcoming challenges and provide ongoing coaching with action steps to the principal.



## Cycle 3 - (Mar – May)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Planning for Implementation

**Rationale:** Based on the ESF diagnostic process and summary report, the Campus Leadership Team (CLT) has determined that Essential Action 5.1 would be a targeted area for improvement that would lead to change in teacher practice and establish a strong foundation for improving student performance at the campus.

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

**How will you build capacity in this Essential Action?** The campus will use the TIL Lesson Alignment and Formative Assessment (LAFA) module approach in which training and support will be provided to campus and district leaders. The TIL LAFA training and support will provide campus and district leaders the ability to build the capacity of educators that they manage. TIL LAFA consists of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of LAFA. There will be two days of face-to-face professional development for the campus leadership team including the principal and the DCSI. Ongoing implementation support will be provided to the DCSI and the principal to ensure implementation. One on one coaching will be provided to the DCSI. The training and coaching is aligned the the best practices described in the Effective School Framework.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The campus has an extraordinary staff that has a deep desire to improve both student performance and teacher practice. The district including this campus really wants to be the "shining star" for at-risk students in the El Paso community. The district is focused on implementing the knowledge, skills, and mindsets of Lone Star Governance (LSG). LSG provides the foundation mindsets of change and growth for the district and has been communicated through efforts beginning in June 2021. The ESF Diagnostic was completed in March 2021 and was shared, communicated, digested, and discussed multiple times during parent, family, student and teacher discussion groups. This was the first effort to communicate upcoming priorities. In June 2021 the CLT met to complete Cycle 4 of the Targeted Improvement Plan which identified several steps that would be taken during June-August 2021 to establish implementation plans to address Essential Action 4.1. This work was successful in that the district also received the ESF-Focused Grant to provide funds to target specifically the identified focus areas. The focus for the campus is to always present staff/CLT with data to see a current picture of the performance of the campus. This data transparency effort is what has been most successful at this campus for building buy-in , motivation, and urgency at the campus. Implementation of the ESC 19 TIL LAFA processes also builds buy-in and addresses teacher actions as well and does a wonderful job at communicating the alignment and focus on Essential Action 4.1. Identified priorities are also addressed with parents, students, family, and community through parent involvement activities identified in the CIP/DIP as well as through quarterly Local Management Advisory Board (LMAB) meetings and ongoing student orientations. Community engagement is extended through communication with community partnerships in the El Paso area. Finally, DCSI will support Principal and CLT members in communicating and building capacity to address identified priorities through ongoing, two-way communication.

**Desired Annual Outcome:** By the end of 2021-2022 school year, all teachers will be receiving lesson planning feedback prior to lesson delivery 100% of the time that addresses the effective use of high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.

**District Commitment Theory of Action:** If the District ensures policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality instructional delivery by all teachers where students are doing the cognitive lift.

**Desired 90-day Outcome:** Revised 3/4/22: By the end of the third 90-day cycle, the Master Teacher will be collaboratively working with all teachers on development of differentiated pathways of instruction leading all students to lesson understanding during the collaborative lesson planning time using the lesson alignment quality checklist tool from Texas Instructional Leadership..

**District Actions:** DCSI is supporting the principal with weekly principal support calls. The DCSI has also established a plan with ESC 19 TIL team to support the new principal in ensuring that lesson alignment feedback and support for teachers remains a priority. DCSI will also continue to conduct C&I support calls to address any upcoming challenges and provide ongoing coaching with action steps to the principal.

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

**Why or why not?:** Because of a change in leadership, the Master Teacher became the principal and this 90 day outcome was completed but by the principal. We feel strongly that our student performance shows that the work done by the principal in this case was effective and we did meet our 90 day outcome.

**Did you achieve your annual outcome? Why or why not?:** Yes. Leadership was able to meet the annual outcome with the support of TIL Lesson Alignment tools, site visits, practice labs, and coaching support by both Master Teacher and principal.

Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> Provide Principal necessary practice/"at-bats" in differentiation and support needed to develop quality plans. This will be coordinated as a part of previous TIL Action Coaching (now Observation and Feedback) waterfall, and support with special populations staff at the campus.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson plan alignment between lesson objective and exit ticket and demonstrated pathways to achieve mastery for all students.</p> <p><b>Person(s) Responsible:</b> DCSI and Principal</p> <p><b>Resources Needed:</b> TIL Action Coaching resources previously implemented and TIL Lesson Alignment resources.</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 4, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> June 3, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> Master Teacher Monthly C&amp;I Meeting led by DCSI via Zoom.</p> <p><b>Evidence Used to Determine Progress:</b> Agenda and summary notes from the meeting.</p> <p><b>Person(s) Responsible:</b> DCSI</p> <p><b>Resources Needed:</b> Videoconferencing facilities and TIL Observation &amp; Feedback resources</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 4, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> June 3, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> None</p>
Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> Principal will work collaboratively with content teachers to develop differentiated pathways of instruction that move students to mastery of lesson objective as evidenced by mastery of student exit tickets.</p> <p><b>Evidence Used to Determine Progress:</b> Coaching session scripts and lesson plan development.</p> <p><b>Person(s) Responsible:</b> DCSI and Principal</p> <p><b>Resources Needed:</b> TIL resources and special population resources from campus and central office</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 4, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> June 3, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Yes</p>

Step 4 Details	Formative Reviews
<p><b>Action Step 4:</b> Added from TEA Feedback: Principal will collect weekly samples of student performance on exit tickets to analyze success in the differentiated pathways of instruction in the collaborative planning time and PLC.</p> <p><b>Evidence Used to Determine Progress:</b> Sample of daily exit tickets each week.</p> <p><b>Person(s) Responsible:</b> DCSI and Principal</p> <p><b>Resources Needed:</b> TIL Lesson Alignment resources, lesson plans, and copy of exit ticket student performance</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 4, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> June 3, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Yes</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** The challenges that will be faced during this 90 day cycle will be the fact that the Master Teacher who was primarily responsible for implementing the system is now the Principal at the TPHS El Paso East campus. The previous principal at the campus unexpectedly left from one day to the next and so the transition has been a challenge. Keep a priority on lesson planning while transitioning into the principal role will be a huge challenge.

**What specific action steps address these challenges?:** DCSI is supporting the principal with weekly principal support calls. The DCSI has also established a plan with ESC 19 TIL team to support the new principal in ensuring that lesson alignment feedback and support for teachers remains a priority. DCSI will also continue to conduct C&I support calls to address any upcoming challenges and provide ongoing coaching with action steps to the principal.

## Cycle 4 - (Jun – Aug)

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

#### **Implementation Level:** Planning for Implementation

**Rationale:** TPHS El Paso East Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment tool, to determine that the assessment calendar does not demonstrate scheduled times for reteach, no scope and sequence was observed, and all the components for high quality instructional materials are not present including high quality assessments aligned to the rigor of the standard, essential questions, and differentiated pathways for diverse learners. It is also noted that teachers reported inconsistent lesson plan feedback with very little detail or action steps. Finally, there is no identified HQIM for content areas. If the campus selects and implements high quality instructional materials and provide ongoing coaching and support to teachers in using the materials, the campus will achieve full implementation on the key practice for Effective Schools Framework Lever 4. This will also continue to improve student outcomes for the campus.

#### **Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** TPHS El Paso East campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area Lesson Alignment (LA) and Formative Assessment (FO). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Master Teacher on Formative Assessment. There will also be a refresher training on Lesson Alignment conducted in the Summer 2022. Ongoing implementation support will be provided to the DCSI, Principal, and Master Teacher to ensure implementation of Lesson Alignment and Formative Assessment. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 19 and TPHS El Paso East have a Lesson Alignment and Formative Assessment implementation plan addressing the training schedule, coaching component, and on-site visit support and feedback touchpoints.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Texas Instructional Leadership Lesson Alignment and Formative Assessment focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 19 agreement. Once the agreement is signed, district and campus leadership will attend three days of face-to-face TIL Data Driven Instruction training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Formative Assessment processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Parent engagement opportunities include surveys, parent-student-teacher conferences (twice per semester), and through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of work that students will engage in is clearly understanding of exemplars and success criteria when working on standards and daily objectives.

**Desired Annual Outcome:** By May 2023, 100% of campus instructional leaders will review lesson plans and provide feedback on a bi-weekly basis to ensure high-quality instructional materials are being implemented with fidelity, alignment to the scope and sequence, and expected level of rigor.

**District Commitment Theory of Action:** If the district policies support the effective use of standards-aligned, high quality instructional materials, assessments, and actionable feedback then campus leaders will have high quality instructional materials for teachers and instructional leaders will be able to consistently implement review and feedback of lesson plans to teachers prior to instructional delivery.

**Desired 90-day Outcome:** By the end of August 2022, DCSI along with the Campus Leadership Team will have all selected high quality instructional materials available for teachers (print and online access) with completed teacher and leader professional development prior to the first day of instruction.

**District Actions:** District staff will ensure that options for high quality instructional materials are provided to the campuses along with samples and materials for evaluation based on ESF framework. DCSI will facilitate any vendor presentations and will facilitate the meeting on selecting the appropriate materials for all core content areas. Finally, DCSI and central office staff will work together to ensure purchase of materials are prompt and professional development is scheduled for all core content teachers prior to the

first day of instruction.

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

**Why or why not?:**

Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> Campus will select and purchase the high quality instructional materials for mathematics, English Language Arts, science, and social studies.</p> <p><b>Evidence Used to Determine Progress:</b> Completed purchase orders and all high quality instructional materials are available at the campus and online resources are available.</p> <p><b>Person(s) Responsible:</b> DCSI &amp; Principal</p> <p><b>Resources Needed:</b> TPHS Finance Team processing of purchase orders, DCSI &amp; Principal contact with Vendors.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> Schedule and deliver 3 days of face-to-face Ms. Hilda May "Math Made Easy" Algebra I instructional strategy professional development to math teachers. (July 6, 7, and 8)</p> <p><b>Evidence Used to Determine Progress:</b> Completed training by all math teachers teaching Algebra I.</p> <p><b>Person(s) Responsible:</b> DCSI &amp; Principal</p> <p><b>Resources Needed:</b> Vendor: Ms. Hilda May, Math Made Easy, training location, travel accommodations, and training materials.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> Schedule a 2 day face-to-face professional development for math teachers on the Carnegie Math System &amp; Mathia program including scope and sequence and quality assessments. (Time frame is July 2022 based on vendor)</p> <p><b>Evidence Used to Determine Progress:</b> Completion of training by Carnegie Math Solutions.</p> <p><b>Person(s) Responsible:</b> DCSI/Principal</p> <p><b>Resources Needed:</b> Vendor: Carnegie Learning Solutions, training location, travel accommodations, and training supplies and materials.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 4 Details	Formative Reviews
<p><b>Action Step 4:</b> Schedule a 2 day face-to-face professional development for ELA teachers on the Odell English Language Arts program including scope and sequence and quality assessments. (Time frame is July 2022 based on vendor)</p> <p><b>Evidence Used to Determine Progress:</b> Completion of training by Odell English Language Arts program.</p> <p><b>Person(s) Responsible:</b> DCSI and Principal</p> <p><b>Resources Needed:</b> Vendor: Odell, training location, travel accommodations, and training supplies and materials.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 5 Details	Formative Reviews
<p><b>Action Step 5:</b> Schedule a 1 day virtual professional development for science and social studies teachers on the selected HQIM program including scope and sequence and quality assessments. (Time frame is July 2022 based on vendor)</p> <p><b>Evidence Used to Determine Progress:</b> Completed virtual training for science and social studies teachers.</p> <p><b>Person(s) Responsible:</b> DCSI/Principal</p> <p><b>Resources Needed:</b> HQIM Selected Vendors and technology resources.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Potential challenges include the following: scheduling professional development prior to the first day of instruction based on other training needed for STAAR Redesign, and Texas Instructional Leadership Observation & Feedback training (TIL OF) and with vendor access and time availability. Finally, ensuring that print materials and online access is available to teachers prior to professional development. An additional challenge is a new principal for the campus.

**What specific action steps address these challenges?:** Action Steps 1, 2, 3, 4, and 5 all address potential challenges.

## Cycle 4 - (Jun – Aug)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

#### **Implementation Level:** Planning for Implementation

**Rationale:** TPHS El Paso East Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment tool, to determine that training and ongoing support on HQIM is a plan of action currently in place at the instructional leadership level to enhance research-based teaching practices and critical thinking skills. If the campus implements a system of observing and providing teachers feedback on instructional practices regarding campus instructional leaders providing 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 then the campus will more effectively move student outcomes forward and the campus will achieve full implementation on the key practice for Effective Schools Framework Lever 5.1. This will also continue to improve student outcomes for the campus.

#### **Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** TPHS El Paso East campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Observation & Feedback (OF), Lesson Alignment (LA), and new module of Formative Assessment (FA). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Campus Instructional Officer for TIL Observation & Feedback module. TPHS El Paso west will continue to implement TIL Lesson Alignment from 2021-2022 academic year and will refine Observation and Feedback systems based on the TIL Principal Action Steps document. Consistent monitoring of TIL Observation & Feedback and Lesson Alignment implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL Formative Assessment module. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 19 and TPHS El Paso East have a Lesson Alignment and Formative Assessment implementation plan addressing the training schedule, coaching component, and on-site visit support and feedback touchpoints.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Texas Instructional Leadership Formative Assessment and the continuation of Lesson Alignment and Observation & Feedback focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 19 agreement. Once the agreement is signed, district and campus leadership will attend three days of face-to-face TIL Formative Assessment training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Formative Assessment processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Parent engagement opportunities include surveys, parent-student-teacher conferences (twice per semester), and through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of work that students will engage in is clearly understanding of exemplars and success criteria when working on standards and daily objectives.

**Desired Annual Outcome:** By May 2021, the principal or Master Teacher will be providing weekly coaching through weekly observation and feedback system with action steps to teachers using the TIL Observation and Feedback cycles focusing on effectively using the selected high quality instructional materials to improve teaching practices and promote critical thinking.

**District Commitment Theory of Action:** If the District provides opportunities for ongoing support and coaching of the campus leaders then the campus leaders will be provided with a foundation and a plan in which to implement TIP focused interventions and strategies; to ensure adequate planning, implementation, and monitoring systems to ensure campus performance success.

**Desired 90-day Outcome:** By the end of August 2022, DCSI, Principal, and Campus Leadership Team will have completed three (3) days of TIL Formative Assessment professional development and a prepared Observation & Feedback roll out plan to address ongoing coaching and support of to improve teaching practices and promote critical thinking.



**District Actions:** District staff will ensure that contracts for ESC 19 TIL Formative Assessment contact is signed and that the initial training is calendared and conducted during this 90-day cycle. Also, DCSI will conduct bimonthly meetings with Principal to assist in any barriers that are being experienced. DCSI will ensure that there is a share Google Drive and Google Calendar so that monitoring of activities can be efficiently and effectively managed. Finally, DCSI will have ongoing communication between Campus Instructional Officer monthly via Zoom. and Principal bi-weekly via Zoom.

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

**Why or why not?:**

Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> DCSI, Principal, Campus Instructional Officer and Campus Leadership Team will attend Texas Instructional Leadership Formative Assessment training provided by the ESC 19 TIL team in the beginning of August 2022.</p> <p><b>Evidence Used to Determine Progress:</b> Completed training certificates for all identified staff members.</p> <p><b>Person(s) Responsible:</b> DCSI &amp; Principal</p> <p><b>Resources Needed:</b> Signed Agreement with ESC 19 TIL Team</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> Establish procedures and protocols to implement observation and feedback cycles system by leadership (Principal and Master Teacher) to ensure implementation of HQIM.</p> <p><b>Evidence Used to Determine Progress:</b> Written procedures and protocols to implement observation and feedback system.</p> <p><b>Person(s) Responsible:</b> DCSI and Principal</p> <p><b>Resources Needed:</b> TIL Observation and Feedback Resources</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> Calendar TIL Observation and Feedback and Formative Assessment practice labs, "at-bat" practices, coaching cycles, and implementation site-visits for the 2022-2023 academic year.</p> <p><b>Evidence Used to Determine Progress:</b> Completed 2022-2023 Instructional Calendar</p> <p><b>Person(s) Responsible:</b> DCSI and Principal</p> <p><b>Resources Needed:</b> 2022-2023 Approved TPHS Laredo District Calendar and Region 19 TIL Team Support</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 4 Details	Formative Reviews
<p><b>Action Step 4:</b> Ongoing virtual (Zoom) meetings with Principal and Master Teachers to review training, identify challenges/barriers, and plan next steps. Meetings will be bi-weekly for the Principal and monthly for the Master Teachers.</p> <p><b>Evidence Used to Determine Progress:</b> Meeting agenda and minutes of meeting.</p> <p><b>Person(s) Responsible:</b> DCSI</p> <p><b>Resources Needed:</b> Zoom Meetings, calendared dates, DDI resources from training.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Potential challenges include the following: Adhering to the calendar that is established for TIL Formative Assessment professional development in August 2022. Also support for Lesson Alignment refresher in July 2022. Supporting campus instructional leaders on calendaring and managing weekly observation and feedback cycles and the continuation of Lesson Alignment and Formative Assessment protocols/systems. Assisting instructional leaders (Principal & Campus Master Teacher) in creating and managing campus specific instructional focus calendar to meet all the areas will be essential. An additional challenge is a new principal for the campus.

**What specific action steps address these challenges?:** Action steps 1, 2, 3, 4 and 5 all address potential challenges.

# Campus Instructional Leadership Team

Committee Role	Name	Position
Paraprofessional	Alena Van Houten	PEIMS
Paraprofessional	Becky Donas	District PEIMS
Paraprofessional	Jorge Bustos	Attendance Officer
Classroom Teacher	Ines Estorga	Teacher ELA
Classroom Teacher	Frances Silva	Special Education
Classroom Teacher	Sylvia Trillo	Teacher Science
Classroom Teacher	Irma Garcia	Teacher Math
Master Teacher	Sarah Luna	Master Teacher EL
District-level Professional	Scott Carothers	DCSI/Instructional Officer

# Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	2	Substitutes & Extra Duty Pay to Support PLC		\$7,568.00
1	1	5	Substitutes and Extra Duty Pay		\$1,500.00
1	2	1	Campus Specific Master Teacher Stipend		\$12,625.00
1	2	3	Hiring of an Additional Instructional Assistant (Paraprofessional)		\$30,294.00
Sub-Total					\$51,987.00
Budgeted Budget Object Code Amount					\$51,987.00
+/- Difference					\$0.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	TIL LAFA Contract w/ESC 1		\$10,000.00
1	2	4	Math Made Easy Contract		\$4,940.00
1	2	5	Howard Payne University Contact for Dual Credit		\$10,000.00
Sub-Total					\$24,940.00
Budgeted Budget Object Code Amount					\$24,940.00
+/- Difference					\$0.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials		\$1,000.00
1	1	3	Supplies & Materials		\$2,000.00
1	1	4	Supplies and Materials		\$1,427.00
1	1	6	Supplies and Materials		\$1,000.00
1	2	2	Classroom Supplies, Materials & Resources		\$4,000.00
Sub-Total					\$9,427.00
Budgeted Budget Object Code Amount					\$9,427.00
+/- Difference					\$0.00

6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	Staff Travel for Professional Development		\$1,000.00
1	1	4	Staff Travel to Professional Development		\$1,000.00
1	2	2	Travel for Professional Development		\$3,682.00
Sub-Total					\$5,682.00
Budgeted Budget Object Code Amount					\$5,682.00
+/- Difference					\$0.00
Grand Total Budgeted					\$92,036.00
Grand Total Spent					\$92,036.00
+/- Difference					\$0.00

Student Data																	
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments									
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	
1. Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	63	67	98	Other	50	50	Interim Assessment	60	56	75
			All	All	Reading	Meets	STAAR	30	44	98	Other	25	26	Interim Assessment	35	35	50
			All	All	Reading	Masters	STAAR	2	8	98	Other	2	0	Interim Assessment	6	0	15
			All	All	Mathematics	Approaches	STAAR	93	100	89	Other	75	33	Interim Assessment	80	25	100
			All	All	Mathematics	Meets	STAAR	43	83	89	Other	45	0	Interim Assessment	50	0	85
			All	All	Mathematics	Masters	STAAR	7	33	89	Other	15	0	Interim Assessment	25	0	35
			All	All	Science	Approaches	STAAR	89	92	100	Other	70	22	Interim Assessment	85	78	100
			All	All	Science	Meets	STAAR	33	67	100	Other	50	0	Interim Assessment	60	13	75
			All	All	Science	Masters	STAAR	6	17	100	Other	8	0	Interim Assessment	15	4	20
			All	All	Social Studies	Approaches	STAAR	100	77	91	Other	60	82	Interim Assessment	75	77	100
			All	All	Social Studies	Meets	STAAR	77	45	91	Other	20	31	Interim Assessment	45	48	65
			All	All	Social Studies	Masters	STAAR	15	19	91	Other	10	15	Interim Assessment	19	14	25
2. Closing the Gaps	Focus 1	ELA	All	ELL	Reading	N/A	STAAR	9	17	98	Interim Assessment	17	22	Interim Assessment	35	35	50
	Focus 2	Graduation Rate Status	All	All Students	All	N/A	Graduation Rate	64	57	100	Other	70	55	Other	70	85	70
	Focus 3	School Quality/College & Career Readiness	All	All Students	All	N/A	Graduation Rate	16	16	100	Other	36	16	Other	36	72	36

# Addendums

# **2021-2022 Academic Performance Goals**

## **TPHS El Paso East**

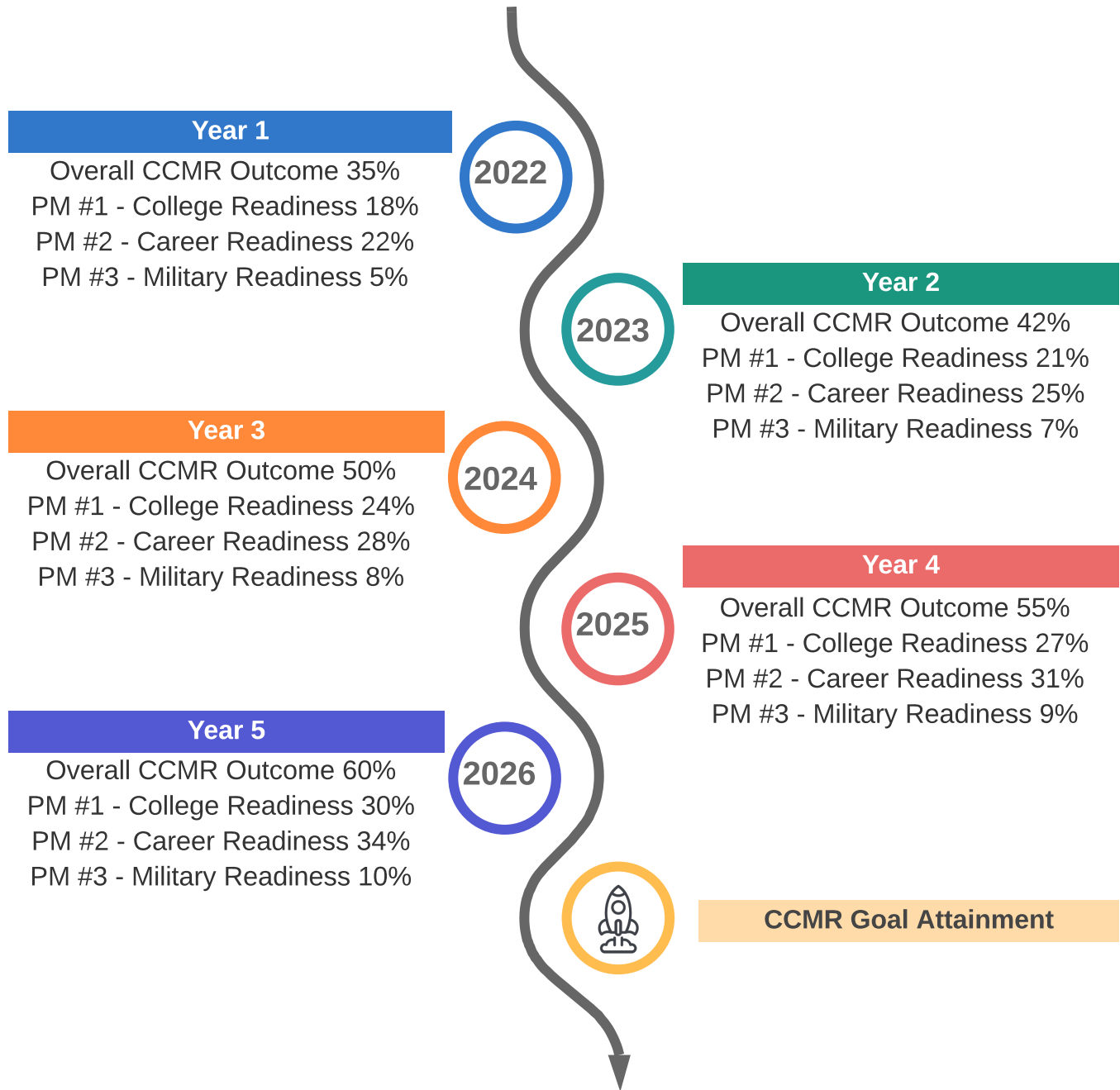
1. TPHS El Paso East ELA student performance will achieve 50% in the “meets” or above passing standard for All Students, Eco Dis, EL, and Hispanic subgroups on the 2021-2022 STAAR English I and English II assessments.
2. TPHS El Paso East Algebra I student performance will achieve 70% in the “meets” or above passing standard for All Students, Eco Dis, EL, and Hispanic subgroups on the 2021-2022 STAAR Algebra I assessments.
3. TPHS El Paso East Biology student performance will achieve 70% in the “meets” or above passing standard for All Students, Eco Dis, EL, and Hispanic subgroups on the 2021-2022 STAAR Biology assessment.
4. TPHS El Paso US History student performance will achieve 70% in the “meets” category and 50% in the "masters" category for All Students, Eco Dis, EL, and Hispanic subgroups on the 2021-2022 STAAR US History assessment.



# Triumph Public High Schools Rio Grande Valley

## Board Approved CCMR Targets

Charter Holder Board Approved | August 7, 2021



Targets above are established for the following student populations for both the district and individual campuses:

PM =  
Progress  
Measure

All Students  
Hispanic  
Economically Disadvantaged  
Limited English Proficient/English Learner  
Special Education  
Continuously & Non-Continuously Enrolled



Serving the Educational Communities of El Paso & Hudspeth Counties

6611 Boeing Drive  
El Paso, Texas 79925-1010  
[www.esc19.net](http://www.esc19.net)

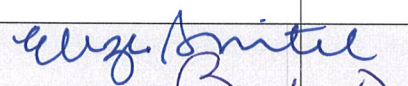
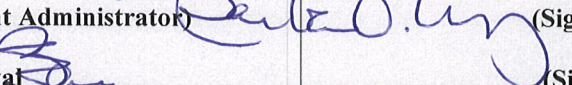
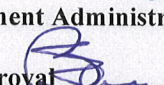
(915) 780-1919  
FAX: (915) 780-6537

## Checklist for Developing New Professional Staff Development/New Services (ADM-F004.2)

<b>ESC Department/Program:</b> Leadership & Accountability		
<b>Name of service requestor:</b> Scott Carothers, Assistant Superintendent, Triumph PHS		
<b>Contact information:</b> scott.carothers@triumphpublicschools.org -210-227-5673		
Step	Category	Planning Activity
<b>1</b> Review Request for Service (Input)	<b>Needs Determination</b>	<b>Input sources identified:</b> <i>Describe customer need and process used to determine need (data, grant, local/state/federal requirements, etc.) – attach associated documents as appropriate.</i> <b>Triumph Public High Schools will engage in Lesson Alignment &amp; Formative Assessment as a continuation of the implementation of the Texas Instructional Leadership (TIL) Program. TIL is a capacity builder activity on their Targeted Improvement Plan.</b>
	<b>Audience</b>	<b>Describe projected audience.</b> Both districts' sites, East & West Campuses will be participating in LAFA. The following principal supervisor Scott Carothers is included in this checklist (List name(s):14 participants (see attachment)
	<b>Staffing</b>	<b>Describe staffing:</b> <i>ESC-R19 staff delivery of professional development/service.</i> Yes      No, if no indicate desired staffing requirements: <b>YES</b>
	<b>Special Needs</b>	<b>Indicate special requirements</b> (materials, equipment, e-learning, etc.) None
	<b>Completion of planning verification (planner)</b> <i>Luza Simental</i> (Signature) <i>8/3/21</i> (Date)	
	<b>Approval (department administrator)</b> <i>Barbara D. Amador</i> (Signature) (Date)	
<b>Not approved:</b> (Indicate reason and procedure for notifying organizational contact person)		
<b>2</b> Develop the Design	<b>Category</b>	<b>Design Activity</b> (Attach documents as needed)
	<b>Objectives</b>	<b>Summarize objectives of the professional development event/service to be provided:</b>  <b>Lesson Alignment/Formative Assessment (LAFA)</b> is a training designed to support campus and district leaders as they engage with best practices for designing effective daily lesson plans and formative assessments as well as effective strategies on unpacking standards and for monitoring and providing feedback to teachers. Leaders are trained to plan for and assess student learning by answering the following questions: What are students supposed to be learning? How do I know student are learning? In addition, leaders are trained how to guide their teachers to craft rigorous and aligned daily and weekly assessments that will support analysis of student mastery and gaps, and how to coach their teachers to master the skills of assessment writing and analysis to ensure their continuous improvement in designing formative assessments. Different forms of formative assessments will be reviewed and how to design an effective aggressive monitoring plan to ensure positive student outcomes will be addressed. The training is founded in the practices and principles in Bambrick-Santoyo's <i>Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools</i> .

Content/Nature of Services	Describe professional content to be delivered (topic, concepts, etc.)/services to be provided:				
	Face-to-Face	Topic	Audience	Location	
	<u>Date:</u> July 26, 2021 (½ day)	Pre-Meeting	Principal Supervisor, Principal(s)	Region 19/ Virtual (Dependent on COVID19 situation)	
	<u>Dates:</u> August 3-Day 1 August 4-Day 2 8:30-4:00	Base Content	Principal Supervisor, Principal/Campus Team (ESC TIL Coach)		
	August 19-PS/P ½ Day	Skill Building Customized Support	PS/Principals		
	Sept. 28-Day 3 8:30-4:00 <u>Lab LA-</u> Oct. 29  (6 days-3-LA/3-FA 2 half days for PS-½ - LA/ ½ FA 2 Practice Labs)	Base Content	Principal Supervisor, Principal/Campus Team (ESC TIL Coach)		
	Implementation Support	Topic	Audience	Location	
	<u>Dates TBD</u> 8:30-4:30 4 days 2/LA- 2/FA	Gathering evidence & skill building	Principal Supervisor, Principal, (ESC TIL Coach)	Region 19/ Virtual (Dependent on COVID19 situation)	
	One-on-One Coaching	Topic	Audience	Location	
	<u>Dates TBD</u> 8:30-4:30 4 days 2/LA – 2/FA	Coaching sessions for Principal Supervisor	Principal Supervisor, (ESC TIL Coach)	Region 19/ Virtual (Dependent on COVID19 situation)	
	<b>Expectations for TIL Support;</b> *The Principal & Principal Supervisor is required to attend all face-to-face trainings with their campus team to ensure fidelity to the training and program. If the Principal Supervisor or Principal is not available, the training will be rescheduled for entire team at a later time. *Review and use of ESF Diagnostics if available during Pre-Meeting. *Completion of Readiness Assessment during Pre-Meeting to gather additional data. *Adhere to the Evidence Collection & Submission Responsibilities for District/Campus. *Pre-work will be assigned to participants to support the implementation of TIL Content. *Fidelity of TIL Implementation (3 pillars; SiNiDi; Video recordings; scripts, role playing) will be adhered to. *Periodic check-ins will be conducted to support TIL Implementation.				



	<b>Resources</b>	<b>Identify resources:</b> Room – cost and capacity, planning time, printed materials, equipment, advertising, software, etc: <b>Books:</b> <b>Lesson Alignment/Formative Assessment:</b> <u>Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools(8@\$30=\$240.00)</u> <u>LA &amp; FA Participant Binder(14@\$100.=\$1,400.00)</u>
	<b>Staff</b>	<b>Describe staff (internal or external) who will deliver the professional development/service:</b> Sessions will be facilitated by ESC 19 TIL Coaches
	<b>Financial Information</b>	<b>Amount:</b> <b>District-</b> \$10,500.00 -Principal Supervisor plus \$100.00 for LA &FA Participant Guide  <b>Campuses:</b> \$7,900.00 -Team of 14 (see list attached)  <b>Materials-LA &amp; FA Participant Guide</b> \$1,400.00 -Books: 8 LL 2.0 -\$240.00  <b>Total=\$20,440.00</b> <b>Responsible Party:</b> Triumph Public High Schools District-East & West Campuses
	<b>Review</b>	<b>Design reviewed with requesting organization to verify design (customer contact or document review)</b>
<b>3 Review Design</b>	<b>Change</b>	<b>Changes/revisions to design made, if needed – summarize changes</b>
	<b>Validation</b>	<b>Design approved by appropriate administrator and/or customer/client</b>
	<b>Completion of design (planner)</b>  (Signature) (Date) <u>8/3/21</u>	
	<b>Approval/agreement (Department Administrator)</b>  (Signature) (Date)	
	<b>Requesting Organization Approval</b>  (Signature) (Date) <b>(One copy forwarded to requesting organization; one copy for department files)</b>	

01/08/2018

ADM-F004.2

Page 1 of 1

<b>4 Implement Design (Output)</b>	<b>Event Registration</b>	<b>Professional development activity is required to be registered</b> with Events Management and participant registration arranged through Click & Learn. Provide Click & Learn Event #:
	<b>Contract</b>	<b>Contract and other forms completed</b> (if outside consultant used)
	<b>Advertise</b>	<b>Advertisement prepared</b> (if appropriate)
	<b>Resources</b>	<b>Supplies and equipment secured; handouts and power points arranged/developed/obtained</b>
	<b>Implement</b>	<b>Activity/service completed</b>
	<b>Completion of design implementation (planner)</b> _____ (Signature) _____ (Date)	
<b>5 Assess Design</b>	<b>Evaluate</b>	<b>Evaluation administered and reviewed</b>
<b>6 Review</b>	<b>Review Data</b>	<b>Review of event/service conducted</b> by consultant/staff to determine improvements, continuance or discontinuance of the activity

<b>7 Implement Change</b>	<b>Identify Changes</b>	<b>Indicate changes made, if any</b> (attach records of changes made)
<b>8 Maintain Records</b>	<b>Records</b>	<b>All process records (input, design, review, output, assessment, and change) maintained in a binder/folder</b>
<b>9 Document Change</b>	<b>Approve Change (only if changes have been made)</b>	<p><b>Design and Development Change Verification (process)</b> - design and development output meets design and development inputs as verified throughout the design process</p> <p>Verification by Consultant: _____ Date: _____</p> <p><b>Design and Development Change Validation</b> – completed professional staff development design meets the requirements for the specified purpose</p> <p>Validation by Managing Administrator: _____ Date: _____</p> <p>Validation by Requestor (if applicable): _____ Date: _____</p>

Triumph Public High Schools El Paso  
Campus: El Paso East and West

## Targeted Improvement Plan December 17, 2021 Artifact Submission

In the artifact submission, the Observation Tool is used and is completed by Master Teacher and/or Principal. Also included are tools utilized by ESC 19 staff and DCSI on a recent implementation site-visit.

Because the campuses are small, all classes are co-taught with the other campus, so one tool would represent a class one both the East and West campus.

I look forward to discussing this artifact at our upcoming call.

Biology

Teacher *Trillo/waldrop*

Date: *Nov. 18*

Course: *Biology*

TEKS

**B.4B The student is expected to investigate and explain cellular processes, including homeostasis and transport of molecules**

Beginning (10 mins)

Bellwork:

1. What are the 3 types of Osmosis?
2. Draw a picture of each above and explain what is happening.

Objective (10 mins)

We will learn how to identify the different types of osmosis.

I will learn how to identify and explain the different types of osmosis by investigating in an osmosis lab experiment.

Ido (10 mins)

The teacher will show a short PowerPoint on osmosis.

Wedo (10 mins)

The students will identify the different types of Osmosis when given a picture or description.

You do (10 mins)

The students will complete their Osmosis Lab (part 2)

Assessment (10 mins)

Exit ticket:

1. What type of osmosis is the following picture is below.





2. Explain in detail what is happening in the picture above.

#### Exemplar Answer

**Hypertonic:** When there is more solute outside the cell and the water is going out causing the cell to shrink.

**Hypotonic:** When there is more solute inside the cell and the water is going in causing the cell to increase in size.

**Isotonic:** When there is the same amount of solute inside and outside of the cell causing the water to go in and out at the same amount.

1. Understand that the water will go where more solute is present. If there is more solute inside the cell, the water will go inside causing it to get bigger (hypotonic).

2. Understand if there is more solute outside then the water will go out in that direction. The cell will shrink causing it to be a hypertonic solution.

3. Understand if there is the same amount of solute inside and outside, the water will be in equal amount going in and out. This will be a isotonic solution.

Chemistry

Teacher

Date:

Course:

TEKS

C5.B The student understands the historical development of the Periodic Table and can apply its predictive power.

Students are expected to: (B) identify and explain the properties of chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, using the Periodic Table

(All TEKS up to date)

Beginning  
(10 mins)

Bell Ringer:

Please take out your review sheet and study for 10 minutes.

Objective  
(10 mins)

Students will complete their 2nd benchmark of the 2nd 9 weeks.

## Observation Tool: Lesson Alignment

Teacher Name Sylvia Trillo & Elizabeth Waldrop(R) Date & Time 11/18/2021 9:08 AM

Today's Lesson Objective: We will learn how to identify the different types of osmosis. (posted)

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		Lesson plan is attached.
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)	✓		
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item	✓		
Aligns to ideal exit ticket response	✓		
Illuminates work done to solve problem	✓		
Contains evidence of all success criteria		✓	
<b>Success Criteria</b>			
Observable in the student's response		✓	No evidence of success criteria on the lesson plan or during the lesson.
Lists the qualities that must be present in the student response		✓	
Student friendly language		✓	
Aligns to the objective and exemplar response		✓	
Does not state steps for completing task		✓	
<b>Exit Ticket</b>			
Assesses what is most important	✓		Copy of exit ticket is provided.
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand	✓		

Varied in level of rigor: to help assess the depth of understanding	✓		
Able to be completed independently	✓		
<b>Content/Lesson Activities</b>			
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		

Action Step:

## Plans for Thursday, November 18, 2021

By: Stephanie Espinosa

### English III

#### Learning Standards:

[Integrated] Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.[5]

[Integrated] use text evidence and original commentary to support an appropriate response;[C]

[Integrated] respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;[H]

[Integrated] reflect on and adjust responses when valid evidence warrants; and[I]

Teacher: ESPINOSA  
11/18/21

Date:  
Course: ENG 3/4

#### TEKS

(5) Response skills: listening, speaking, reading, and writing using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(C) use text evidence to support an appropriate response;

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;

(I) reflect on and adjust responses as new evidence is presented.

Beginning (10 mins)

WARM UP: College Prep

Objective (10 mins)

OBJECTIVE: We will share our responses to the Diving Deeper Questions by providing our answers, evidence, and connections.

I do (10 mins)

I will model how to share your responses to the Diving Deeper Questions.

We do (10 mins)

We will identify which answers you will share with the class.

You do (10 mins)



You will share your response to the diving deeper question that you were assigned by first saying "I will answer question number \_\_\_\_, which asks, \_\_\_\_?", then share my response without saying the headings.

Assessment (10 mins)

EXIT TICKET: I will read my response to question number 3 out loud, stating my answer, my evidence, and the connection I made between the two.

Exemplar Answer

"I will answer question number one, which asks, 'What was the author's purpose for including the flashback?'"

"I believe that the author's purpose for including the flashback was to give readers a look into how heavy the promise that Mrs. Drover made with the soldier was and how it has weighed down on her over last 25 years. For example, the text states, 'Her movements as Mrs. Drover were circumscribed, and she dismissed any idea that they were still watched.' This shows that while Mrs. Drover tried to move on with her life by getting married and having children, she always felt as if she was being watched by her ex-fiance."

---

English II

Teacher

Date:

Course:

TEKS

Beginning (10 mins)

## Observation Tool: Lesson Alignment

Teacher Name Ines Estorga (R)/Andrea Lopez Date & Time 11/18/21 9:40 AM

Today's Lesson Objective: We will be able to connect the author's purpose and the theme of the poem.

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective		✓	Was not measureable.
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)	✓		
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item	✓		
Aligns to ideal exit ticket response	✓		
Illuminates work done to solve problem	✓		
Contains evidence of all success criteria	✓		
<b>Success Criteria</b>			
Observable in the student's response		✓	No evidence of success criteria seen during observation or on the lesson plan.
Lists the qualities that must be present in the student response		✓	
Student friendly language		✓	
Aligns to the objective and exemplar response		✓	
Does not state steps for completing task		✓	
<b>Exit Ticket</b>			
Assesses what is most important		✓	Exit ticket that was identified did not meet the criteria established for an exit ticket. This was more like a really awesome instructional activity.
Aligned to the objective and upcoming assessment		✓	
Short and sweet: feasible to grade before the next school day		✓	
Varied in format: gives a complete picture of what students understand		✓	

Varied in level of rigor: to help assess the depth of understanding		✓	
Able to be completed independently		✓	
<b>Content/Lesson Activities</b>			
Do the general content and structure of lesson activities align to the objective and exit ticket?		✓	The lesson activities were great but the items that was identified as an exit ticket is really just another lesson activity. Overall lesson activities were strong but no real exit ticket to compare to.

Action Step:

NOTE: There was a bit of confusion on the lesson objective. On the projected screen it listed the objective that I wrote on the top of this LA review. However on the lesson plan there was a different lesson objective.

LP Objective: We will share our responses to the Diving Deeper Questions by providing our answers, evidence, and connection.

During the observaton it seemed as if the LP Objective was an actual lesson strategy.



# Observation Tool: Lesson Alignment

2nd 9 wks  
final review

Teacher Name Liano

Date & Time 12-13-21 / 10:00am

Today's Lesson Objective: Student will be able to pass the 2nd 9 wks final and 2nd 9 wks with a 70 or higher.

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
Lesson Objectives			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		exit ticket
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)		✓	Can't be determined.
Exemplar Response			
Demonstrates full mastery of the assessment item			no exemplar provided.
Aligns to ideal exit ticket response			
Illuminates work done to solve problem			
Contains evidence of all success criteria			
Success Criteria			
Observable in the student's response			NO Success criteria listed
Lists the qualities that must be present in the student response			
Student friendly language			
Aligns to the objective and exemplar response			
Does not state steps for completing task			
Exit Ticket			
Assesses what is most important	✓		addresses where students have questions
Aligned to the objective and upcoming assessment	✓		9 wks final
Short and sweet: feasible to grade before the next school day	✓		5 minutes on timer
Varied in format: gives a complete picture of what students understand	✓		graphic organizer addresses 3 aspects
Varied in level of rigor: to help assess the depth of understanding	✓		

Reflect and Respond



Able to be completed independently	✓		
Content/Lesson Activities			
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		Yes. Review for 2nd 9 wks final.

Action Step:

- 1.1 - standards and alignment
- 1.2 - data and assessment
- 1.3 - knowledge of students
- 1.4 - activities -
- 2.1 - delivering expectations
- 2.2 - content knowledge and expertise
- 2.3 - Communication
- 2.4 - differentiation
- 2.5 - monitor and adjust
- 3.1 - Classroom environment, routines, procedures
- 3.2 - managing student behavior
- 3.3 - Classroom culture
- 4.1 - professional demeanor and ethics
- 4.2 - goal setting
- 4.3 - professional development
- 4.4 - school community involvement

16 dimensions

whole class reset

my thoughts and responses

Questions I have

Thoughts I want to share



## Observation Tool: Lesson Alignment

Teacher Name Liano/De La Cruz Date & Time October 22, 2021 / 10:00 am

Today's Lesson Objective: The student is expected to identify the causes of WWI and reasons for U.S. Entry [4C]

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
Lesson Objectives			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)			<u>can't be determined</u>
Exemplar Response			
Demonstrates full mastery of the assessment item	✓		<u>short response covering class material</u>
Aligns to ideal exit ticket response	✓		
Illuminates work done to solve problem	✓		
Contains evidence of all success criteria	✓		
Success Criteria			
Observable in the student's response	✓		
Lists the qualities that must be present in the student response	✓		
Student friendly language	✓		
Aligns to the objective and exemplar response	✓		
Does not state steps for completing task	✓		<u>I would <sup>suggest</sup> always add use correct spelling and punctuation</u>
Exit Ticket			
Assesses what is most important	✓		<u>directly assesses what was covered in class</u>
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand		✓	<u>not today, but it's been done before</u>

Varied in level of rigor to help assess the depth of understanding	✓		
Able to be completed independently	✓		short 2-3 minutes.
Content/Lesson Activities			
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		

Action Step:

would adding an extra step in your success suggest criteria for written response exit tickets

- use correct spelling, capitalization, and punctuation



## Observation Tool: Lesson Alignment

Teacher Name I Rina Garcia Date & Time 11/15 12:50 - 9:05

Today's Lesson Objective: Graphing linear functions

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)	✓		
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item		✓	
Aligns to ideal exit ticket response		✓	
Illuminates work done to solve problem		✓	
Contains evidence of all success criteria		✓	
<b>Success Criteria</b>			
Observable in the student's response		✓	
Lists the qualities that must be present in the student response		✓	
Student friendly language		✓	
Aligns to the objective and exemplar response		✓	
Does not state steps for completing task		✓	
<b>Exit Ticket</b>			
Assesses what is most important	✓		
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand		✓	



Varied in level of rigor: to help assess the depth of understanding	✓		
Able to be completed independently	✓		
<b>Content/Lesson Activities</b>			
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		

Action Step:

*NO Evidence of Exemplar Please submit w/  
Exemplar*





## Observation Tool: Lesson Alignment

Teacher Name Luis A. Linares Date & Time November 1-2 11:05-12:05

Today's Lesson Objective: write formally in 11th form sequence

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)	✓		
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item	✓		
Aligns to ideal exit ticket response	✓		
Illuminates work done to solve problem	✓		
Contains evidence of all success criteria		✓	
<b>Success Criteria</b>			
Observable in the student's response	✓		
Lists the qualities that must be present in the student response	✓		
Student friendly language	✓		
Aligns to the objective and exemplar response	✓		
Does not state steps for completing task		✓	
<b>Exit Ticket</b>			
Assesses what is most important	✓		
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand	✓		

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Varied in level of rigor: to help assess the depth of understanding	✓		
Able to be completed independently	✓		
Content/Lesson Activities			
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		

Action Step: Ensure that exemplar has steps for completing task both on paper & calculator menu keys on TI nspire

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## Observation Tool: Lesson Alignment

Teacher Name Mrs Garcia Date & Time 10/18 - 10/22

Today's Lesson Objective: Finding Solutions and making Predictions

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)	✓		
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item	✓		
Aligns to ideal exit ticket response	✓		
Illuminates work done to solve problem	✓		
Contains evidence of all success criteria	✓		
<b>Success Criteria</b>			
Observable in the student's response	✓		
Lists the qualities that must be present in the student response	✓		
Student friendly language	✓		
Aligns to the objective and exemplar response	✓		
Does not state steps for completing task	✓		
<b>Exit Ticket</b>			
Assesses what is most important	✓		
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand	✓		

Handwritten notes at the top of the page, possibly a title or header.

Date		Description		Amount	
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Varied in level of rigor: to help assess the depth of understanding	✓		
Able to be completed independently	✓		
Content/Lesson Activities			
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		

Action Step: *Explanis Attached and completed by teacher & mas may*

13. The above is a copy of the original  
which is in the possession of the  
author.



## Observation Tool: Lesson Alignment

Teacher Name Mrs J. Garcia Date & Time 9/28-30 11:05-12:05

Today's Lesson Objective: Compare slope & y intercept of two equations

### Lesson Plan Review

Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)	✓		
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item	✓		
Aligns to ideal exit ticket response	✓		
Illuminates work done to solve problem	✓		
Contains evidence of all success criteria	✓		
<b>Success Criteria</b>			
Observable in the student's response	✓		<u>Verbal response from SPED &amp; EBL</u>
Lists the qualities that must be present in the student response	✓		
Student friendly language	✓		
Aligns to the objective and exemplar response	✓		
Does not state steps for completing task	✓		
<b>Exit Ticket</b>			
Assesses what is most important	✓		
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand	✓		



Varied in level of rigor: to help assess the depth of understanding	✓		
Able to be completed independently	✓		
<b>Content/Lesson Activities</b>			
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		

Action Step: *Exemplar attached*



## Course Lesson Plans

Teacher: Irma Garcia

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College Prep Math - Friday, November 12, 2021

Teacher

Date:

Course:

TEKS

8.1 graphing and Writing Linear Functions

Beginning (10 mins)

Bell Work:

Objective (10 mins)

We will: write the equation of a line using function notation.

I will: use point slope formula to write the equation of a line from given data.

I do (10 mins)

- lesson will introduce the use of slope
- lesson will introduce the use of the point slope formula
- lesson will introduce new vocabulary terms.
- lesson will introduce the connection between slope intercept form and point slope form.

We do (10 mins)

- lesson will have sample problems on using the point slope formula with given slope and given point.
- lesson will have sample problems on getting the slope from a graph and two points.

You do (10 mins)

- students will practice on finding the slope of two points
- students will practice on using the point slope formula
- students will practice on writing a linear equation

Assessment (10 mins)

Exit Ticket: Explain the process of using the point slope formula  
Explain the process of finding slope

Exemplar Answer

Students should have a step by step instruction on finding the slope of a line from given points and utilizing it to find the slope intercept form of a linear equation.



## Observation Tool: Lesson Alignment

Teacher Name Garcia/Chavez/Ordier Date & Time 11-15-21 / 11:00am

Today's Lesson Objective: we will use testing strategies to complete the STAAR released exam.

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)			can't be determined, only data available is that these students previously failed STAAR Hg 1.
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item		✓	not visible on lesson plan
Aligns to ideal exit ticket response		✓	
Illuminates work done to solve problem		✓	
Contains evidence of all success criteria		✓	
<b>Success Criteria</b>			
Observable in the student's response		✓	not visible on lesson plan
Lists the qualities that must be present in the student response		✓	
Student friendly language		✓	
Aligns to the objective and exemplar response		✓	
Does not state steps for completing task		✓	
<b>Exit Ticket</b>			
Assesses what is most important	✓		exit ticket does target strategies
Aligned to the objective and upcoming assessment	✓		but teacher clarity needed
Short and sweet: feasible to grade before the next school day	✓		"name the strategy" activity
Varied in format: gives a complete picture of what students understand	✓		written response.



Varied in level of rigor: to help assess the depth of understanding	✓		
Able to be completed independently	✓		
Content/Lesson Activities			
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		vocab bell ringer lesson presentation "I do" <del>exit</del> ticket

Action Step:

provide success criteria and exemplar for students.

\* feedback based only on lesson plans \*  
did not observe  
instruction for this day.



## Observation Tool: Lesson Alignment

Teacher Name Espinoza/Estorga Date & Time November 29, 2021/8:00am

Today's Lesson Objective: We will make inferences about the text to answer questions, provide textual evidence to support our answers, & explain the connection between our answers and the quote we selected.

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		inferencing - session 3
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)		✓	Can't be determined - this is session 3 of shared inquiry.
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item	✓		exemplar response has: answer evidence connection
Aligns to ideal exit ticket response	✓		
Illuminates work done to solve problem	✓		
Contains evidence of all success criteria	✓		
<b>Success Criteria</b>			
Observable in the student's response	✓		Success criteria found in "I do" and "we do"
Lists the qualities that must be present in the student response	✓		
Student friendly language	✓		
Aligns to the objective and exemplar response	✓		
Does not state steps for completing task	✓		
<b>Exit Ticket</b>			
Assesses what is most important	✓		inferencing to answer deep dive questions
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand		✓	not seen today



Varied in level of rigor: to help assess the depth of understanding	✓		
Able to be completed independently	✓		
Content/Lesson Activities			
Do the general content and structure of lesson activities align to the objective and exit ticket?			<i>"I do" modeling how to answer deep dive questions</i> <i>"we do" answering a question together with class</i> <i>→ exit ticket / "you do"</i>

Action Step:

*Shorten the objective into student friendly language with the "highest leverage" goal/student expectation*

*Exp: students will make inferences to answer <sup>text</sup> questions and explain their <sup>the</sup> connections to their evidence provided.*



## Observation Tool: Lesson Alignment

Teacher Name Trish Waldrop Date & Time Dec. 6, 2021 / 11:00 am

Today's Lesson Objective: we will learn how to identify the structure of a virus and a cell.

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)		✓	<u>can't be determined</u>
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item	✓		
Aligns to ideal exit ticket response	✓		
Illuminates work done to solve problem	✓		
Contains evidence of all success criteria		✓	<u>teacher clarity on success criteria</u>
<b>Success Criteria</b>			
Observable in the student's response	✓		
Lists the qualities that must be present in the student response	✓		
Student friendly language	✓		
Aligns to the objective and exemplar response	✓		
Does not state steps for completing task	✓		<u>I would suggest adding more actions for success criteria. "Students will list 5 items each for viruses and cells." needed!</u>
<b>Exit Ticket</b>			
Assesses what is most important	✓		
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand	✓		<u>written response: list</u>

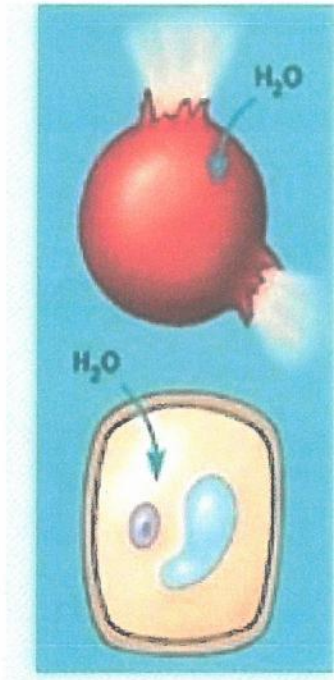


Varied in level of rigor: to help assess the depth of understanding	✓	
Able to be completed independently	✓	
Content/Lesson Activities		
Do the general content and structure of lesson activities align to the objective and exit ticket?		I do - PPT we do - <del>double bubble map</del> identity pic of you do - <del>double bubble</del> diff structures map map vine/cell

Action Step: Clarity on exit ticket directions.

## Osmosis lab Exit ticket Part 2

1. What type of osmosis is the following picture is below.



2. Explain in detail what is happening in the picture above.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Gummy Bear Lab

**Purpose:** To investigate the movement of water by measuring the change in size of a gummy bear.

**Background:** Gummy bears are made of gelatin and sugar. Diffusion is the movement of materials from an area of high concentration to an area of low concentration. Osmosis is the diffusion of water. We will be using gummy bears to model osmosis and diffusion.



**Materials:** 2 gummy bears, 2 small Dixie cups, distilled water, salt, ruler, scale, marker

### Procedure (Day 1)

1. Gather your materials- put your names or initials on your cups. Label one cup "#1: pure water" and the other cup "#2: salt water."
2. Measure your bear (in cm) from top to bottom (height), from side to side (length), and from front to back (width). Record these measurements in your data table.
3. Put at least 1 teaspoon of salt in the "salt water" cup. Then fill with water halfway to two-thirds full. Stir gently. Fill the cup labeled "pure water" with pure water.
4. Place the cups in the designated area for 24 hours.

### Hypothesis # 1

Explain what you think will happen to the bear in cup #1 labeled "pure water" and explain WHY:

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### Hypothesis #2

Explain what you think will happen to the bear in cup #2 labeled "salt water" and explain WHY:

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**DAY 1: BEFORE SOAKING IN WATER, BEFORE SOAKING IN SALT WATER**

Cup	Condition	Color	Length (cm)	Width (cm)	Height (cm)	Volume (cm <sup>3</sup> )
Cup #1 water						
Cup #2 Salt water						

**Procedure (Day 2)**

5. CAREFULLY scoop out your bears after 24 hours has passed using a spoon.
6. Gently place your bear on a paper towel.
7. Gently measure the length, width, and height and record in your data table.
8. Calculate the volume of each bear on Day 2.

**DAY 2: AFTER SOAKING IN SALT WATER**

Cup	Condition	Color	Length (cm)	Width (cm)	Height (cm)	Volume (cm <sup>3</sup> )
Cup #1 Water						
Cup #2 Salt water						

**Conclusions**

1. Compare your Hypothesis # 1 to the results. Do you completely reject or accept your hypothesis? Why or why not?

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2. Using what you know about osmosis, explain what happened to the gummy bear that was in pure water.

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3. Compare your Hypothesis #2 to the results. Do you reject or accept your hypothesis? Why or why not?

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4. Using what you know about osmosis, explain what happened to the gummy bear that was in salt water.

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Please use the vocabulary words below to help fill in the blanks.

**Hypotonic, Hypertonic, isotonic**

5. The gummy bear in cup #1 (water) was submerged into a \_\_\_\_\_ environment because \_\_\_\_\_.
6. The gummy bear in cup #2 (salt water) was submerged into a \_\_\_\_\_ environment because \_\_\_\_\_.





Mon	Tue	Wed	Thu	Fri
29	30	1	2	3
		Office 1pm - Chavez/Geom	Office	Office
6	7	8	9	10
Office 10am - Liano: Econ/Gov't/USH	Office 11am - Espinosa/Read/Eng 2 1:20pm - Estorga/Eng 1	Office	Office 11am - Meeting w/S. Luna 1pm - Monthly: Campus C&I	Office
13	14	15	16	17
Office 8:15am - Melendez: Eng 1, Cr 9am - Estorga: Eng 2/Read 10am - Liano: USH 11:15am - Meeting w/Luna 4	Office	Office	Office	Office
20	21	22	23	24
Office	Office	Office	Office	Office
27	28	29	30	31
Office	Office	Office	Office	Office

Mon	Tue	Wed	Thu	Fri
27	28	29	30	31
Office	Office	Office	Office	Office
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Office	Lesson Plan Review: all teachers			
	Office	Office	Office	Office
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Office	Office	Office	Office	Office
8:15am - 30 Minute	2pm - Feedback: Melendez	8am - Observation:	8am - #1067: TELPAS and	
9am - Observation: Melendez	3pm - Feedback: Espinosa	10am - Observation: De La	12:45pm - Feedback: De La	
10:30am - Observation:			1pm - Monthly: Campus C&I	
			3pm - Feedback:	
17	18	19	20	21
HOLIDAY	Office	Office	Office	Office
Office	10am - Observation: Liano	12:30pm - Feedback: Liano	11am - Observation: Trillo 4th	2pm - Feedback: Trillo 8/10
11am - Meeting w/Sarah Luna	4pm - Observation: Waldrop	1:30pm - Feedback: Waldrop		
2pm - PD Mondays! --				
24	25	26	27	28
Office	Office	Office	Office	Office
7am - PLC WEEK	4pm - Public Meeting for	8am - Walk-through:	8am - #1061: EL PD:	4pm - Walk-through: Trillo
8:30am - Walk-through:	4pm - Walk-through: Waldrop	10am - Walk-through:	12pm - Initial Planning for HB	
9:30am - Walk-through: Liano			2pm - PD Mondays! --	
11am - Walk-through:			3:30pm - Walk-through: Trillo	
1pm - STAR 360/TELPAS				
31	1	2	3	4
Office	Office	Office	Office	Office
2pm - Feedback: Espinosa			8:30am - El Paso West	8:30am - 30 Minute
2pm - PD Mondays! --			9:30am - El Paso West	
3pm - Feedback: Melendez				
4:15pm - Meeting of the				



Mon	Tue	Wed	Thu	Fri
31	1	2	3	4
Office	Office	Office	Office	Office
2pm - Feedback: Espinosa			8:30am - El Paso West	8:30am - 30 Minute
2pm - PD Mondays! --			9:30am - El Paso West	
3pm - Feedback: Melendez				
4:15pm - Meeting of the				
7	8	9	10	11
Office	Office	Office	Office	Office
9am - Observation:	10am - Observation: Estorga	11am - Observation:	1pm - Monthly: Campus C&I	4pm - Lesson Plan Feedback:
11am - Walk-through: Trillo-	2pm - Walk-through debrief:	4pm - Walk-through:	2pm - Walk-through Debrief:	4:30pm - Lesson Plan
	3pm - Feedback:		3pm - Feedback: Espinosa-	
14	15	16	17	18
Office	Office	Office	Office	Office
11am - Observation:	12pm - CCMR/Accountability	9am - Observation:	9am - Dalia Olivas Interview	8:30am - LAFA Meeting with
	2pm - Lesson Plan Feedback:	1pm - H4545 Meeting	10am - Javier Arauz Interview	10am - Virginia Munoz
	3pm - Feedback: Espinosa-	2pm - Lesson Plan Feedback:	3pm - Feedback:	12:30pm - Lesson Plan
21	22	23	24	25
Office	ELA PLC	Office	Office	Office
9am - Lillian Garcia-	Office	9am - Counseling Institute @	11am - Raquel Arellano-	6:50am - Flight# WN0441
10am - Alexis Swope-	PLC WEEK	10am - Walk-through: Liano-	12pm - Interview- Miriam	12:15pm - PRINCIPALS OPEN
2pm - Ryan Van Buren	12pm - Bryana Delgado	11am - Observation:	1pm - Walk-through Debrief:	3:20pm - Flight to Houston
3pm - PD Mondays! --		12pm - Stefani Perez Torres	2:30pm - Feedback: Espinosa-	6:15pm - Flight to San
		1pm - Samantha Rascon		
		2pm - STAAR Redesign		
28	1	2	3	4
Office				

## Observation Tool: Lesson Alignment

Teacher Name Tracy Waldrop Date & Time Dec. 6, 2021 / 11:00 am

Today's Lesson Objective: we will learn how to identify the structure of a virus and a cell.

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)		✓	can't be determined
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item	✓		
Aligns to ideal exit ticket response	✓		
Illuminates work done to solve problem	✓		
Contains evidence of all success criteria		✓	teacher clarity on success criteria
<b>Success Criteria</b>			
Observable in the student's response	✓		I would suggest adding
Lists the qualities that must be present in the student response	✓		more actions for success criteria.
Student friendly language	✓		Students will list 5 items each
Aligns to the objective and exemplar response	✓		for viruses and cells."
Does not state steps for completing task	✓		needed!
<b>Exit Ticket</b>			
Assesses what is most important	✓		
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand	✓		written response: list



## Observation Tool: Lesson Alignment

Teacher Name Ms. Stephanie Espinosa Date & Time 1-7-2022

Today's Lesson Objective: we will review Ms. Espinosa's classroom rules and procedures then share our goals for this 3rd 9 wks.

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
Lesson Objectives			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)		✓	
Exemplar Response			
Demonstrates full mastery of the assessment item	✓		
Aligns to ideal exit ticket response	✓		
Illuminates work done to solve problem	✓		<u>Steps that need to be taken</u>
Contains evidence of all success criteria	✓		
Success Criteria			
Observable in the student's response	✓		<u>Complete sentences, spelling, grammar,</u>
Lists the qualities that must be present in the student response	✓		<u>capitalization</u>
Student friendly language	✓		<u>yes! in the exemplar!</u>
Aligns to the objective and exemplar response	✓		
Does not state steps for completing task	✓		
Exit Ticket			
Assesses what is most important	✓		<u>vision board</u>
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand		✓	<u>all one format - written response</u>
Varied in level of rigor: to help assess the depth of understanding	✓		

Able to be completed independently	✓		
Content/Lesson Activities			
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		all activities have aligned to objective

Action Step: for future reference — varied formats for exit tickets.



## Observation Tool: Lesson Alignment

Teacher Name Ms. Liano Date & Time 1-7-2022

Today's Lesson Objective: The student will understand and be able to effectively follow policies/procedures for the school and my class.

### Lesson Plan Review

Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		<u>campus/classroom rules &amp; procedures</u>
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)		✓	

### Exemplar Response

Demonstrates full mastery of the assessment item		✓	<u>no exemplar provided in lesson plan</u> <u>* not observed - only looked at lesson plans.</u>
Aligns to ideal exit ticket response		✓	
Illuminates work done to solve problem		✓	
Contains evidence of all success criteria		✓	

### Success Criteria

Observable in the student's response	✓		<u>verbal response</u>
Lists the qualities that must be present in the student response	✓		
Student friendly language	✓		
Aligns to the objective and exemplar response	✓		
Does not state steps for completing task	✓		

### Exit Ticket

Assesses what is most important	✓		<u>policies and procedures</u>
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand	✓		
Varied in level of rigor: to help assess the depth of understanding	✓		



Able to be completed independently	✓		
Content/Lesson Activities			
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		

Action Step: *always include, or always try to include the exemplar. The success criteria takes care of itself so long as there's an exemplar.*

Policy

preparing me as a student

1. —————>

↓

5.

Cause & effect thinking map?

You fill out the first one and that can become your exemplar/success criteria.

## Observation Tool: Lesson Alignment

Teacher Name Mr. Chavez Date & Time 1-7-2022

Today's Lesson Objective: we will learn to solve linear equations using mathematical process of letters to left = numbers to right.

### Lesson Plan Review

Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		<u>solving linear equations</u>
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)		✓	

### Exemplar Response

Demonstrates full mastery of the assessment item	✓		<u>I do portion of lesson, we do portion too</u>
Aligns to ideal exit ticket response	✓		
Illuminates work done to solve problem	✓		
Contains evidence of all success criteria	✓		

### Success Criteria

Observable in the student's response	✓		<u>Students see steps twice during I do, we do</u>
Lists the qualities that must be present in the student response	✓		
Student friendly language	✓		
Aligns to the objective and exemplar response	✓		
Does not state steps for completing task	✓		

### Exit Ticket

Assesses what is most important	✓		<u>hits objective of solving linear equations</u>
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand		✓	<u>solving one variable equations using mathematical process. Looks</u>
Varied in level of rigor: to help assess the depth of understanding	✓		

Able to be completed independently	✓		
Content/Lesson Activities			
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		

Action Step:

Do you provide students w/ mc questions as part of their exit ticket?  
 early exposure to what test questions look like.



## Observation Tool: Lesson Alignment

Teacher Name Mr. Bordier Date & Time 1-7-2022

Today's Lesson Objective: we will master how to solve system of equations by elimination.

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)		✓	
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item	✓		<u>I do, we do</u>
Aligns to ideal exit ticket response	✓		
Illuminates work done to solve problem	✓		<u>(include a problem on your lesson plans)</u>
Contains evidence of all success criteria	✓		
<b>Success Criteria</b>			
Observable in the student's response	✓		
Lists the qualities that must be present in the student response	✓		
Student friendly language	✓		
Aligns to the objective and exemplar response	✓		
Does not state steps for completing task		✓	
<b>Exit Ticket</b> <u>at least one</u>			
Assesses what is most important		✓	<u>include problem on lesson plans</u>
Aligned to the objective and upcoming assessment		✓	<u>plans</u>
Short and sweet: feasible to grade before the next school day		✓	
Varied in format: gives a complete picture of what students understand		✓	<u>* no evidence based on</u>
Varied in level of rigor: to help assess the depth of understanding		✓	<u>lesson plans alone*</u>

Able to be completed independently		✓	
Content/Lesson Activities			
Do the general content and structure of lesson activities align to the objective and exit ticket?		✓	Everything is aligned right up until exit ticket.

Action Step:

include examples of problems in your lesson plans as well as an exemplar not part of an attachment.



## Observation Tool: Lesson Alignment

Teacher Name Mrs. Estanga Date & Time 1-7-2022

Today's Lesson Objective: we will follow policies and procedures.

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)		✓	first week of 3rd 9 wks period
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item	✓		Great exemplar for kids to see! ☺
Aligns to ideal exit ticket response	✓		
Illuminates work done to solve problem	✓		
Contains evidence of all success criteria	✓		
<b>Success Criteria</b>			
Observable in the student's response	✓		
Lists the qualities that must be present in the student response	✓		
Student friendly language	✓		
Aligns to the objective and exemplar response	✓		
Does not state steps for completing task	✓		
<b>Exit Ticket</b>			
Assesses what is most important	✓		
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand	✓		
Varied in level of rigor: to help assess the depth of understanding	✓		

Able to be completed independently	✓	trifold completed by individual students
Content/Lesson Activities		
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓	

Action Step: *Great lesson plans!*

## Observation Tool: Lesson Alignment

Teacher Name Ms. Lopez Date & Time 1-7-2022

Today's Lesson Objective: We will follow policies and procedures.

### Lesson Plan Review

Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)		✓	
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item			
Aligns to ideal exit ticket response			
Illuminates work done to solve problem			
Contains evidence of all success criteria			
<b>Success Criteria</b>			
Observable in the student's response			
Lists the qualities that must be present in the student response			
Student friendly language			
Aligns to the objective and exemplar response			
Does not state steps for completing task			
<b>Exit Ticket</b>			
Assesses what is most important	✓		
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand	✓		
Varied in level of rigor: to help assess the depth of understanding	✓		



Able to be completed independently	✓		
Content/Lesson Activities			
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		

Action Step:

Include the "I do," "we do" in your framing of the lesson. That will help me in understanding/observing your exemplar & success criteria

!!

I went beyond the first day and they're all identified! so reminding. Great job, Mr. Lopez!

## Observation Tool: Lesson Alignment

Teacher Name Ms. Thillo Date & Time 1-7-2022

Today's Lesson Objective: we will learn how to describe the policies and procedures of the classroom.

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)		✓	
<b>Exemplar Response</b>			
Demonstrates full mastery of the assessment item			
Aligns to ideal exit ticket response			
Illuminates work done to solve problem			
Contains evidence of all success criteria			
<b>Success Criteria</b>			
Observable in the student's response			
Lists the qualities that must be present in the student response			
Student friendly language			
Aligns to the objective and exemplar response			
Does not state steps for completing task			
<b>Exit Ticket</b>			
Assesses what is most important	✓		assesses policies and procedures.
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand	✓		
Varied in level of rigor: to help assess the depth of understanding	✓		

Able to be completed independently	✓	
Content/Lesson Activities		
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓	Great job! 😊 it's ok to

Action Step: Even though answers can vary, include your own so students can have an example to go off of.

One <sup>rule</sup> policy I learned in class today was that I need to be to in class on time. Another <sup>rule</sup> policy I learned was that I'm not allowed to use my cellphone in class.

- complete sentences
- correct spelling, capitalization, punctuation



## Observation Tool: Lesson Alignment

Teacher Name Mrs. Waldrop Date & Time 1-7-2022

Today's Lesson Objective: We will learn how to describe the policies and procedures of the classroom.

### Lesson Plan Review

Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
<b>Lesson Objectives</b>			
Rigorous: complexity matches the standards, SE, and STAAR questions	✓		
Manageable: can be taught in one day	✓		
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective	✓		
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)		✓	

### Exemplar Response

Demonstrates full mastery of the assessment item			
Aligns to ideal exit ticket response			
Illuminates work done to solve problem			
Contains evidence of all success criteria			

### Success Criteria

Observable in the student's response			
Lists the qualities that must be present in the student response			
Student friendly language			
Aligns to the objective and exemplar response			
Does not state steps for completing task			

### Exit Ticket

Assesses what is most important	✓		
Aligned to the objective and upcoming assessment	✓		
Short and sweet: feasible to grade before the next school day	✓		
Varied in format: gives a complete picture of what students understand	✓		
Varied in level of rigor: to help assess the depth of understanding	✓		

Able to be completed independently	✓	
Content/Lesson Activities		
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓	Great job!

Action Step: Even though answers can vary, it's OK to include your own so students can have an example to go off of.

rule

One policy I learned in class today was that I need to be on time. A second rule I learned was that I'm not allowed to use my cellphone in class.

- complete sentences
- correct spelling, capitalization, punctuation



## GIVING EFFECTIVE FEEDBACK:

**See It. Name It. Do It.**

### Waldrop

<b>Prepare</b>  During Observation	<b>Prepare</b>
	<ul style="list-style-type: none"><li>• Have your tools in hand:<ul style="list-style-type: none"><li>◦ Get Better Faster Scope &amp; Sequence, teacher lesson plan, video tool, observation tracker</li></ul></li><li>• Select the highest leverage, measurable, bite-sized action step (lesson planning/framing the lesson/modeling)</li><li>• Plan your feedback while observing:</li><li>• Fill out planning template<ul style="list-style-type: none"><li>◦ Videotape while you observe: mark the time stamps in your planning template</li></ul></li></ul>
	<b>See the Success:</b> <ul style="list-style-type: none"><li>• "We set a goal on 1-18-22 for me to come into your classroom and observe. I have always been able to see the strength in the structure of your lessons themselves. Without fail there is always a bellwork, so students know what to expect upon entering. Your classroom procedures remain constant and that helps with overall structure. I also wanted to add the way you handle participation of students. I enjoyed the way you went back and forth between both campuses to make sure that all students were engaged and participating.</li><li>• How does the same structure for each class impact students?</li><li>• How does the structure of your lessons make for optimal learning?</li><li>• I observed your 12th period the levels of organization.</li><li>• What do you believe made the lesson for your 4th period successful?</li><li>• What was the impact you were hoping to achieve and do you think you reached it?</li></ul>

<b>See It</b> 2-8 mins	<b>: Success, Model, &amp; Gap</b>
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**See It**

2-8 mins

**See the Model:**

- Narrow the focus: "Today, I want to dive into the rigor trajectory and focus a bit on aiding our special pops just a little more.
- What effect will using sentence stems have on language learners if it remains consistent?
- In the class I observed, there were many possible opportunities for students to use sentence stems.
- A staple feature of your lessons is that they remain true to the same components which leaves room for incorporating something small in your lessons that can go a long way.

- Prompt the teacher to list the lesson activities:

**"See It: What were some activities you did during your lesson?"**

**-bellwork**

**-objective**

**-identify I do, we do, you do, exit ticket**

**-Slides**

**-review sheet/questions**

**-sticky notes**

**See the Gap:**

- "What is the gap, or an area in your lesson activities that we can highlight to increase its effectiveness for students to practice the language, or what's otherwise considered the ELPS (at both campuses)? read, write, speak, listen/academic language

<b>Name It</b>  2 mins.	<b>Action Step: What &amp; How</b>
	<p><b>Name the Action Step:</b></p> <ul style="list-style-type: none"> <li>• "Based on what we discussed today, what do you think your action step should be?"</li> </ul> <p><b>Punch It:</b></p> <ul style="list-style-type: none"> <li>• "So your action step today is by using sentence stems during bellworks for each class period. We see that a little can go a long way."</li> </ul> <p>Have teacher restate the action step; then write it down</p>
<b>Do It</b>  Rest of Meeting	<b>Plan, Practice, &amp; Follow Up</b>

## Do It

Rest of  
Meeting

### Plan Before Practice:

- Script the changes into upcoming lesson plans
  - "Where would be a good place to implement this in your upcoming lessons?"
  - "What are actions you need to take to see an increase in more practice of the language?"
  - "Take three minutes to write up your plan."
- Push to make the plan more precise and more detailed
  - "Now that you've made your initial plan, [state student behavior/response that will possibly be challenging]?"
- (If struggling to make a strong plan) Model for the teacher and debrief:
  - "Let's take a look at the bellwork from yesterday." Your first question was "What is the formula for photosynthesis?"
  - A sentence stem for this would very simply look like this: "The formula for photosynthesis is \_\_\_\_\_."
  - Tiffany, can you read what you've written down for your answer to question #1 of the bellwork?
  - "What effect does this have for students?"
  -
- Perfect the plan
  - "Those three steps look great. Let's add \_\_\_\_\_ to your [script/lesson plan]."

### Practice:

- Round 1: "Let's Practice" or "Let's take it live."
    - Ok, Mrs Waldrop. You try. Use the second question to yesterday's bellwork.
- 
- Additional Rounds: master it while adding complexity:
    - "Let's try that again, but this time I will be [student x who is slightly more challenging]."
  - (Once mastered) Lock it in:

- "How did what we practice meet or enhance the action step we named?"
- "Where did our practice fall short or meet the exemplar at the start of the meeting?"

#### **Follow Up:**

- Plan for real-time feedback:
  - Agree on a predetermined cue for the next observation:
- Set dates—both teacher and leader write them down:
  - **Completed Materials:** when teacher will complete revised lesson plan/materials.
  - **Observation:** when you'll observe the teacher
    - "When would be best time to observe your implementation of this?"
    - "When I review your plans, I'll look for pre-set codes and an exemplar."
    - (Newer teacher): "I'll come in tomorrow and look for this technique."
- **(When valuable) Teacher Observes Master Teacher:** when they'll observe master teacher in classroom or via video implementing the action step
- **(When valuable) Self-Video:** when you'll tape teacher to debrief in future meeting

# Biology Bell Ringer Thursday 01/27/22

Make sure to write in complete sentences and use the sentence starters as guidance!

sarah.luna@triumphpublicschools.org [Switch account](#)



Your email will be recorded when you submit this form

**\* Required**

Make sure to write in complete sentences and use the sentence starters as guidance!

What are 3 difference between prokaryotes and eukaryotes. Sentence Starter: "Three differences between prokaryotes and eukaryotes are \_\_\_\_\_."

Your answer

How are they similar to each other? Sentence Starter: "A similarity between eukaryotes and prokaryotes is \_\_\_\_\_."

Your answer

Submit

Clear form

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## Google Forms



1-31-2022

## GIVING EFFECTIVE FEEDBACK:

See It. Name It. Do It.

Espinosa

	Prepare
<p><b>Prepare</b></p> <p>During Observation</p>	<ul style="list-style-type: none"> <li>• Have your tools in hand:             <ul style="list-style-type: none"> <li>◦ Get Better Faster Scope &amp; Sequence, teacher lesson plan, video tool, observation tracker</li> </ul> </li> <li>• Select the highest leverage, measurable, bite-sized action step</li> <li>• Plan your feedback while observing:</li> <li>• Fill out planning template             <ul style="list-style-type: none"> <li>◦ Videotape while you observe: mark the time stamps in your planning template</li> </ul> </li> </ul>
	<p><b>See the Success:</b></p> <ul style="list-style-type: none"> <li>• "We set a goal on 1-24-2022 for me to come into your classroom and observe a lesson. There were several great moments in the lesson. Starting with posting the objective to identifying the I do, We do, You do, and then lastly letting students know what the exit ticket would look like, are all solid examples. I was also pleased to see that you conducted a lap as part of aggressive monitoring when you said, "I'm going to walk around and I want to see everyone's assignment on the screen." (0:33 sec mark on second video recording)</li> <li>• I went into your 4th period in which your objective was to "analyze the author's use of literary devices like diction and syntax to identify the tone of a poem."</li> <li>• "What made your lesson successful?" — <i>going over tone list pos, neg, neutral</i></li> <li>• What was the impact of spending the time to make sure you received a response from everyone in class when it came to thinking about the tone for <b>Gate A-4</b>? You specifically said, "I'm going to go down the line and ask you for the positive</li> </ul>



— always participation,  
quick assessment,  
explain/clarify

## See It

2-8 mins

tone word you've chosen." Plus, you have given them a time of about 3 minutes to choose a tone word and begin sharing.

- What does such strong engagement/accountability do for students?

pay attention, not just talk  
when asked, makes them

: **Success, Model, & Gap**

think, what answer might be.

## See It

2-8 mins

### See the Model:

- Narrow the focus: "Today, I want to dive into the rigor trajectory and focus a bit on using evidence from the text to support answers.
- Prompt the teacher to list the lesson activities:

**"See It: What were some activities you did during your lesson?"**

-objective and exit ticket identified

-proceeded into the I do, We do, You do

- exit ticket (not observed)

*prepares to learn to identify tone signal words series as a review series in intro -STAAR.*

What effect did these lesson activities have on your class and lesson as a whole?

(no right or wrong answer, let's just generate discussion about activities)

### See the Gap:

- "What is the gap, or an area of instruction/lesson activities that we might be able to elevate, so that it becomes more effective? For example, if we think back to the point in your lesson where you are asking students to select a tone word from the list you provided, what could have been an area to highlight to increase the effectiveness of identifying a tone for the text **Gate A-4**?
- Students were all choosing a tone word from the list and that's great. What would have cemented their own assertions? (5:50 on second video for choosing tone word) (7:45, "Was she really cheerful?") (10:22, optimistic) (10:50, "try to refer to something in the story....what part of the story...")
- Shared Inquiry and the STAAR test heavily challenges and tests complex inferences. Getting students to practice this constantly is where we can strengthen that skill.



<p><b>Name It</b></p> <p>2 mins</p>	<p><b>Action Step: What &amp; How</b></p> <p><b>Name the Action Step:</b></p> <ul style="list-style-type: none"> <li>• "Based on what we discussed today and the snippets of your lesson that we saw, what do you think your action step should be?" <b>Begin asking students to provide evidence from the text to cement their own assertions about why the tone of the text is the certain word they chose.</b></li> <li>• What are the key steps to take to close the gap and achieve this action step?" <b>ask students what their explanation, use to gauge understanding.</b></li> </ul> <p><b>Punch It:</b></p> <ul style="list-style-type: none"> <li>• <b>"So your action step today is</b></li> </ul> <p>Have teacher restate the action step; then write it down</p>
<p><b>Do It</b></p> <p>Rest of Meeting</p>	<p><b>Plan, Practice, &amp; Follow Up</b></p>

*Identify a piece of text that supports their answer. quote from text.*

*ask students what their explanation, use to gauge understanding. better to average*

## Do It

Rest of  
Meeting

### Plan Before Practice:

- Script the changes into upcoming lesson plans
  - "Where would be a good place to implement this in your upcoming lessons?" *session 3, focus question*
  - "What are all the actions you need to take to see an increase in student engagement in students?" *→ marking the text*
  - "Take three minutes to write up your plan."
- Push to make the plan more precise and more detailed
  - "What prompts will you use with students that we can practice today to ensure student engagement opportunities?"
  - "Now that you've made your initial plan, [state student behavior/response that will possibly be challenging]?" *no*
- (If struggling to make a strong plan) Model for the teacher and debrief:
  - "Watch what I do and say as I model walking around and marking papers." "What do you notice about how I did that without talking?"
- Perfect the plan
  - "Those three steps look great. Let's add \_\_\_\_\_ to your [script/lesson plan]."

### Practice:

- Round 1: "Let's Practice" or "Let's take it live."
  - Mrs. Espinosa, I think that the tone of Gate A-4 is compassionate.
  - Really, Cesar. Can you go back into the text and let me know where you can find evidence to support your answer?
  - The tone of Gate A-4 is compassionate because the women can understand where the other is coming from. For instance, when the Arabic woman offers mamool cookies to everyone, the narrator says, "not a single woman declined one. It was like a sacrament. The traveler from Argentina, the mom from California,

*say yes!*

*4th*

*next week*

*question marking the text Wednesday/Thursday*



the lovely woman from Laredo—we were all covered with the same powdered sugar. And smiling. There is no better cookie.”

○

○ **You try. Repeat until the practice is successful.**

- Additional Rounds: master it while adding complexity:
  - “Let’s try that again, but this time I will be [student x who is slightly more challenging].”
- (Once mastered) Lock it in:
  - “How did what we practice meet or enhance the action step we named?”
  - “Where did our practice fall short or meet the exemplar at the start of the meeting?”

#### **Follow Up:**

- Plan for real-time feedback:
  - Agree on a predetermined cue for the next observation: “When joining your google classroom, I will observe your intentional probing non responsive students. If I see you struggling I will raise my hand in the google classroom
- Set dates—both teacher and leader write them down:
  - **Completed Materials:** when teacher will complete revised lesson plan/materials.
  - **Observation:** when you’ll observe the teacher
    - “When would be best time to observe your implementation of this?”
    - “When I review your plans, I’ll look for pre-set codes and an exemplar.”
    - (Newer teacher): “I’ll come in tomorrow and look for this technique.”
- **(When valuable) Teacher Observes Master Teacher:** when they’ll observe master teacher in classroom or via video implementing the action step
- **(When valuable) Self-Video:** when you’ll tape teacher to debrief in future meeting



## GIVING EFFECTIVE FEEDBACK:

**See It. Name It. Do It.**

**Liano**

	Prepare
	<ul style="list-style-type: none"><li>• Have your tools in hand:<ul style="list-style-type: none"><li>◦ Get Better Faster Scope &amp; Sequence, teacher lesson plan, video tool, observation tracker</li></ul></li><li>• Select the highest leverage, measurable, bite-sized action step (lesson planning/framing the lesson/modeling)</li><li>• Plan your feedback while observing:</li><li>• Fill out planning template<ul style="list-style-type: none"><li>◦ Videotape while you observe: mark the time stamps in your planning template</li></ul></li></ul>
<b>Prepare</b>  During Observation	
	<p><b>See the Success:</b></p> <ul style="list-style-type: none"><li>• "We set a goal on 1-18-22 for me to come into your classroom and observe. I have always been able to see the strength in the structure of your lessons themselves.</li><li>• How does the same structure for each class impact students?</li><li>• How does the structure of your lessons make for optimal learning?</li><li>• I observed Day 6 of covering the Dust Bowl during the Great Depression era. What do you believe made the lesson for your 3rd period successful?</li><li>• What was the impact you were hoping to achieve and do you think you reached it?</li><li>• What do you consider a staple in your lessons?</li></ul>

<b>See It</b>  2-8 mins	<b>: Success, Model, &amp; Gap</b>
	<p><b>See the Model:</b></p> <ul style="list-style-type: none"> <li>• Narrow the focus: "Today, I want to dive into the rigor trajectory and focus a bit on how we can push students to become more involved in the lesson by means of participation.</li> <li>• What effect will more student participation have on lessons and the desired outcome of the material to be learned?</li> <li>• In the lesson I observed, who do you see as being the most engaging? For example, who speaks more and participates more during the class period?</li> </ul> <ul style="list-style-type: none"> <li>• Prompt the teacher to list the lesson activities: <p style="margin-left: 40px;"><b>"See It: What were some activities you did during your lesson?</b></p> <p style="margin-left: 40px;"><b>-bellwork (opportunity for increased participation)</b>  <b>21 students logged in, 7-9 responses on the bellwork, roughly, per question</b>  <b>-objective</b>  <b>-Slides</b>  <b>-Video #1: Dust Bowl</b>  <b>-Video #2: Effects of Dust Bowl on Great Depression</b>  <b>-Video #3: Okies during Great Depression</b>  <b>-We do: circle map: Impacts of the Dust Bowl</b>  <b>-You do and Exit Ticket saved for the following class period</b></p> </li> </ul> <p>What effect did those lesson activities have on student learning?</p> <p>Can we identify whether there was retention of the material during that single class period?</p>

<p><b>See It</b></p> <p>2-8 mins</p>	<p>(no right or wrong answer, let's just generate discussion about activities)</p> <p><b>See the Gap:</b></p> <ul style="list-style-type: none"> <li>• "What is the gap, or an area in your lesson activities that we can highlight to increase its effectiveness for student learning/participation (at both campuses)?"</li> <li>• How can we take the videos presented in class and help students begin to internalize the information in each one?</li> <li>• Internalizing information in the video can help with later activities such as the bubble map.</li> </ul>
<p><b>Name It</b></p> <p>2 mins</p>	<p><b>Action Step: What &amp; How</b></p> <p><b>Name the Action Step:</b></p> <ul style="list-style-type: none"> <li>• "Based on what we discussed today, what do you think your action step should be?"</li> </ul> <p><b>Punch It:</b></p> <ul style="list-style-type: none"> <li>• "So your action step today is having students show they are engaged in videos while they are being watched."</li> </ul> <p>Have teacher restate the action step; then write it down</p>

**Plan, Practice, & Follow Up**

**Do It**

Rest of  
Meeting

**Do It**

Rest of  
Meeting

### Plan Before Practice:

- Script the changes into upcoming lesson plans
  - "Where would be a good place to implement this in your upcoming lessons?"
  - "What are actions you need to take to see an increase in student participation with students?"
  - "Take three minutes to write up your plan."
- Push to make the plan more precise and more detailed
  - "What prompts/questions will you use with students that we can practice today to ensure student engagement opportunities for watching videos?"
  - "Now that you've made your initial plan, [state student behavior/response that will possibly be challenging]?"
- (If struggling to make a strong plan) Model for the teacher and debrief:
  - "Watch what I do and say as I model a stopping point for watching a video and provide an opportunity for engagement/participation/interaction"
  - Video: Dust Bowl 1:47 min mark
  - **Ok, guys. Very quickly in the chat, let me know what year the drought was and how long it lasted.**
  - "What effect does this have for students?"
  -
- Perfect the plan
  - "Those three steps look great. Let's add \_\_\_\_\_ to your [script/lesson plan]."

### Practice:

- Round 1: "Let's Practice" or "Let's take it live."
    - Ok, Ms. Liano. You try.
- 
- Additional Rounds: master it while adding complexity:
    - "Let's try that again, but this time I will be [student x who is slightly more challenging]."



- (Once mastered) Lock it in:
  - "How did what we practice meet or enhance the action step we named?"
  - "Where did our practice fall short or meet the exemplar at the start of the meeting?"

#### **Follow Up:**

- Plan for real-time feedback:
  - Agree on a predetermined cue for the next observation:
- Set dates—both teacher and leader write them down:
  - **Completed Materials:** when teacher will complete revised lesson plan/materials.
  - **Observation:** when you'll observe the teacher
    - "When would be best time to observe your implementation of this?"
    - "When I review your plans, I'll look for pre-set codes and an exemplar."
    - (Newer teacher): "I'll come in tomorrow and look for this technique."
- **(When valuable) Teacher Observes Master Teacher:** when they'll observe master teacher in classroom or via video implementing the action step
- **(When valuable) Self-Video:** when you'll tape teacher to debrief in future meeting

## GIVING EFFECTIVE FEEDBACK:

See It. Name It. Do It.

### Trillo

Prepare	
Prepare  During Observation	<b>Prepare</b>
	<ul style="list-style-type: none"><li>• Have your tools in hand:<ul style="list-style-type: none"><li>◦ Get Better Faster Scope &amp; Sequence, teacher lesson plan, video tool, observation tracker</li></ul></li><li>• Select the highest leverage, measurable, bite-sized action step (lesson planning/framing the lesson/modeling)</li><li>• Plan your feedback while observing:</li><li>• Fill out planning template<ul style="list-style-type: none"><li>◦ Videotape while you observe: mark the time stamps in your planning template</li></ul></li></ul>
	<b>See the Success:</b> <ul style="list-style-type: none"><li>• "We set a goal on 1-20-22 for me to come into your classroom and observe. I have always been able to see the strength in the structure of your lessons themselves. Without fail there is always a bellwork, so students know what to expect upon entering. Your classroom procedures remain constant and that helps with overall structure. I also wanted to add the way you handle participation of students.</li><li>• How does the same structure for each class impact students?</li><li>• How does the structure of your lessons make for optimal learning?</li><li>• I observed your 4th period and the review for benchmark #1 of this 9 weeks. What do you believe made the lesson for your 4th period successful? (I liked the way you distributed the questions on the review to the students and then in turn had them post their answers on the jamboard).[student-driven]</li></ul>

**See It**

2-8 mins

- What was the impact you were hoping to achieve and do you think you reached it?

**: Success, Model, & Gap**

**See It**

2-8 mins

**See the Model:**

- Narrow the focus: "Today, I want to dive into the rigor trajectory and focus a bit on aiding our special pops just a little more.
- What effect will a more student-centered class have on language learners if it remains consistent?
- In the class I observed, there were many possible opportunities for students to speak and read.
- A staple feature of your lessons is that they remain true to the same components which leaves room for incorporating something small in your lessons that can go a long way.

- Prompt the teacher to list the lesson activities:

**"See It: What were some activities you did during your lesson?"**

**-bellwork**

**-objective**

**-identify I do, we do, you do, exit ticket**

**-Slides**

**-review sheet/questions**

**-sticky notes**

**-jamboard**

**See the Gap:**

- "What is the gap, or an area in your lesson activities that we can highlight to increase its effectiveness for students to practice the language, or what's otherwise considered the ELPS (at both campuses)? read, write, speak, listen/academic language

<p><b>Name It</b></p> <p>2 mins.</p>	<p><b>Action Step: What &amp; How</b></p> <p><b>Name the Action Step:</b></p> <ul style="list-style-type: none"> <li>• "Based on what we discussed today, what do you think your action step should be?"</li> </ul> <p><b>Punch It:</b></p> <ul style="list-style-type: none"> <li>• "So your action step today is beginning to include students more when it comes to reading and speaking by using the slides of your lessons. We see that a little can go a long way."</li> </ul> <p>Have teacher restate the action step; then write it down</p>
<p><b>Do It</b></p> <p>Rest of Meeting</p>	<p><b>Plan, Practice, &amp; Follow Up</b></p>



## Do It

Rest of  
Meeting

### Plan Before Practice:

- Script the changes into upcoming lesson plans
  - "Where would be a good place to implement this in your upcoming lessons?"
  - "What are actions you need to take to see an increase in more practice of the language?"
  - "Take three minutes to write up your plan."
- Push to make the plan more precise and more detailed
  - "Now that you've made your initial plan, [state student behavior/response that will possibly be challenging]?"
- (If struggling to make a strong plan) Model for the teacher and debrief:
  - 
  -
- Perfect the plan
  - "Those three steps look great. Let's add \_\_\_\_\_ to your [script/lesson plan]."

### Practice:

- Round 1: "Let's Practice" or "Let's take it live."
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- Additional Rounds: master it while adding complexity:
    - "Let's try that again, but this time I will be [student x who is slightly more challenging]."
  - (Once mastered) Lock it in:
    - "How did what we practice meet or enhance the action step we named?"
    - "Where did our practice fall short or meet the exemplar at the start of the meeting?"

### Follow Up:

- Plan for real-time feedback:

	<ul style="list-style-type: none"> <li>○ Agree on a predetermined cue for the next observation:</li> <li>● Set dates—both teacher and leader write them down:             <ul style="list-style-type: none"> <li>○ <b>Completed Materials:</b> when teacher will complete revised lesson plan/materials.</li> <li>○ <b>Observation:</b> when you'll observe the teacher                 <ul style="list-style-type: none"> <li>■ "When would be best time to observe your implementation of this?"</li> <li>■ "When I review your plans, I'll look for pre-set codes and an exemplar."</li> <li>■ (Newer teacher): "I'll come in tomorrow and look for this technique."</li> </ul> </li> </ul> </li> <li>● <b>(When valuable) Teacher Observes Master Teacher:</b> when they'll observe master teacher in classroom or via video implementing the action step</li> <li>● <b>(When valuable) Self-Video:</b> when you'll tape teacher to debrief in future meeting</li> </ul>
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