

Triumph Public High Schools - Laredo
Triumph Public High Schools Laredo North - TIP
2021-2022 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Ms. Frances Berrones-Johnson
Mr. Michael Scott Carothers

Principal: Ms. Olga Trevino
ESC Case Manager: Ms. Francene Phoenix
ESC Region: 1

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. Olga Trevino

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Domain I Student Performance Goals:

1. ELA student performance will achieve 39% in the “meets” or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2021-2022 STAAR English I and English II assessments.
2. Algebra I student performance will achieve 50% in the “meets” or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2021-2022 STAAR Algebra I assessments.
3. Biology student performance will achieve 40% in the “meets” or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2021-2022 STAAR Biology assessment.
4. US History student performance will achieve 60% in the “meets” category or above for All Students, Eco Dis, and Hispanic subgroups on the 2021-2022 STAAR US History assessment.

Overall Domain I Goal:

If TPHS Laredo North meets the above performance targets for 2021-2022, the campus will increase our Domain 1 STAAR performance from a scaled score of 72 -C to a scaled score of 90-A by increasing the percentage of students who perform at the "meets" grade level or above. (Component Score Calculation: If TPHS Laredo North is successful at achieving the targets the campus will move from a 2018-2019 component score in Domain 1 of 22 to a 2021-2022 component score of 40. This will be a move from 71-C to a 90-A)

Approaches Component Score Goal: 80

Meets Component Score Goal: 30

Masters Component Score Goal: 10

Overall Component Score Goal: 40

Rationale: The performance goals are set to be aggressive and to push the campus to higher accountability scores in Domain 1 as well as 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 campus would receive a "A" in Domain 1. (Current Domain 1 STAAR Performance is a "C" at 71% for this single indicator). We established specific goals that are easy to communicate to staff and push students to perform better in all categories -- approaches, meets, and masters.)

It is important to note that in the "Student Data" section of the plan, some of our goals (specifically Algebra I/Math) are very aggressive. 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 upladed in 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 Laredo North). 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. ELA student performance will achieve 39% in the “meets” or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2021-2022 STAAR English I and English II assessments.
2. Algebra I student performance will achieve 50% in the “meets” or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2021-2022 STAAR Algebra I assessments.

Overall Domain 3 Goal:

If TPHS Laredo North 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 (Our Goal is to Meet 3 out of 5):

- Hispanic (32%)
- EL (29%)
- Eco Dis (33%)

Math subgroup targets (Our Goal is to Meet 5 out of 5):

- All Students (46%)
- Hispanic (40%)
- Eco Dis (36%)
- EL (40%)
- Non-Cont Enrolled (45%)

The campus would move from hitting none of the Domain 3 subgroup targets to meeting 8 of 10 - 80% of the academic achievement subgroup targets.

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 "C" at 71% for this single indicator). The campus focused the target goals on Domain 3 because this is where the campus fell significantly below in the accountability system. (Component calculation: If TPHS Laredo North 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 8 of 10 Domain 3 academic achievement targets in ELA and meeting all 5 targets in mathematics.) We do anticipate based on current enrollment being eligible for evaluation in 10 different target areas in Domain 3 Academic Achievement.

It is important to note that in the "Student Data" section of the plan, some of our goals (specifically Algebra I/Math) are very aggressive. 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. We had low percentage of participation in math in 2021. In a normal accountability year, we would also have enough testers in Hispanic, Eco Dis, and EL.

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, it is two of the four areas that create our overall STAAR performance component score and improvement in approaches, meets and masters will equate to improved component score. In Domain 2A, the focus on ELA will ensure that students are demonstrating a year's growth at English II and at 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 8 out of 10 subgroup targets, then the campus would move from a 30% - F (in 2021) to an 93% - 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. The subgroup that we want to improve in will be EL's. This has been one of the campus' lowest performing subgroups 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 8 out of 10 subgroup targets, then the campus would move from a 30% - F (in 2021) to an 93% - A in this academic year.

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 Laredo North:

- Our goal for CCMR is 26%
 - Progress Measure #1: College Readiness 10%
 - Progress Measure #2: Career Readiness 15%
 - Progress Measure #3: Military REadiness 5%

Board adopted/approved CCMR targets for TPHS Laredo North 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 Laredo are located in the addendum section of this plan.

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

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

PHS RGV McAllen federal graduation rate goal will be 70% for all students and all subgroups (Hispanic, Eco Dis, EL, SPED, Cont & Non-Cont Enrolled).

Note: All data analysis reports for 2021 accountability are upladed 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: Partial Implementation

Key Practices:

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

Implementation Level: Beginning 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: Planning for Implementation

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices:

Cycle 4

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

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices:

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

Implementation Level: Beginning 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: Beginning Implementation

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: We met and exceeded our cycle 1 student performance goals for ELA (English I and English II). WE ARE VERY PROUD OF THIS ACCOMPLISHMENT. This indicator has never been this positive for this campus in the past 5 years. ELA was a focus because it impacts Domain 1, Domain 2 and Domain 3. AT the current rate of progress, we are anticipating exceeding our goals. In other areas we were very close to meeting our targets; however, we feel that we made progress. We will be making some adjustments to the DDI process and teacher collaborative lesson plans as a result of this data. The data collection and analysis is a WIN for the campus. We are very excited.

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: The campus has a need for teachers to receive ongoing support and feedback in lesson planning specifically addressing how to break the standards down into a know/show chart, development and aligned objectives, and development of a daily formative assessment at the end of each lesson. The campus became aware of this need when implementing DDI processes and it was obvious that teachers did not fully understand how to develop and align objectives, and develop formative assessments to the level of rigor in an identified TEKS (standard). Ongoing feedback for lesson planning and development of a collaborative lesson planning process for teachers with support from the Instructional Officer will also be important during this academic year.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of educators that they manage. TIL 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 DDI. 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. The DDI module through TIL addresses the Know & Show charts and how to develop lesson objectives. We will leverage and extend the learning of TIL DDI to support this essential action. We will also utilize specific professional development from ESC 1 regarding lesson alignment, lesson planning, and formative assessment to support the the campus with essential action 4.1.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: DCSI will establish lesson planning systems for the campus . The DCSI will communicate the lesson planning systems to all staff members during the TPHS Summer Conference in July 2021. During campus beginning of year staff development, the Principal along with the Instructional Officer will provide the details of the lesson planning systems that include weekly review and collaborative planning with teachers. Lesson plan feedback will prioritize development of lesson objectives and formative assessments first then move to differentiated pathways of instruction to meet the needs of all students in the classroom. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. Campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. 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.

Desired Annual Outcome: By the end of the 2021-2022 academic year, campus leaders will provide weekly lesson planning feedback and correction prior to lesson plan delivery so that 100 % of teachers will effectively develop and use lesson objectives, formative assessments aligned to the TEKS and are at the appropriate level of rigor.

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 lesson planning including plans for monitoring and giving feedback on lesson plans prior to instruction.

Desired 90-day Outcome: By November 19, 2022, campus leaders will be providing 100% of teachers with collaborative lesson planning time, feedback, and training on lesson alignment processes to include K/S charts, assessment item analysis and objective development. This will be accomplished by providing teachers with campus master schedules

that includes their planning time and by providing lesson alignment processes professional development in lesson objective development (completing K/S charts and assessment item analysis). -- Revised 12/2021 to provide specificity and clarity.

District Actions: Sign ESC 1 TIL DDI implementation agreement. DCSI will attend the two-day face-to-face DDI training with the CLT and the 1 day DDI DCSI specific training from ESC 1. (DDI covers the lesson alignment process)

DCSI will meet monthly with Instructional Officer to address specific needs in lesson planning and address potential challenges.

Did you achieve your 90 day outcome?: Yes

Why or why not?: As required campus leaders met with teachers every two weeks, giving them feedback on lesson plans as they are turned in. The lesson plans are turned in every 2 weeks. Along with the lesson plans, the teachers also turn in their assessment, their K/S charts, their assessment for those two weeks along with the teachers' exemplar for the assessment.

Step 1 Details	Formative Reviews
<p>Action Step 1: DCSI will roll out new instructional/lesson planning systems during the TPHS Summer Conference.</p> <p>Evidence Used to Determine Progress: Summer Conference Schedule, Summer Conference Agenda, Summer Conference presentation notes and summaries.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Videoconferencing capabilities (Google Meets)</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: July 19, 2021 - Frequency: One Time - Evidence Collection Date: August 2, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Calendar collaborative lesson planning time on the master calendar.</p> <p>Evidence Used to Determine Progress: Master Calendar</p> <p>Person(s) Responsible: Principal & Instructional Officer</p> <p>Resources Needed: Master Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: One Time - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: During collaborative lesson planning focus on lesson alignment activities including unpacking standards, K/S charts, alignment to assessment items, and identifying objectives to ensure quality daily lesson objectives.</p> <p>Evidence Used to Determine Progress: Meeting summaries</p> <p>Person(s) Responsible: Principal & Instructional Officer</p> <p>Resources Needed: Lesson planning checklist, lesson alignment tools from DDI.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Weekly - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: 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 collaborative lesson planning. Following the collaborative lesson planning system established by DCSI. Supporting new teachers so that they don't get overwhelmed in the lesson planning process. Addressing the mindset of tenured teachers that collaborative lesson planning is effective and that the lesson alignment process is valuable.

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

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: This focus area is a carryover from the 2020-2021 school year. DDI process was introduced in the 2020-2021 school year and the teachers grew in DDI processes. However, teacher implementation of DDI processes is not at full implementation and lagging student performance data supports this analysis. The campus will partner with Texas Instructional Leadership (TIL) Data Driven Instruction module and implement aligned DDI processes through ESC 1. The campus strongly believes that the commitment to DDI will move teacher practice in 5.3 to fully implemented by the end of the 2021-2022 school year.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of educators that they manage. TIL 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 DDI. 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 to 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 TIL DDI 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 1 agreement. Once the agreement is signed, district and campus leadership will attend two days of face-to-face TIL DDI training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a roll out plan to being the implementation of DDI processes at the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. Campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. 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.

Desired Annual Outcome: By the end of the 2021-2022 academic year, all teachers will be implementing the TIL DDI action planning process as evidenced by reteach lesson plan documents developed by the teacher and/or PLC group.

District Commitment Theory of Action: If the District ensure policies and practices support effective instruction in schools, then DCSI and school leadership will have the opportunity to engage with the ESC 1 Laredo Office to implement TIL DDI processes that will provide ongoing, job-embedded coaching and support for teachers to ensure quality DDI processes and quality reteaching lesson are delivered on a consistent and ongoing basis.

Desired 90-day Outcome: By November 19, 2022, the TIL Data Drive Instruction module will be launched and Principal and Instructional Officer will be conducting DDI data meetings and Principal and DCSI will engage in coaching.

This will be accomplished by the CLT completing the face-to-face training and a created a DDI roll out plan. Within this 90-day cycle 4 DDI teacher coaching cycles will be completed, 1 DDI Instructional Officer coaching cycles will be completed, 1 DDI Principal coaching cycle will be completed, and 1 DDI DCSI coaching cycle will be completed. Outcome has been adjusted for specificity and clarity as of 12-21-21.

District Actions: Sign ESC 1 TIL DDI implementation agreement. DCSI will attend the two-day face-to-face DDI training with the CLT and the 1 day DDI DCSI specific training from ESC 1. DCSI will participate in TIL DDI roll out plan. DCSI will provide DDI coaching the principal (twice during this 90-day cycle) and will receive a DDI coaching by ESC 1 (twice during this 90-day cycle) by assigned ESC 1 coach (Dr. Darlene Rogers from the ESC 1 Laredo Extension Office). DCSI will meet every two weeks with the principal to address any additional challenges that arise and build capacity in TIL DDI implementation. DCSI will stay in contact with TIL DDI Program Coordinator, Ms. Catalina Requenez at ESC 1 along with Dr. Darlene Rogers of ESC 1 Laredo Extension Office who is the campus coach and facilitator. DCSI will read and engage in book study on "Driven by Data 2.0: A Practical Guide to Improve Instruction" and "Leverage Leadership 2.0: How to Build Exceptional Schools Across Your District -- A Principal Manager's Guide "

Did you achieve your 90 day outcome?: Yes

Why or why not?: The 4 DDI teacher coachings were completed for this cycle 1. For the Instructional Officer, only 1 DDI coaching was done for Cycle 1 as well as for the Principal Coaching, only 1 was done for this time period.

Step 1 Details	Formative Reviews
<p>Action Step 1: Engage with Texas Instructional Leadership (TIL) Data Driven Instruction Module. Evidence Used to Determine Progress: Sign and execute the TIL DDI ESC 1 agreement. Person(s) Responsible: DCSI Resources Needed: 2021-2022 SIG Funds and 2020-2021 SIG Carryover Funds Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2021 - Frequency: One Time - Evidence Collection Date: August 20, 2021 Funding Sources: TIL Contract - 6200-Professional and contracted services - \$14,285</p>	<p>Progress toward Action Steps: Met Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Attend the TIL DDI Face-to-Face training for CLT Members and for DCSI. Evidence Used to Determine Progress: ESC 1 certificates of all CLT members attending including DCSI. Person(s) Responsible: DCSI & Principal Resources Needed: Video conferencing technology, conference room, DDI required textbooks and training notebooks for each CLT member. Addresses an Identified Challenge: Yes</p> <p>Start Date: August 17, 2021 - Frequency: One Time - Evidence Collection Date: August 19, 2021</p>	<p>Progress toward Action Steps: Met Necessary Adjustments/Next Steps: None</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Development of the TPHS Laredo TIL DDI Roll Out Plan. Evidence Used to Determine Progress: Roll out plan with required steps. Person(s) Responsible: DCSI, Principal, Instructional Officer, and CLT Resources Needed: TIL DDI Initial 2 day face-to-face training. (ESC 1 Catalina Requenez & Dr. Darlene Rogers) Addresses an Identified Challenge: Yes</p> <p>Start Date: August 19, 2021 - Frequency: One Time - Evidence Collection Date: August 31, 2021</p>	<p>Progress toward Action Steps: Met Necessary Adjustments/Next Steps: None</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: Calendar the TIL DDI meeting windows after CBA data collection for the full academic year.</p> <p>Evidence Used to Determine Progress: Master calendar with specific DDI meeting windows.</p> <p>Person(s) Responsible: Principal & Instructional Officer</p> <p>Resources Needed: Master calendar, CBA assessment system and associated dates.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 30, 2021 - Frequency: One Time - Evidence Collection Date: September 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: Conduct Cycle 1 TIL DDI meetings with teachers (4), Instructional Officer (1), Principal (1), and DCSI (1).</p> <p>Evidence Used to Determine Progress: Coaching script and coaching videos along with action step tracker.</p> <p>Person(s) Responsible: DCSI, Principal, and Instructional Officer</p> <p>Resources Needed: TIL DDI training notebook, script development tools, and TIL DDI system processes</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 6 Details	Formative Reviews
<p>Action Step 6: Monthly Instructional Officer and DCSI Meetings to review TIL DDI Implementation including lesson planning and lesson alignment support (two meetings in this 90-day cycle).</p> <p>Evidence Used to Determine Progress: Agenda and meeting summary.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Videoconference capabilities (Zoom).</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 16, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 7 Details	Formative Reviews
<p>Action Step 7: Meetings with Principal to address challenges and check in on TIL DDI implementation. (every two weeks)</p> <p>Evidence Used to Determine Progress: Agenda and meeting summaries.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Videoconferencing capabilities (Zoom)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 8 Details	Formative Reviews
<p>Action Step 8: CLT Meetings to measure progress towards meeting student performance goals and review implementation of TIL DDI.</p> <p>Evidence Used to Determine Progress: Student performance goals progress charts and meeting summaries.</p> <p>Person(s) Responsible: Principal & CLT</p> <p>Resources Needed: Calendared meeting time and space along with system processes such as agendas, data collection/reports, and meeting summary notes.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Quarterly - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: 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 DDI coaching. Following the DDI coaching script and process. Supporting new teachers so that they don't get overwhelmed in the DDI process. Addressing the mindset of tenured teachers that DDI is an effective, research based process that will impact student outcomes and it's not just "something else to do".

What specific action steps address these challenges?: Having a strong calendar that has clearly defined coaching windows after a CBA data collection. Introduction of the TIL DDI process and expectations to staff to explain what DDI is and how it expands off of learning from last school year. Communication to staff about how DDI work together alongside of lesson planning to ensure student success.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: Our formative goals for this second cycle were much higher than for the first cycle and even though we were able to meet some of them, we did not meet all of them. Our school has been hit with low attendance due to COVID. Since we came back from the holidays we have had students in and out of school due to being sick. There have been times when we have had over twenty students out due to COVID. They are coming back to school slowly and we will be working with them here at school.

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: The campus has a need for teachers to receive ongoing support and feedback in lesson planning specifically addressing how to break the standards down into a know/show chart, development and aligned objectives, and development of a daily formative assessment at the end of each lesson. The campus became aware of this need when implementing DDI processes and it was obvious that teachers did not fully understand how to develop and align objectives, and develop formative assessments to the level of rigor in an identified TEKS (standard). Ongoing feedback for lesson planning and development of a collaborative lesson planning process for teachers with support from the Instructional Officer will also be important during this academic year.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of educators that they manage. TIL 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 DDI. 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. The DDI module through TIL addresses the Know & Show charts and how to develop lesson objectives. We will leverage and extend the learning of TIL DDI to support this essential action. We will also utilize specific professional development from ESC 1 regarding lesson alignment, lesson planning, and formative assessment to support the the campus with essential action 4.1.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: DCSI will establish lesson planning systems for the campus . The DCSI will communicate the lesson planning systems to all staff members during the TPHS Summer Conference in July 2021. During campus beginning of year staff development, the Principal along with the Instructional Officer will provide the details of the lesson planning systems that include weekly review and collaborative planning with teachers. Lesson plan feedback will prioritize development of lesson objectives and formative assessments first then move to differentiated pathways of instruction to meet the needs of all students in the classroom. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. Campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. 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.

Desired Annual Outcome: By the end of the 2021-2022 academic year, campus leaders will provide weekly lesson planning feedback and correction prior to lesson plan delivery so that 100 % of teachers will effectively develop and use lesson objectives, formative assessments aligned to the TEKS and are at the appropriate level of rigor.

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 lesson planning including plans for monitoring and giving feedback on lesson plans prior to instruction.

Desired 90-day Outcome: By February 25, 2022 , the campus leaders will be collaboratively working with 100% of teachers on development of quality daily formative assessments aligned to the rigor of the daily objective so that teachers are producing lesson plans that have strong alignment between daily objective and the daily assessment. This will be accomplished by providing professional development on the development of quality exit tickets , development of exemplar responses, and giving feedback in a collaborative setting between the content teacher and the Master Teacher. Revised on 12/2021 for specificity and clarity.

District Actions: DCSI will provide the campus leadership team with professional development resources for development of quality exit tickets and the development of exemplar responses. DCSI will continue to support the Master Teacher with lesson alignment implementation with monthly Zoom calls to address any barriers that may arise

during the 90-day cycle. Finally, DCSI will make site-visit to engage in collaborative coaching with Master Teacher and CLT.

Did you achieve your 90 day outcome?: Yes

Why or why not?: DCSI was able to provide training on the development of quality exit tickets as well as exemplars for the exit tickets. DCSI did make an on-site visit on February 9, 2022

Step 1 Details	Formative Reviews
<p>Action Step 1: DCSI will provide professional development to Principal and Instructional Officer on quality exit tickets and developing exemplar responses.</p> <p>Evidence Used to Determine Progress: Professional development dates, dates of travel for PD for DCSI, and meeting agenda/notes.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: TIL Lesson Alignment resources specific to success criteria for exit tickets and success criteria for crafting an exemplar response to an exit ticket.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: One Time - Evidence Collection Date: January 31, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Continue collaborative lesson planning with content teacher and the Instructional Officer.</p> <p>Evidence Used to Determine Progress: Lesson planning checklist and lesson plan documents created as a result of the collaborative planning.</p> <p>Person(s) Responsible: Principal and Master Teacher</p> <p>Resources Needed: Calendared planning time for content teachers and TIL Lesson Alignment resources for exit tickets and exemplar responses.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: Instructional Officer Monthly C&I Meeting led by DCSI via Zoom to review implementation of lesson planning and TIL DDI implementation.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the meeting.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Videoconferencing facilities and TIL Observation & Feedback resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 6, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Every two-week Principal Support Zoom calls to monitor implementation and focus on TIP and TIL DDI implementation.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the call. Also any identified interventions.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Zoom Video Conferencing</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 6, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Potential challenges will be to continue to work with teachers who are meeting student performance targets and bring those content teachers who are not meeting student expectations up to cycle 2 targets. Learning the success criteria for exit tickets and exemplar responses.

What specific action steps address these challenges?: Specifically the DCSI will provide resources for exit tickets and exemplar responses as well and ongoing communication with Instructional Officer and Principal to ensure that any challenges that arise are addressed quickly and effectively. (Specific Action Steps #1, 3, and 4)

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: This focus area is a carryover from the 2020-2021 school year. DDI process was introduced in the 2020-2021 school year and the teachers grew in DDI processes. However, teacher implementation of DDI processes is not at full implementation and lagging student performance data supports this analysis. The campus will partner with Texas Instructional Leadership (TIL) Data Driven Instruction module and implement aligned DDI processes through ESC 1. The campus strongly believes that the commitment to DDI will move teacher practice in 5.3 to fully implemented by the end of the 2021-2022 school year.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of educators that they manage. TIL 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 DDI. 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 to 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 TIL DDI 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 1 agreement. Once the agreement is signed, district and campus leadership will attend two days of face-to-face TIL DDI training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a roll out plan to being the implementation of DDI processes at the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. Campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. 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.

Desired Annual Outcome: By the end of the 2021-2022 academic year, all teachers will be implementing the TIL DDI action planning process as evidenced by reteach lesson plan documents developed by the teacher and/or PLC group.

District Commitment Theory of Action: If the District ensure policies and practices support effective instruction in schools, then DCSI and school leadership will have the opportunity to engage with the ESC 1 Laredo Office to implement TIL DDI processes that will provide ongoing, job-embedded coaching and support for teachers to ensure quality DDI processes and quality reteaching lesson are delivered on a consistent and ongoing basis.

Desired 90-day Outcome: By February 25, 2022, TIL DDI coaching sessions will be held after each two-week CBA for core content teachers to identify the gap and develop reteach plans for teachers. This will be accomplished by following and implementing the calendared DDI processes, using the TIL DDI protocols, and conducting coaching rounds.

The following coaching rounds will include: Instructional Officer will receive coaching from the Principal twice a month, Principal will receive coaching from the DCSI once per month. DCSI will receive coaching from ESC 1 once per month. (90-day outcome was adjusted for specificity and clarity.

District Actions: DCSI will engage in Cycle 2 TIL DDI training in a face-to-face format as well as provide ongoing implementation support through communication with Principal and Instructional Officer and implementation site-visits to the campus.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Due to scheduling, we were not able to do DCSI coaching with the principal, but one was done with the Instructional Officer. The principal was also not able to do the coaching twice a month with the Instructional Officer.

Step 1 Details	Formative Reviews
<p>Action Step 1: Conduct Cycle 2 TIL DDI meetings with teachers (4), Instructional Officer (2), Principal (2), and DCSI (1).</p> <p>Evidence Used to Determine Progress: Coaching script and coaching videos along with action step tracker.</p> <p>Person(s) Responsible: DCSI, Principal, and Instructional Officer</p> <p>Resources Needed: TIL DDI training notebook, script development tools, and TIL DDI system processes</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Ensure consistency of coaching for Principal and DCSI.</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: CLT Meetings to measure progress towards meeting student performance goals and review implementation of TIL DDI.</p> <p>Evidence Used to Determine Progress: Student performance goals progress charts and meeting summaries.</p> <p>Person(s) Responsible: Principal & CLT</p> <p>Resources Needed: Calendared meeting time and space along with system processes such as agendas, data collection/reports, and meeting summary notes.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Quarterly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: TIL DDI Cycle 2 Training delivered by ESC 1 in a face-to-face format at the campus.</p> <p>Evidence Used to Determine Progress: CLT members that completed the training. ESC 1 documentation.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: ESC 1 TIL DDI Contract/Agreement</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: One Time - Evidence Collection Date: January 14, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: TIL DDI Practice Labe provided by ESC 1 TIL Staff.</p> <p>Evidence Used to Determine Progress: ESC 1 calendared TIL practice labs, attendance logs, and demonstrated coaching skills of participants.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: ESC 1 TIL DDI Contract/Agreement</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: DSCI Implementation Site-Visits.</p> <p>Evidence Used to Determine Progress: DCSI travel documentation including agendas.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Central office travel support</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenge of staying true to a coaching calendar is always important. Having a plan on how to organize time and keep interruptions from not allowing coaching will be imperative. Giving quality feedback based on the TII DDI and including the Principal in the coaching will also be a pivotal point. Keeping strong and clear communication between Instructional Officer, Principal, and DCSI is always a top priority.

What specific action steps address these challenges?: Action Steps #2, 3, and 5 specifically address the steps to address challenges. Basically, through site-visits and implementation labs, checking the quality of DDI data meetings and the implementation of TIL DDI processes are what will keep us on track and not letting challenges derail our progress.

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: Although not all of the goals that had been set were reached, we did see a significant increase in the scores of the EOC results. There was an increase in meets and masters of the EOC results.

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: The campus has a need for teachers to receive ongoing support and feedback in lesson planning specifically addressing how to break the standards down into a know/show chart, development and aligned objectives, and development of a daily formative assessment at the end of each lesson. The campus became aware of this need when implementing DDI processes and it was obvious that teachers did not fully understand how to develop and align objectives, and develop formative assessments to the level of rigor in an identified TEKS (standard). Ongoing feedback for lesson planning and development of a collaborative lesson planning process for teachers with support from the Instructional Officer will also be important during this academic year.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of educators that they manage. TIL 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 DDI. 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. The DDI module through TIL addresses the Know & Show charts and how to develop lesson objectives. We will leverage and extend the learning of TIL DDI to support this essential action. We will also utilize specific professional development from ESC 1 regarding lesson alignment, lesson planning, and formative assessment to support the the campus with essential action 4.1.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: DCSI will establish lesson planning systems for the campus . The DCSI will communicate the lesson planning systems to all staff members during the TPHS Summer Conference in July 2021. During campus beginning of year staff development, the Principal along with the Instructional Officer will provide the details of the lesson planning systems that include weekly review and collaborative planning with teachers. Lesson plan feedback will prioritize development of lesson objectives and formative assessments first then move to differentiated pathways of instruction to meet the needs of all students in the classroom. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. Campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. 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.

Desired Annual Outcome: By the end of the 2021-2022 academic year, campus leaders will provide weekly lesson planning feedback and correction prior to lesson plan delivery so that 100 % of teachers will effectively develop and use lesson objectives, formative assessments aligned to the TEKS and are at the appropriate level of rigor.

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 lesson planning including plans for monitoring and giving feedback on lesson plans prior to instruction.

Desired 90-day Outcome: By May 20, 2022 , the campus leadership will be collaborative working with 100% of teachers on differentiated instructional pathways that are aligned to lesson objective and lesson assessment during collaborative lesson planning time. This will be accomplished by using TEKS Resource System (TRS) and other instructional delivery resources available at the campus during collaborative lesson planning time between content teacher and Instructional Officer. Revised on 12/2021 to provide clarity and specificity.

District Actions: DCSI will ensure communication and collaboration with Instructional Officer to ensure that lesson plans are being evaluated and teacher planning support is provided in ensuring that the instructional delivery plan aligns the objective to the rigor of the quality exit ticket. DCSI will hold the campus accountable through artifact and evidence evaluation during C&I Zoom meetings and Principal Support calls. DCSI will provide necessary support and "at-bats" practice to refine any lesson alignment skills from previous cycles.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We continued with training by DCSI on the lesson plans made by the teachers. We worked closely on the exit tickets that the teacher do on a daily basis especially checking to see that the questions were STAAR based questions.

Did you achieve your annual outcome? Why or why not?: Yes. Implementation with fidelity the TIL DDI and trainings provided from DCSI along with "at=bat" practices, practice labs, and implementation site-visits from ESC 1 and DCSI, the campus was able to ensure strong implementation of system that led to meeting our annual outcome.

Step 1 Details	Formative Reviews
<p>Action Step 1: Continue collaborative lesson planning with content teacher and the Instructional Officer.</p> <p>Evidence Used to Determine Progress: Lesson planning checklist and lesson plan documents created as a result of the collaborative planning.</p> <p>Person(s) Responsible: Principal and Master Teacher</p> <p>Resources Needed: Calendared planning time for content teachers and TIL Lesson Alignment resources for exit tickets and exemplar responses.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Instructional Officer Monthly C&I Meeting led by DCSI via Zoom to review implementation of lesson planning and TIL DDI implementation.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the meeting.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Videoconferencing facilities and TIL Observation & Feedback resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Every two-week Principal Support Zoom calls to monitor implementation and focus on TIP and TIL DDI implementation.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the call. Also any identified interventions.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Zoom Video Conferencing</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: DCSI Implementation Site Visits: (2) two site visits will be conducted during this 90 day cycle by DCSI to collect evidence and artifacts of implementation and provide ongoing coaching and support to Instructional Officer and Principal.</p> <p>Evidence Used to Determine Progress: Implementation Site Visit agenda, summary, and travel records along with Instructional Officer and Principal Action Steps.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: TPHS travel authorization</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 25, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Implementation at the campus in this area has been consistent from Cycle 1 through Cycle 2. The challenge is always making sure that tasks are calendared and that nothing interrupts those calendar tasks. It is also important to always keep these calendar tasks as the essential priority for work at the Instructional Officer level and the Principal level. Ensuring that planning is truly collaborative and not just a feedback looks is important and can be a challenge as well as we enter Cycle 3 which is a very busy time period.

What specific action steps address these challenges?: Specifically in this 90 day cycle, the key action steps to ensure we address our challenges is action steps 2 -4 where DCSI will focus on ensuring implementation of the system as designed and with consistency. Providing artifacts and evidence of the system to be evaluated on a routine basis will ensure successful implementation with fidelity.

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: This focus area is a carryover from the 2020-2021 school year. DDI process was introduced in the 2020-2021 school year and the teachers grew in DDI processes. However, teacher implementation of DDI processes is not at full implementation and lagging student performance data supports this analysis. The campus will partner with Texas Instructional Leadership (TIL) Data Driven Instruction module and implement aligned DDI processes through ESC 1. The campus strongly believes that the commitment to DDI will move teacher practice in 5.3 to fully implemented by the end of the 2021-2022 school year.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of educators that they manage. TIL 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 DDI. 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 to 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 TIL DDI 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 1 agreement. Once the agreement is signed, district and campus leadership will attend two days of face-to-face TIL DDI training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a roll out plan to being the implementation of DDI processes at the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. Campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. 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.

Desired Annual Outcome: By the end of the 2021-2022 academic year, all teachers will be implementing the TIL DDI action planning process as evidenced by reteach lesson plan documents developed by the teacher and/or PLC group.

District Commitment Theory of Action: If the District ensure policies and practices support effective instruction in schools, then DCSI and school leadership will have the opportunity to engage with the ESC 1 Laredo Office to implement TIL DDI processes that will provide ongoing, job-embedded coaching and support for teachers to ensure quality DDI processes and quality reteaching lesson are delivered on a consistent and ongoing basis.

Desired 90-day Outcome: By May 20, 2022, TIL DDI coaching sessions will be held after each two-week CBA for core content teachers to identify the gap and develop reteach plans for teachers. This will be accomplished by following and implementing the calendared DDI processes, using the TIL DDI protocols, and conducting coaching rounds.

The following coaching rounds will include: Instructional Officer will receive coaching from the Principal twice a month, Principal will receive coaching from the DCSI once per month. DCSI will receive coaching from ESC 1 once per month. (90-day outcome was adjusted for specificity and clarity.

District Actions: Implementation at the campus in this area has been consistent from Cycle 1 through Cycle 2. The challenge is always making sure that tasks are calendared and that nothing interrupts those calendar tasks. It is also important to always keep these calendar tasks as the essential priority for work at the Instructional Officer level and the Principal level. Ensuring data meetings occur using the TIL DDI prescribed process is also a challenge as things get very busy at the campus this time of the year.

Did you achieve your 90 day outcome?: Yes

Why or why not?: DDI meetings were held every two weeks after the CBA was administered. We followed the TIL coaching sessions and that in turn helped the teachers better prepare for reteaching materials to the students.

Did you achieve your annual outcome? Why or why not?: Yes, we made sure that the TIL DDI scripts were followed and that we understood how to work with the data from the CBA's that were administered.

Step 1 Details	Formative Reviews
<p>Action Step 1: Conduct Cycle 2 TIL DDI meetings with teachers (4), Instructional Officer (2), Principal (2), and DCSI (1).</p> <p>Evidence Used to Determine Progress: Coaching script and coaching videos along with action step tracker.</p> <p>Person(s) Responsible: DCSI, Principal, and Instructional Officer</p> <p>Resources Needed: TIL DDI training notebook, script development tools, and TIL DDI system processes</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Conduct quarterly CLT meetings to measure progress towards meeting student performance goals and review the fidelity of implementation of collaborative/targeted support of teachers during instructional development and TIL DDI (because these systems work in tandem with each other). Focus will ensure that the systems are being implemented with fidelity and documented with artifacts/evidence. Mid-course corrections will be implemented based on artifacts/evidence.</p> <p>Evidence Used to Determine Progress: Student performance goals progress charts and meeting summaries.</p> <p>Person(s) Responsible: Principal & CLT</p> <p>Resources Needed: Calendared meeting time and space along with system processes such as agendas, data collection/reports, and meeting summary notes.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 4, 2022 - Frequency: Quarterly - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: ESC 1 TIL DDI Team Implementation Site Visits: 2 during this 90 Day cycle (March and April 2022) with DCSI. This is to provide feedback to Instructional Officer and Principal on leading data meetings and providing an growth action step.</p> <p>Evidence Used to Determine Progress: Action Step Tracker, travel documentation/evidence</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: TIL DDI contract with ESC 1</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Implementation at the campus in this area has been consistent from Cycle 1 through Cycle 2. The challenge is always making sure that tasks are calendared and that nothing interrupts those calendar tasks. It is also important to always keep these calendar tasks as the essential priority for work at the Instructional Officer level and the Principal level. Ensuring that planning is truly collaborative and not just a feedback looks is important and can be a challenge as well as we enter Cycle 3 which is a very busy time period.

What specific action steps address these challenges?: Specifically in this 90 day cycle, the key action steps to ensure we address our challenges is action steps 2 & 3 where DCSI will focus on ensuring implementation of the system as designed and with consistency. Providing artifacts and evidence of the system to be evaluated on a routine basis will ensure successful implementation with fidelity.

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.

Rationale: TPHS Laredo North Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in March 2022, to determine that campus utilizes a consistent unit plan template, but lesson plan artifacts revealed that key practices including aligned objectives, assessments and exemplars were not present. Although leadership provides timely teacher feedback, unit plans are not aligned to the daily instructional delivery and are pending formative assessments. Further evidence from lesson artifacts and observations showed teachers are required to upgrade lessons during PLCs according to the feedback, but lack lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level or rigor. 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 Laredo North 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 Data Driven Instruction (DDI) and Observation & Feedback (OF). 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 Laredo North will continue to implement TIL DDI from 2021-2022 academic year and will refine DDI systems based on the TIL Principal Action Steps document for DDI. Consistent monitoring of TIL DDI 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 Observation and Feedback 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 1 and TPHS Laredo North have a Observation & Feedback 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 Observation and Feedback and the continuation of Data Driven Instruction 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 1 agreement. Once the agreement is signed, district and campus leadership will attend three days of face-to-face TIL Observation & Feedback 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 Observation & Feedback 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>Action Step 1: Campus will select and purchase the high quality instructional materials for mathematics, English Language Arts, science, and social studies.</p> <p>Evidence Used to Determine Progress: Completed purchase orders and all high quality instructional materials are available at the campus and online resources are available.</p> <p>Person(s) Responsible: DCSI & Principal</p> <p>Resources Needed: TPHS Finance Team processing of purchase orders, DCSI & Principal contact with Vendors.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: 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>Evidence Used to Determine Progress: Completed training by all math teachers teaching Algebra I.</p> <p>Person(s) Responsible: DCSI & Principal</p> <p>Resources Needed: Vendor: Ms. Hilda May, Math Made Easy, training location, travel accommodations, and training materials.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 13, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: Schedule a 2 day face-to-face professional development for math teachers on the Carnegie Math System & Mathia program including scope and sequence and quality assessments. (Time frame is July 2022 based on vendor)</p> <p>Evidence Used to Determine Progress: Completion of training by Carnegie Math Solutions.</p> <p>Person(s) Responsible: DCSI/Principal</p> <p>Resources Needed: Vendor: Carnegie Learning Solutions, training location, travel accommodations, and training supplies and materials.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: 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>Evidence Used to Determine Progress: Completion of training by Odell English Language Arts program.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: Vendor: Odell, training location, travel accommodations, and training supplies and materials.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 13, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: 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>Evidence Used to Determine Progress: Completed virtual training for science and social studies teachers.</p> <p>Person(s) Responsible: DCSI/Principal</p> <p>Resources Needed: HQIM Selected Vendors and technology resources.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 13, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</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.

Rationale: TPHS Laredo North Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in March 2022, to determine that the campus is training on instructional strategies during PLCs; however, there is a lack of clear protocols to ensure all students are doing the cognitive lift and are engaged in learning and productive struggle. There is also a lack of systems and routines for student discourse and feedback. If the campus implements a system of observing and providing teachers feedback on instructional practices in rigor then teachers will be able to 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 Laredo North 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). 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 Laredo North will continue to implement TIL DDI from 2021-2022 academic year and will refine DDI systems based on the TIL Principal Action Steps document for DDI. Consistent monitoring of TIL DDI 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 Observation and Feedback module. One-on-one coaching will be provided to the DCSI, Principal, and Campus Instructional Officer. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS Laredo North have a Observation & Feedback 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 Observation and Feedback and the continuation of Data Driven Instruction 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 1 agreement. Once the agreement is signed, district and campus leadership will attend three days of face-to-face TIL Observation & Feedback 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 Observation & Feedback 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 Instructional Officer 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 alignment of instructional activities that are aligned with the expected level of rigor.

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 Observation and Feedback professional development and a prepared Observation & Feedback roll out plan.

District Actions: District staff will ensure that contracts for ESC 1 TIL Observation & Feedback 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>Action Step 1: DCSI, Principal, Campus Instructional Officer and Campus Leadership Team will attend Texas Instructional Leadership Observation & Feedback training provided by the ESC 1 TIL team on July 19, 20, and 21.</p> <p>Evidence Used to Determine Progress: Completed training certificates for all identified staff members.</p> <p>Person(s) Responsible: DCSI & Principal</p> <p>Resources Needed: Signed Agreement with ESC 1 TIL Team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: DCSI will provide a one (1) day lesson planning training to Principal, Master Teacher and Campus Leadership Team in writing strong lesson objectives, writing exemplar responses, identifying success criteria, and writing quality exit tickets based on TIL exit ticket success criteria.</p> <p>Evidence Used to Determine Progress: Completed training materials and sign-in documentation.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: TIL Lesson Alignment Resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 13, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: Develop, continue to refine, and revise as necessary a campus TIL Observation and Feedback roll out plan that addresses new systems and processes for all campus stakeholders including teachers, parents, and students.</p> <p>Evidence Used to Determine Progress: Completed roll out plan for DDI and Lesson Alignment.</p> <p>Person(s) Responsible: DCSI, Principal, Campus Instructional Officer</p> <p>Resources Needed: Zoom Meetings, calendared dates, DDI resources from training.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: Ongoing - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Calendar TIL Observation and Feedback practice labs, "at-bat" practices, coaching cycles, and implementation site-visits for the 2022-2023 academic year.</p> <p>Evidence Used to Determine Progress: Completed 2022-2023 Instructional Calendar</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: 2022-2023 Approved TPHS Laredo District Calendar and TIL Observation and Feedback Team Support</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: July 1, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: 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>Evidence Used to Determine Progress: Meeting agenda and minutes of meeting.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Zoom Meetings, calendared dates, DDI resources from training.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: Ongoing - Evidence Collection Date: August 31, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</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 Observation & Feedback professional development during July 2022. Supporting campus instructional leaders on calendaring and managing weekly observation and feedback cycles and the continuation of DDI protocols/systems. Assisting instructional leaders (Principal & Campus Instructional Officer) 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 Leadership Team

Committee Role	Name	Position
Administrator	Olga Trevino	Principal
Classroom Teacher	Jose Aguilar	Teacher Social Studies
Non-classroom Professional	Erica Garcia	Instructional Officer
Non-classroom Professional	Liz Martinez	Teacher - Special Education
Classroom Teacher	Dolores Sanchez	Teacher - Math
District-level Professional	Scott Carothers	Corporate Instructional Officer
Region 1 ESC Staff Member	Francene Phoenix	ESC SI Support Representative

Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	TIL Contract		\$14,285.00
Sub-Total					\$14,285.00
Budgeted Budget Object Code Amount					\$14,285.00
+/- Difference					\$0.00
Grand Total Budgeted					\$14,285.00
Grand Total Spent					\$14,285.00
+/- 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	Summative Goal	Actual Results
1. Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	29	30	91	Released STAAR	25	32	Released STAAR	35	33	50	29
			All	All	Reading	Meets	STAAR	5	9	91	Released STAAR	7	26	Released STAAR	20	19	39	14
			All	All	Reading	Masters	STAAR	0	1	91	Released STAAR	1	10	Released STAAR	2	0	5	0
			All	All	Mathematics	Approaches	STAAR	71	35	89	Released STAAR	40	23	Released STAAR	60	61	81	68
			All	All	Mathematics	Meets	STAAR	38	6	89	Released STAAR	20	10	Released STAAR	40	19	50	30
			All	All	Mathematics	Masters	STAAR	5	0	89	Released STAAR	8	7	Released STAAR	12	15	15	9
			All	All	Science	Approaches	STAAR	60	39	86	Released STAAR	40	38	Released STAAR	60	50	75	64
			All	All	Science	Meets	STAAR	10	9	86	Released STAAR	10	9	Released STAAR	25	13	40	19
			All	All	Science	Masters	STAAR	5	0	86	Released STAAR	5	0	Released STAAR	8	3	10	0
			All	All	Social Studies	Approaches	STAAR	78	58	87	Released STAAR	60	50	Released STAAR	78	58	88	89
			All	All	Social Studies	Meets	STAAR	44	28	87	Released STAAR	35	10	Released STAAR	50	12	60	61
			All	All	Social Studies	Masters	STAAR	22	11	87	Released STAAR	10	7	Released STAAR	20	0	30	28
2. Closing the Gaps	Focus 1	Academic Achievement	All	Econ Disadv	Reading	N/A	STAAR	5	8	91	Released STAAR	7	33	Released STAAR	20	21	39	14
	Focus 2	Academic Achievement	All	All Students	Mathematics	N/A	STAAR	38	6	89	Released STAAR	20	10	Released STAAR	40	19	50	39
	Focus 3	Graduation Rate Status	All	All Students	All	N/A	Graduation Rate	69	62	100	Other	65	74	Other	70	83	70	90

Addendums

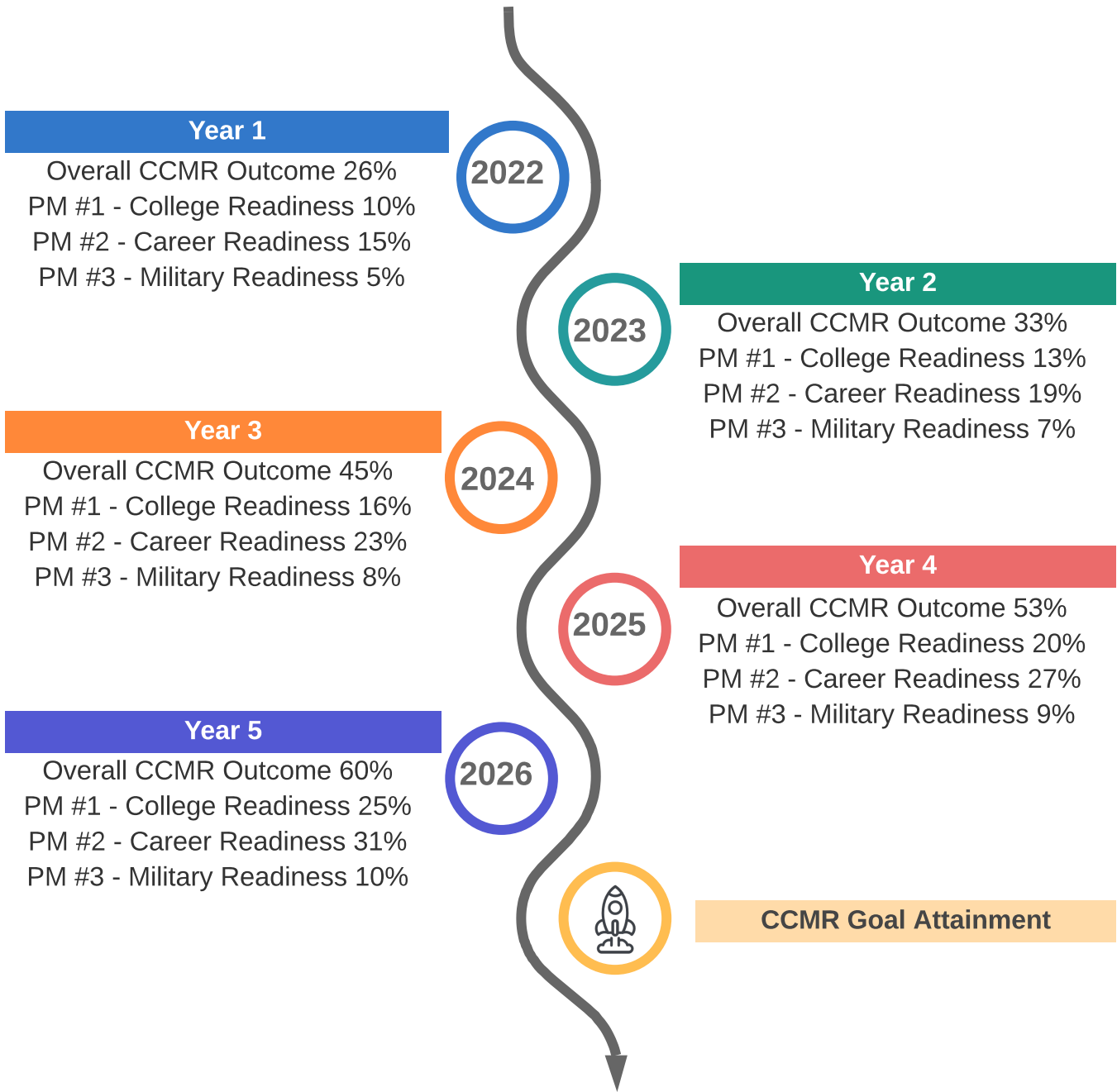
2021-2022 Academic Performance Goals

TPHS Laredo North

1. ELA student performance will achieve 39% in the “meets” or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2021-2022 STAAR English I and English II assessments.
2. Algebra I student performance will achieve 50% in the “meets” or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2021-2022 STAAR Algebra I assessments.
3. Biology student performance will achieve 40% in the “meets” or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2021-2022 STAAR Biology assessment.
4. US History student performance will achieve 60% in the “meets” category or above for All Students, Eco Dis, and Hispanic subgroups on the 2021-2022 STAAR US History assessment.

Triumph Public High Schools Laredo 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



Data Driven Instruction

Prepared for: Triumph Academies - Laredo

**By Region One Education Service Center
July 13, 2021**

Texas Instructional Leadership Approach

Texas Instructional Leadership (TIL) is designed to strengthen a leader's skill in coaching school principals as they lead effective weekly data meetings through the ***See it, Name It, Do It*** model of practiced-based professional development. Successful schools ensure that teachers spend more time teaching what students really need to know. Texas Instructional Leadership is a program through which we provide training and support to campus and district leaders on their ability to build the capacity of educators that they manage. It consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of professional development, data driven instruction, school-wide culture routines, lesson alignment, formative assessment, and observation and feedback. TIL trainings are aligned with many of the best practices described in the Effective Schools Framework, and Region One Education Service Center is a Vetted Improvement Program (VIP) for schools seeking a technical assistance provider or a capacity builder.

Audience

Campus Leadership Team (CLT) that includes the principal supervisor, principal, and 3-4 lead content teachers. Required members include the principal supervisor and principal.

Texas Instructional Leadership Components

The TIL approach includes three pillars of support that include: face to face professional development, implementation support and one on one coaching. Each module utilizes a job-embedded approach through three key pillars to ensure successful implementation.



Face-to-Face/Virtual
Professional Development

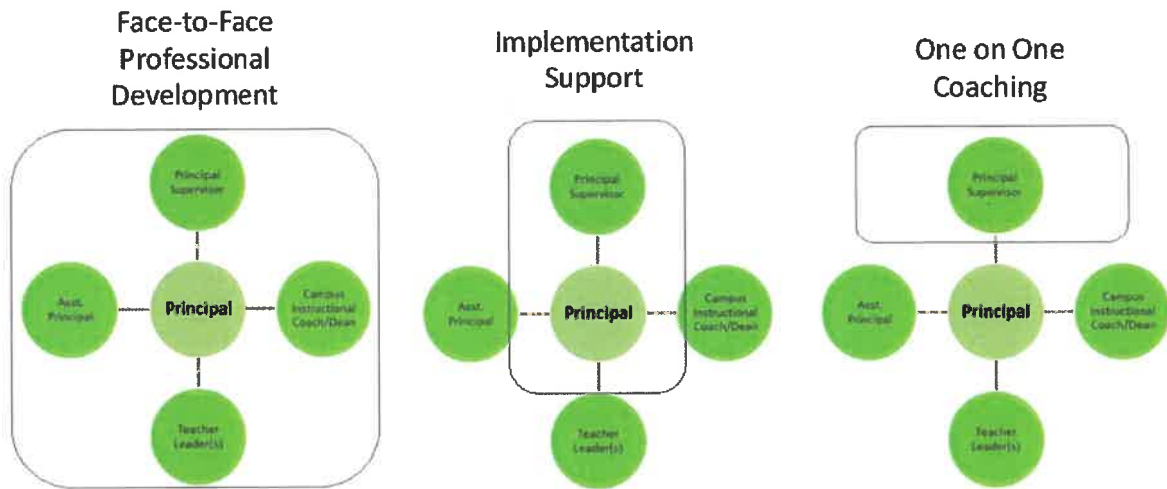


Implementation
Support



One-on-One
Coaching

Structure of Texas Instructional Leadership Training Structure



Required Expectations and District Commitment


- Required participants will attend all face to face (or virtual) professional development.
- Campus Administrator and/or the Principal Supervisor will develop and submit a campus implementation plan.
- Campus Administrator and/or the Principal Supervisor will participate in all implementation sessions and all coaching sessions
- Required participants will complete evidence collection activities such as:
 - Video Submissions
 - Practice Labs
 - Principal Manager's Feedback Conversations
 - Principal Data Tracker for Action Steps and Follow-up
 - Planning sessions and feedback
 - Coaching conversation scripts
 - Coaching Cycle Calendar
- Campus Administrators and/or Principal Supervisor will share STAAR performance and 2021 Accountability results by content/grade/teacher.

Grant Proposal of Investment

Laredo	Components	Audience	Investment
Data Driven Instruction Year One: \$12,0000 x 2 campuses	A. Professional Development	Campus Instructional Team, Principal Supervisor, and Principal	\$24,000
	B. Implementation Support Sessions (6)	Principal Supervisor and Principal	
	C. Coaching Sessions (6)	Principal Supervisor	
	D. Resource Binder and Books	Campus Instructional Team, Principal Supervisor, and Principal	
Combined Investment (Laredo and RGV)			Total: \$24,000

Frances Berrones-Johnson

Superintendent of Schools or Designee


 Signature of Superintendent of Schools or Designee

210-227-0295

Contact Number

07/27/2021

Date

Purchase requisitions may be submitted to OJ Garza at ogarza@esc1.net and Catalina Requenez at carequenez@esc1.net.

Region One Contacts

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Brownsville Extension Office

Anabel Rangel Director

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School Improvement, Accountability, and Compliance

Ruben Degollado, Director

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(956) 984-6185

Triumph Public High Schools Laredo
Laredo North Campus

Targeted Improvement Plan December 17, 2021 Artifact Submission

Artifacts Included:

1. Video of Master Teacher Coaching
2. DDI Coaching Script from 10/27/2021
3. DDI Coaching Script from 11/10/2021

Instructional Officer Coaching Video Clip Utilizing TIL DDI model:

<https://drive.google.com/file/d/1HHru6lCQM3cbbGn2CffswOhXnlQilCNg/view?usp=sharing>

Olga L. Trevino, Principal – Coaching Érica García, Instructional Officer

After DDI Meeting with Ruperto Gonzalez, Science Teacher

October 27, 2021

See it: Success, Model, & Gap	
See It 2-8 min	<p>See the Success: You started out with a positive by pointing out the increase in scores of the students from the previous CBA. You presented data to prove that the scores had increased.</p> <p><i>What actions did you take to reteach this goal?</i> You asked the teacher on what he had done to increase the scores and made sure to repeat what he had stated, that it was due to emphasizing vocabulary in both English and Spanish.</p> <p><i>See the exemplar</i> You did ask to see the teacher’s exemplar and he was able to explain the exemplar to you.</p> <p><i>What should the students know or be able to do to show mastery?</i> The teacher was able to explain to you what the students needed to know in order to show mastery.</p> <p><i>How does your student exemplar compare to the teacher exemplar? Is there a gap? Do the students have different paths/evidence to demonstrate mastery of the standard? Does the student exemplar offer something that your exemplar does not?</i> This is the step that you forgot to do, you did not take a look at the student’s exemplar and compared it to the teachers. Because the teacher did not show the student’s exemplar we were not able to see the difference between them. We were not able to see the gap between the teachers work and the students work. We need to make sure that we follow the DDI script since it will remind us of the questions that we need to ask. Although the teacher did have the K/S chart and did explain what the students needed to know, by looking at the student’s exemplar you would have made sure of what the teacher expected the students to do. When we look at the student’s work, we are able to further show evidence of what needs to be done by the students to show mastery.</p>

Name It 2 min	Action Step: What & How
	<p>Name the Action Step: Based on what we saw today; your action step is to have your DDI script with you so as to make sure that all steps are followed. The DDI script has to be done so that we don't miss any steps especially looking at the student's result and therefore help the teacher identify the gap.</p> <p>Punch it: Let's make sure that your script is done before hand for the next time you do a coaching for DDI. We can go ahead and meet beforehand to review your script and thus making sure that you are asking all of the questions to the teacher.</p>
Do It	Action Step: What & How
	<p>Plan before Practice: Let's plan before the next meeting, have your script ready and I will have mine. When we meet we can go ahead and see if there are any differences and why. I know that sometimes reading the script feels awkward, but we need to follow it to make sure that we are helping the teachers improve on their teaching.</p>
	<p>Follow up: Keep up the good work that you are doing in coaching the teachers. Thank you for starting the meetings in a positive way, for allowing the teachers to feel comfortable in their DDI meetings. Remember that the ultimate goal is to help the teachers do a better job in teaching our students.</p>

Erica Garcia-Instructional Officer/Ms. Sanchez-Math Teacher

November 10, 2021

	See it: Success, Model, & Gap
<p>See It 2-8 min</p>	<p>See the Success: Good afternoon Ms. Sanchez, it was a pleasure being in your class and watching you deliver the lesson. I wanted to start off the meeting with highlighting some success, I saw on your CBA results. Your results went from 75% to 90% mastering. You also had a few students reach 100% congratulations!</p> <p>What actions did you take to reteach this goal?</p> <p>By reviewing with the students, showing them different strategies, among those strategies are the different highlighting, and modeling. Demonstrating the steps in order to master the skill.</p> <p>See the exemplar</p> <p><i>Narrow the focus:</i> <i>Today, I want to dive in A.2(D) . I saw that most of your students struggled with this particular question #14.</i></p> <p>What should the students know or be able to do to show mastery?</p> <p><i>Students should know how to cross multiply and distribute. Students know how to use different color highlighters to show work. Students are showing their work, by setting up the problem. By the students setting up the work, I can better understand what mistakes they are making when setting up the problem, and solving it. I can get a better understanding.</i></p> <p>How does your student exemplar compare to the teacher exemplar? Is there a gap?</p> <p><i>Ms. Sanchez exemplar, is very detailed, she worked out every problem, step by step. Ms. Sanchez also used the different colors of highlighters in order to show the students how to identify each step by the use of the highlighters.</i></p> <p>Do the students have different paths/evidence to demonstrate mastery of the standard?</p> <p><i>No, the students used the same approach as Ms. Sanchez.</i></p> <p>Does the student exemplar offer something that your exemplar does not?</p> <p><i>No, It's pretty much the same. The only difference I noticed was some students set up the problem differently than mine, but the outcome was the correct answer.</i></p> <p>See the Gap</p> <p>What are the key gaps between the rest of our student work and the exemplar?</p> <p><i>The key gaps from the rest of the students' work and the exemplar are several students did not set up the problem correctly. They either did not show any work and answered the questions in order to finish. Other students did set up the problem, but either they multiplied incorrectly or missed a step in the process.</i></p>

Name It 2 min	Action Step: What & How
	<p>Name the Action Step: Ms. Sanchez will reteach the lesson differently in order for the students to understand the steps, along with strategies.</p> <p>Based on what we discussed today, what do you think your action step should be? <i>My action step would be to reteach the lesson, using visuals, highlighters, and modeling for the students. It is very important for the students to follow along, and take notes.</i></p>
	<p>Punch it: So your action step today is to reteach the lesson, based on the misconception of the student results. Low students-did not present any strategies, Medium students- missed a few steps, or multiplied incorrectly. High students- all strategies were present.</p>
Do It	Action Step: What & How
	<p>Plan before Practice: Let's plan how this will be implemented into every day practice. Take a few minutes to write a script of what you will do and say as you implement the action steps.</p>
	<p>Practice: Now that we have a plan, let's take it live! Round 1: Ms. Sanchez will model how she will reteach the lesson. She will implement the strategies, using highlighters, and model how to set up the fraction. Round 2: I will record her reteach video. After the video is recorded, we go over it for additional feedback.</p> <p>Lock it in (Check for Mastery): What will be the impact on student learning by re-teaching the lesson? The impact on providing the re-teaching to the students, is to be able to close the gap. We can't move on to the next lesson without having our student master this skill.</p>
	<p>Follow up: Excellent Job Ms. Sanchez, can't wait until our next meeting to see further success in your students.</p>

Triumph Public High Schools Laredo North
Cycle 2 TIP Artificat Submission
March 4, 2022

Full DDI Meeting #1:

https://drive.google.com/file/d/1rk8pxm_yJS1l_BEfwAa4_lb9jEq_7OV/view?usp=sharing

Full DDI Meeting #2: https://drive.google.com/file/d/1HLJAXWf5eTCT0HI6qx_gPylcFbOXE9D/view?usp=sharing

DDI Reteach Video: https://drive.google.com/file/d/1y_Ythuu5yl-Dn-bveITbXsY0ZfkqYm-/view?usp=sharing

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
	CHRISTMAS	CHRISTMAS	CHRISTMAS	STAFF 9am - Stop the	Lesson Plans Due - STAFF 10:30am - ESC Child	
9	10	11	12	13	14	15
	START OF 2ND	Lesson Plan 4:15pm - CLT 4:15pm - CLT	8am - Coaching Ms. 9:30am -	REPORT CARD DAY 2pm - Monthly:	11am - Observation	
16	17	18	19	20	21	22
		2pm - Observation 4pm - Threat	9am - Triumph 3pm - DDI Training 4:15pm - THREAT	8:30am -	Lesson Plans Due -	
23	24	25	26	27	28	29
Teaching of		Lesson Plan 1pm - Workshop 1:45pm - PR TL	9am - #1060: EL PD: 4:15pm - NoRedInk	9am - Observation 1pm - Initial 4:15pm - TELPAS	CBA #7	
30	31	1	2	3	4	5
	3pm - PD Mondays!	2pm - EF Trip				

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
		2pm - EF Trip	4:15pm - DATA	9:30am - Castaneda 3:30pm - Castaneda 4:15pm - DATA	Lesson Plans Due -	
6	7	8	9	10	11	12
9:30am - 12pm - LRD TIL DDI 4:15pm - NoRedInk	Lesson Plan 4:30pm - Main	Crothers site visit 1:30pm - Villarreal 2:30pm - Gonzalez 4:15pm - CLT 4:15pm - CLT	Disney Trip 9am - Laredo South 12pm - Feedback 2pm - Monthly: 3pm - DDI Coaching	CBA #8 Disney Trip		
13	14	15	16	17	18	19
	Disney Trip 10am - Observation	Disney Trip 11am - Ellevation 4pm - Threat	4:15pm - DATA 4:15pm - THREAT	TPHL - #3 4:15pm - DATA	Lesson Plans Due - PROGRESS REPORT TPHL - #3 10am - Laredo RDA	
20	21	22	23	24	25	26
	Lesson Plan Lesson Plan TELPAS WINDOW 4pm - PD Mondays!	TPHL - # 3 2pm - Laredo South 4:15pm - CLT	TPHL - # 3 10am - TLN HB 4545 3pm - STAAR	TPHL - # 3 9am - Laredo South 11am - DDI Meeting 3pm - DDI Meeting	END OF 4TH SIX TPHL - # 3	
27	28	1	2	3	4	5
	DATA DUE FOR START OF 5TH SIX					