

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



Superintendent:
DCSI/Grant Coordinator:

Frances Berrones-Johnson
Mr. Michael Scott Carothers

Principal: Dr. Albert Salinas
ESC Case Manager: 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: Dr. Albert Salinas

Table of Contents

Data Analysis	4
Student Achievement	4
School Progress	5
Closing the Gaps	6
Subject Areas and Student Groups	8
CCMR	9
Federal Graduation Rate	10
Essential Actions	10
Cycles 1-3	11
Cycle 4	11
Cycles	12
Cycle 1 - (Sept – Nov)	13
Cycle 2 - (Dec – Feb)	19
Cycle 3 - (Mar – May)	26
Cycle 4 - (Jun – Aug)	34
Campus Based Leadership Team	42
Campus Grant Funding Summary	43
Student Data	45
Addendums	45

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 35% 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 50% 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 South meets the above performance targets for 2021-2022, the campus will increase our Domain 1 STAAR performance from a scaled score of 71 -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 South is successful at achieving the targets the campus will move from a 2018-2019 component score in Domain 1 of 21 to a 2021-2022 component score of 41. This will be a move from 71-C to a 90-A)

Approaches Component Score Goal: 82

Meets Component Score Goal: 30

Masters Component Score Goal: 10

Overall Component Score Goal: 41

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 an "C" at 71% for this single indicator). We established specific goals 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 charts from 2021 accountability are uploaded 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 South). 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 South meets the campus level performance targets established above, the Domain 3 scaled score of 30% - F (meaning no subgroups were met previously) will improve to a scaled score of 90% - A.

This would be accomplished by meeting the following:

ELA subgroup targets (Meeting 3 out of 5):

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

Math subgroup targets (Meeting 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 South 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 charts from 2021 accountability are uploaded 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: All data analysis charts from 2021 accountability are uploaded in 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 as 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: All data analysis charts from 2021 accountability are uploaded in the addendum section of the plan.

CCMR

What goals has your campus set for CCMR?

Board adopted/approved CCMR targets for TPHS Laredo South:

- 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 South 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 charts from 2021 accountability are uploaded in the addendum section of the plan.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

TPHS RGV Laredo South federal graduation rate goal will be 85% for all students and all subgroups (Hispanic, Eco Dis, EL, SPED, Cont & Non-Cont Enrolled).

Note: All data analysis charts from 2021 accountability are uploaded in the addendum section of the plan.

Essential Actions

Cycles 1-3

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

Implementation Level: Beginning Implementation

Key Practices:

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

Implementation Level: 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: Planning for 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: Planning for Implementation

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation
Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation
Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: In reading (English I and English II) we met and exceeded our approaches and meets target. We are very proud of this work in ELA as this has been our weakest area in the past on the accountability. The fact that the campus made so much progress in this area is a true celebration for us. ELA has never had this strong of a report in the past 5 years. We did not meet our masters target of 1%. In mathematics (Algebra I) we did not meet our targets. In science (Biology) we meet the approaches and meets targets but did not meet our masters target of 2%. In social studies (US History) we were significantly below our targets. The areas where we met our targets the lesson planning system and DDI process were implemented with fidelity. We have action steps in Cycle 2 to focus on cycle 2 targets.

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 aligning of objectives, and development of 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 with 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 successful 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, 2021, 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?: Collaborative lesson planning systems have been established and the campus level Instructional Officer is providing that ongoing collaborative support for teacher in developing lesson plans.

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. Also focus on formative assessments that are aligned with the rigor of the daily objective.</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: Ongoing - 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 off learning from last school year specifically to lesson alignment and lesson planning. Communication to staff about how DDI works together alongside of lesson planning to ensure student success.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for 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 the the best practices described in the Effective School Framework.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The TIL DDI focus for the campus will be communicated through a 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 successful 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, 2021, 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 weekly 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?: Meeting DDI Meetings with fidelity with teachers every two weeks after CBA's to go over data and focus on reteach. DCSI is coaching Principal, Principal is coaching Instructional Officer, and IO is coaching teachers.

Step 1 Details	Formative Reviews
<p>Action Step 1: Engage with Texas Instructional Leadership (TIL) Data Driven Instruction Module.</p> <p>Evidence Used to Determine Progress: Sign and execute the TIL DDI ESC 1 agreement.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: 2021-2022 SIG Funds and 2020-2021 SIG Carryover Funds</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 17, 2021 - Frequency: One Time - Evidence Collection Date: August 20, 2021</p> <p>Funding Sources: TIL DDI Contract - 6200-Professional and contracted services - \$14,285</p>	<p>Progress toward Action Steps: Met</p> <p>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.</p> <p>Evidence Used to Determine Progress: ESC 1 certificates of all CLT members attending including DCSI.</p> <p>Person(s) Responsible: DCSI & Principal</p> <p>Resources Needed: Video conferencing technology, conference room, DDI required textbooks and training notebooks for each CLT member.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 17, 2021 - Frequency: One Time - Evidence Collection Date: August 20, 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: Development of the TPHS Laredo TIL DDI Roll Out Plan.</p> <p>Evidence Used to Determine Progress: Roll out plan with required steps.</p> <p>Person(s) Responsible: DCSI, Principal, Instructional Officer</p> <p>Resources Needed: TIL DDI Initial 2 day face-to-face training.</p> <p>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</p> <p>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 (2), Principal (2), and DCSI (2).</p> <p>Evidence Used to Determine Progress: Coaching script and coaching videos along with action step tracker.</p> <p>Person(s) Responsible: DCSI, Principal, 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: Quarterly - 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: Meeting with Principal to address challenges and check in on TIL DDI implementation.</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: Weekly - 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: Calendared meeting time and space along with system processes such as agendas, data collection/reports, and meeting summary notes.</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Calendared meeting time and space.</p> <p>Addresses an Identified Challenge: No</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 of learning from least 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?: As a campus, we have made gains, but not where we want to be. As we, as a campus, become more familiar/comfortable with the DDI process, teachers are making the necessary adjustments in the classroom to meet our campus goals (i.e. lesson plans, reteach plan, exemplar responses). This will involve more time, continuation of the DDI Process, and coaching teachers in helping them grow in the process. The campus will need specific support and monitoring by ESC 1 TIL team and DCSI to support the Principal in moving the initiative forward effectively in the 3rd 90-day cycle.

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 aligning of objectives, and development of 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 with 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 successful 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 work with Dr. Darlene Rogers to plan a new teacher training and coaching implementation model to support new teachers in ensuring they meet cycle 2 targets. DCSI will provide 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 Instructional Offer 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-visits to engage in collaborative coaching with Instructional Officer and CLT.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We were able to meet our goal in this 90-days; however, it has been very difficult and we see the results in our student performance data. In January, the Instructional Officer who has the primary duty of implementing the system unexpectedly resigned from one day to the next. We had to adapt very quickly to the Principal picking up these duties. Because the Principal was the only other staff member that could pick up these duties, we devised a plan to address the highest need teachers based on observation, feedback, and student performance data and also based on EOC assessment. The loss of the instructional Officer has caused some struggle with the teachers as the Principal is also evaluative and we are still in a developmental phase between teachers and Principal in completing this coaching. Trust is being developed at this point between the two groups.

Step 1 Details	Formative Reviews
<p>Action Step 1: DCSI and Principal will work with ESC 1 to establish a new teacher training plan with ongoing coaching support for teachers who are first year teachers or new to the campus.</p> <p>Evidence Used to Determine Progress: Completed contract with ESC 1, meeting notes/minutes and agendas.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: ESC 1 Laredo Office Contact Dr. Darlene Rogers. ESSER 2 Funds will be utilized.</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: Adjustment to be made in providing more teacher support (especially our first year teachers).</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: DSCI 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: DSCI has provided training and this will be ongoing.</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: Continue collaborative lesson planning with content teacher and the Instructional Officer specifically on exit tickets and exemplar responses.</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 Instructional Officer</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: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: There is an adjustment due to our campus not having an instructional officer at this time. The principal is working with the teachers at the present time to reach this goal of using exit tickets and exemplar responses (evidence in lesson plans).</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: 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: At present time, we do not have an instructional officer on campus. Principal is joining meetings and conveying information to the teachers.</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: 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: Principal support Zoom calls will continue through the end of the school year.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Challenges that are being face on the Laredo South campus are a majority of teachers are new to the campus and/or are new to the teacher field. Many of our teachers do not have a specific background in education so it makes coaching and growing teachers a challenge because there are so many areas that need support. We will need to ensure that we stay narrowly focused on what we have identified as priorities in the TIP and access resources from ESC 1 Laredo Extension Office to leverage growing new teachers overall.

What specific action steps address these challenges?: The most impactful action step that the campus will take will be to engage ESC 1 Laredo Extension Office to support new teachers through a system of training, support, practice, and coaching model. Keeping the leadership narrowly focused on the goals of the TIP and the focus of the TIP will be through frequent and ongoing communication with DCSI. (Action Steps #1, 2, and 4 address specific challenges)

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for 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 the the best practices described in the Effective School Framework.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The TIL DDI focus for the campus will be communicated through a 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 successful 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 be coordinating a TIL DDI reset with ESC 1 including monthly practice labs to begin in January 2022. Also, DCSI will begin site-visits and frequent and intentional communication to stay focused on cycle 2 student performance goals as well as the specific TIP initiatives that have been determined to make a difference in teacher/professional practice that lead to positive student outcomes.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Again, we met our 90-day outcome; however, the process has taken a hit with the loss of the Instructional Officer. DCSI and Principal have devised a plan to continue implementing the system and structures but we are seeing some regressing in the impact at this point as a result of changes taking place.

Step 1 Details	Formative Reviews
<p>Action Step 1: ESC 1 TIL Team will conduct a TIL DDI Reset training for the CLT at the campus in a face-to-face format.</p> <p>Evidence Used to Determine Progress: CLT attendance to the training.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: ESC 1 TIL Team</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: Will get continued support from ESC1.</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: ESC 1 TIL Team will conduct monthly TIL DDI practice labs in a face-to-face format at the campus level.</p> <p>Evidence Used to Determine Progress: Calendar and conducted practice labs.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: TIL DDI Contract/Agreement with ESC 1</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: This was met, but due to COVID-19 concerns in January 2022, it was rescheduled at the beginning of February 2022</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Conduct Cycle 1 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: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Principal will continue to work with teachers and utilizing coaching scripts and video recordings to better the DDI process on campus.</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: 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: No</p> <p>Start Date: January 3, 2022 - Frequency: Quarterly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: CLT will continue to meet towards meeting student performance goals.</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?: Having a clear understanding of the TIL DDI protocols and how to complete effective DDI coaching is a challenge at this point. Staying focused and growing teachers in the specifics of DDI is also important.

What specific action steps address these challenges?: Clear, concise, and ongoing communication between DCSI and CLT will be important to stay focused on the TIP initiatives identified. Conducting a TIL DDI reset and practice labs along with DCSI site-visits will facilitate implementation fidelity and focus on TIP initiatives. (Action Steps #1 and 5 specifically address challenges)

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: Although not all of the goals for student performance were not reached, there was an increase in EOC results for this year from 2021 results. We set very ambitious goals because we wanted to "shoot for the stars". We had much rather fall short on our goals as to make little to no progress. When you compare our performance to that of 2021, we made significant gains in all content areas and all performance levels (approaches, meets, and masters). We celebrate and are proud of our work that was accomplished and we know that providing our incoming leadership with specific skills learned through DDI we will continue to move the campus forward in performance in the 2022-2023 academic year. More training on data, TIL/DDI needs to be done with the teachers. Since most of the teachers are new teachers, more training on being a new teacher also needs to be done.

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 aligning of objectives, and development of 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 with 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 successful 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 collaboratively working with 100% of teachers on differentiated instructional pathways that are aligned to objective assessments during collaborative lesson planning time. Campus leaders will provide weekly planning feedback to 100% of teachers to ensure that lesson objectives and formative assessments are aligned to the TEKS.

District Actions: DCSI will ensure communication and collaboration with Principal 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. DCSI will focus efforts to support the campus in the absence of the Instructional Officer and help to prioritize and focus support on teachers with the most needs that will have the most impact on EOC STAAR assessment.

Did you achieve your 90 day outcome?: No

Why or why not?: TPHS Laredo South had a very strong start to this focus area in Cycle 1 and Cycle 2 and was getting close to meeting our annual goal in December 2021. However, in the middle of January 2022 the Instructional Officer left the position suddenly and we were unable to fill the position with a quality candidate. Furthermore, because we were unable to fill the Instructional Officer position at the campus, the Principal had to pick up additional tasks so we had to prioritize the teachers for his focus. Those teachers were ELA, Math, and Social Studies. Through the remainder of the second semester and this cycle, the principal choose to leave the district as well. So in the process of losing all of our leadership on this campus, we were unable to sustain the processes we identified in this 90-day outcome. However, we do have systems in place to train and teach the incoming leadership and some very specific plans for a Principal and Instructional Leadership Academy in July 2022 to ensure practices and systems are taught and then monitored accordingly at the beginning of the 2022-2023 academic year. We either met or had significant progress on all of our action steps, but again, with leadership leaving the district and not current replacements at this time, we were unable to maintain implementation of the systems established.

Did you achieve your annual outcome? Why or why not?: With all of the leadership changes that resulted on the campus during the spring 2022 semester, we were unable to meet our annual outcome because it was specifically defined as "all content teachers" and we had to prioritize to our highest need teachers which means we did not do all teachers.

Step 1 Details	Formative Reviews
<p>Action Step 1: DCSI and Principal will work with ESC 1 Laredo office to provide additional support and training to new and struggling teachers in instructional planning.</p> <p>Evidence Used to Determine Progress: Completed contract with ESC 1, meeting notes/minutes and agendas.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: ESC 1 Laredo Office Contact Dr. Darlene Rogers. ESSER 2 Funds will be utilized.</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: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The campus needs to continue providing additional training to the new teachers in regards to the TIL/DDI and overall new teacher needs.</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: DSCI will provide additional professional development practice and "at-bats" to Principal and Instructional Program Director on quality exit tickets and developing exemplar responses to support effective instruction. PD practice and "at-bats" will be conducted in the first 4 weeks of the 90-day cycle to ensure ample opportunities for Principal and Instructional Program Director to implement systems during lesson planning with core content teachers. DCSI will establish the PD "at-bats" via Zoom on a weekly basis for 4 weeks.</p> <p>Evidence Used to Determine Progress: Professional development "at-bats" practice scenarios and calendar of PD and attendance</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. Practice scenarios and Zoom conferencing resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: April 29, 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: Prioritize teachers based on observation, feedback, and student performance data into high, medium, and low support needs. Target high support needs teachers with weekly support collaborative "hand over hand" support for instructional planning. Focus will be on teachers in core content courses that have a STAAR EOC assessment. Instructional support will be provided by the Principal</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: DCSI and Principal</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: Yes</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Not having an Instructional officer on board, the principal was not able to monitor closely the lesson plans being submitted by the teachers. The teachers did focus on exit tickets but more support needs to be provided.</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: Review and select High Quality Instructional Materials (HQIM) in core content areas (ELA, Math, Science, Social Studies)</p> <p>Evidence Used to Determine Progress: Selection and Adoption of instructional resources from TCLAS.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: Sample Lesson plans form the TCLAS vendors.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: March 4, 2022 - Frequency: One Time - Evidence Collection Date: April 29, 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: Conduct monthly 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: Calendars, comparison of lesson plans from beginning of 3rd cycle to the end of the 3rd cycle, reaching student performance targets</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: TIL DDI resources, and professional development around lesson alignment.</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 6 Details	Formative Reviews
<p>Action Step 6: Every week Principal Support Zoom calls to monitor implementation and focus on TIP system and TIL Data Driven Instruction implementation. Focus will be determining the fidelity of implementation and making corrections to ensure strong implementation on a consistent basis at the campus.</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, artifacts, evidence, completion of action step trackers, sample videos for review prior to meetings.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 4, 2022 - Frequency: Weekly - 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 has not been consistent in Cycle 1 and Cycle 2. The biggest challenge will be the lack of Instructional Officer at the campus who resigned unexpectedly. Of course challenges of calendaring and time to implement the systems will be even more difficult. Concern that the principal will get overwhelmed is also a concern for DCSI. Finally, a challenge will be to ensure that the work around academics, DDI, and lesson planning are identified as a priority.

What specific action steps address these challenges?: To address the challenges, we have incorporated action steps 1, 2, 3, 5, and 6 to specifically address the support and resources necessary to continue to implement the systems with fidelity.

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for 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 the the best practices described in the Effective School Framework.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The TIL DDI focus for the campus will be communicated through a 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 successful 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 the end of the third 90-day cycle, 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 ensure communication and collaboration with Principal to ensure that data meeting are being held after every CBA. 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 missing DDI skills from previous cycles. DCSI will focus efforts to support the campus in the absence of the Instructional Officer and help to prioritize and focus support on teachers with the most needs that will have the most impact on EOC STAAR assessment.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Although meetings were held with the teachers for TIL/DDI the teachers still need more training in how to apply DDI.

Did you achieve your annual outcome? Why or why not?: Teachers need to receive more training on the DDI process and also to implement and demonstrate the process.

Step 1 Details	Formative Reviews
<p>Action Step 1: Conduct Cycle 3 TIL DDI meetings with teachers (4), Principal (2), and DCSI (1). Evidence Used to Determine Progress: Coaching script and coaching videos along with action step tracker. Person(s) Responsible: DCSI and Principal Resources Needed: TIL DDI training notebook, script development tools, and TIL DDI system processes 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: Significant Progress Necessary Adjustments/Next Steps: Continued training is needed to implement fully</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: 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. Evidence Used to Determine Progress: Action Step Tracker, travel documentation/evidence Person(s) Responsible: DCSI Resources Needed: TIL DDI contract with ESC 1 Addresses an Identified Challenge: Yes</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps: Met Necessary Adjustments/Next Steps: None</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Identify the TEKS previously not mastered in Cycle 1 and Cycle 2 and develop teacher calendars for Reteach Lessons to be implemented to ensure RTI on the identified TEKS and allows mastery of grade level knowledge. Evidence Used to Determine Progress: Calendar of TEK implementation prior to STAAR testing days. Person(s) Responsible: Teachers, Principal, DCSI Resources Needed: Calendar for teachers to fill in. Addresses an Identified Challenge: Yes</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: May 13, 2022</p>	<p>Progress toward Action Steps: Met Necessary Adjustments/Next Steps: None</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: ESC 1 TIL DDI practice lab (2 lab practice/"at-bats" with debrief). This will be where ESC will give DCSI, Principal, and Instructional Program Director support and feedback on the implementation of coaching and leading data meetings.</p> <p>Evidence Used to Determine Progress: Coaching scripts, scheduled/calendared meetings, and support from ESC 17.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: ESC 1 TIL DDI contract</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: April 22, 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 has not been consistent in Cycle 1 and Cycle 2. The biggest challenge will be the lack of Instructional Officer at the campus who resigned unexpectedly. Of course challenges of calendaring and time to implement the systems will be even more difficult. Concern that the principal will get overwhelmed is also a concern for DCSI. Finally, a challenge will be to ensure that the work around academics, DDI, and lesson planning are identified as a priority.

What specific action steps address these challenges?: To address the challenges, we have incorporated action steps 2, 3, and 4 to specifically address the support and resources necessary to continue to implement the systems with fidelity.. It is important to note that supports provided in 4.1 will also support 5.3 as well.

Cycle 4 - (Jun – Aug)

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

Implementation Level: Planning for Implementation

Rationale: TPHS Laredo South Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment tool, 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 South 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 South 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 South 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?: Yes

Why or why not?: DCSI met with the Instructional team to work on the

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 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 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 31, 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 1, 2022 - Frequency: One Time - Evidence Collection Date: August 31, 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 1, 2022 - Frequency: One Time - 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: 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. Another challenge for Laredo South will be new leadership. There will be a new principal and Campus Instructional Officer at this campus.

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

Cycle 4 - (Jun – Aug)

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

Implementation Level: Planning for Implementation

Rationale: TPHS Laredo North South Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment, 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 South 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 South 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. Consist 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 South 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 31, 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 31, 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 31, 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: June 1, 2022 - Frequency: One Time - Evidence Collection Date: August 31, 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 Based Leadership Team

Committee Role	Name	Position
Administrator	Albert Salinas	Campus Principal
Non-classroom Professional	Cordelia Alvarado	Campus Instructional Officer
District-level Professional	Scott Carothers	DCSI
Classroom Teacher	Manuel Guillen	Math Teacher
Classroom Teacher	Marissa Guytan	English Teacher
Non-classroom Professional	Maria Bryand	Student & Family Service Coordinator
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 DDI 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	16	25	96	Released STAAR	25	46	Released STAAR	45	23	60	32
			All	All	Reading	Meets	STAAR	3	10	96	Released STAAR	10	16	Released STAAR	25	15	39	17
			All	All	Reading	Masters	STAAR	0	0	96	Released STAAR	1	0	Released STAAR	3	7	5	0
			All	All	Mathematics	Approaches	STAAR	74	46	73	Released STAAR	50	30	Released STAAR	65	30	80	75
			All	All	Mathematics	Meets	STAAR	11	8	73	Released STAAR	15	10	Released STAAR	35	20	50	35
			All	All	Mathematics	Masters	STAAR	4	0	73	Released STAAR	3	0	Released STAAR	7	5	10	20
			All	All	Science	Approaches	STAAR	74	33	95	Released STAAR	40	55	Released STAAR	60	40	85	72
			All	All	Science	Meets	STAAR	11	6	95	Released STAAR	12	26	Released STAAR	24	25	35	24
			All	All	Science	Masters	STAAR	0	0	95	Released STAAR	2	0	Released STAAR	4	20	5	0
			All	All	Social Studies	Approaches	STAAR	84	52	96	Released STAAR	60	41	Released STAAR	72	20	85	82
			All	All	Social Studies	Meets	STAAR	42	21	96	Released STAAR	25	3	Released STAAR	37	10	50	38
			All	All	Social Studies	Masters	STAAR	13	8	96	Released STAAR	10	0	Released STAAR	15	5	20	12
2. Closing the Gaps	Focus 1	Academic Achievement	All	Hispanic	Reading	N/A	STAAR	10	10	91	Released STAAR	10	16	Released STAAR	25	41	39	17
	Focus 2	Academic Achievement	All	All Students	Mathematics	N/A	STAAR	8	8	73	Released STAAR	15	10	Released STAAR	35	39	50	55
	Focus 3	School Quality/College & Career Readiness	All	All Students	All	N/A	Graduation Rate	13	13	100	Other	20	70	Other	25	25	26	56

Addendums

2021-2022 Academic Performance Goals

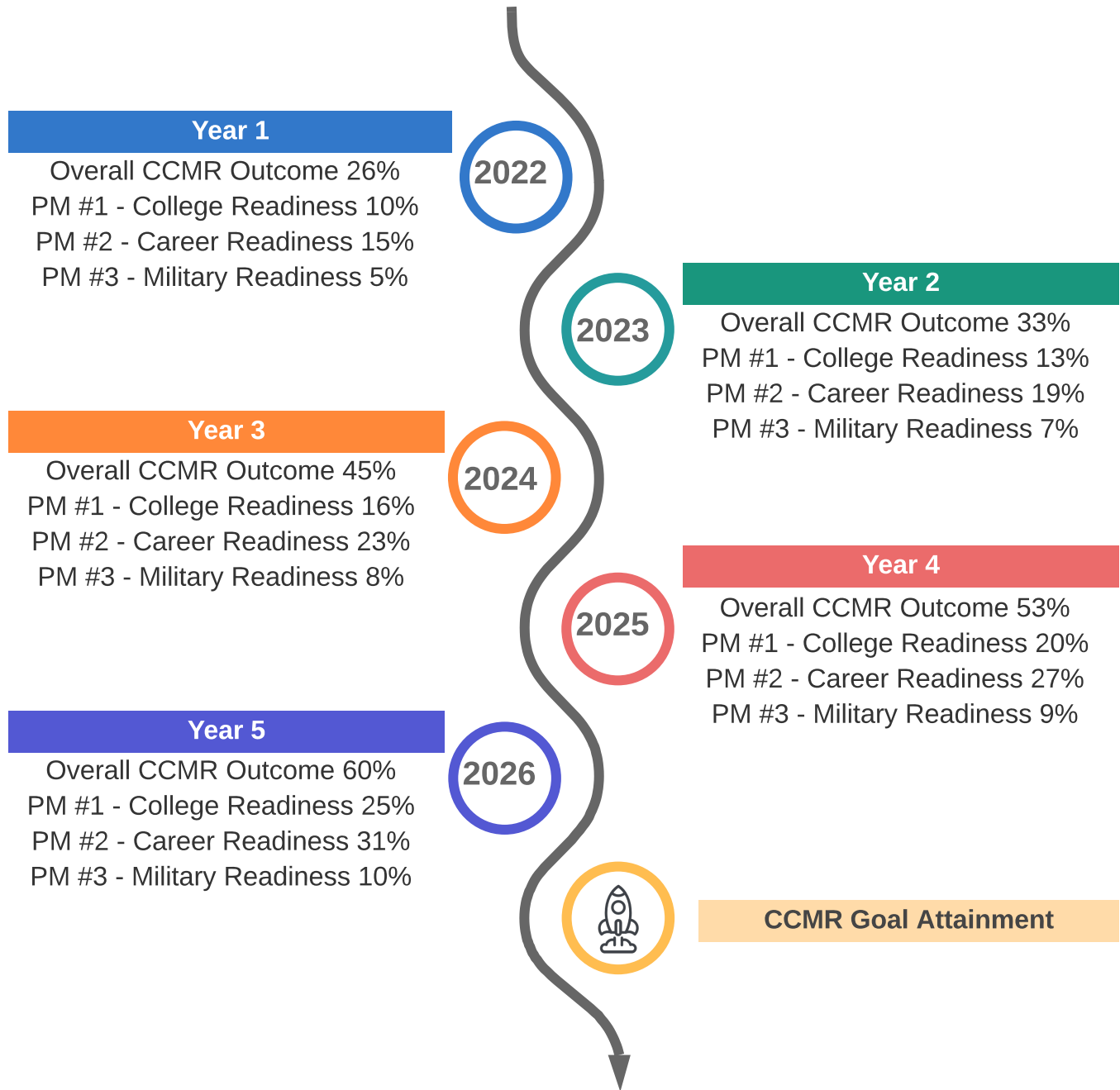
TPHS Laredo South

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 35% 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 50% 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

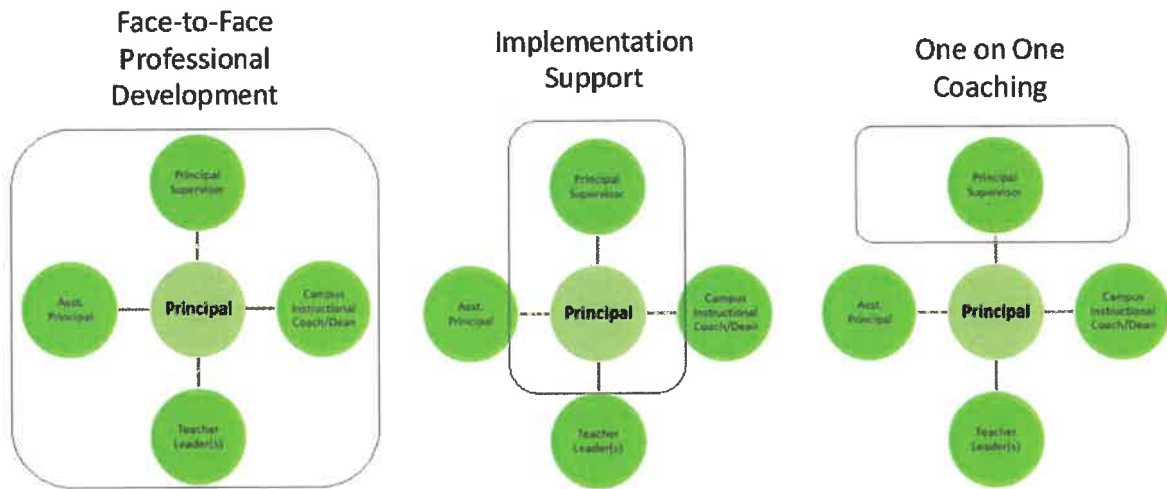


Implementation
Support



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: \$12,000 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

210-227-0295

Contact Number



Signature of Superintendent of Schools or Designee

07/27/2021

Date

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

Region One Contacts

Office of Curriculum, Instruction, and Assessment

Kelly K. VanHee, Administrator for Curriculum, Instruction & Assessment

kkvanhee@esc1.net

(956) 984-6151

Catalina Requenez, Texas Instructional Leadership Coordinator

carquenez@esc1.net

(956) 984-6212

Laredo Extension Office

Dr. Darlene Rogers, Director

drogers@esc1.net

(956) 795-0000

Brownsville Extension Office

Anabel Rangel Director

arangel@esc1.net

(956) 984-6191

School Improvement, Accountability, and Compliance

Ruben Degollado, Director

rdegollado@esc1.net

(956) 984-6185

Triumph Public High Schools Laredo
Laredo South Campus

Targeted Improvement Plan December 17, 2021 Artifact Submission

Artifacts Included:

1. Video of Instructional Officer Completing a DDI Coaching Meeting
2. Partial DDI Coaching Script from 10/28/2021
3. DDI Coaching Script from 12/6/2021

Instructional Officer Coaching Video Clip Utilizing TIL DDI model:

<https://drive.google.com/file/d/1pLveZJD1SHZPmYiN7rysGPO7hdJ8J21R/view?usp=sharing>

Coaching Meeting Ms. Alvarado CIO 10/28/2021

<p>Prepare Before the Meeting</p>	<p>ID teacher/student exemplars- how will we identify, pull categorize hi/med/low student work (Quintiles) from Data beforehand Prompting guides to reflect and ask the teacher As coaching, start meeting with talking success of BOY/MOY and going over data</p>
<p>See It</p>	<p>We will go ahead and start our coaching meeting. When looking at the BOY data, and now most recently the fall MOY, were there anything that stood out in looking at the Quintiles? What gains did you notice? When you meet with the teacher, Ms. Gaytan, how might you facilitate her understanding her data for English I?</p> <p>What was your goal before the English I assessment?</p> <p>Looking at unpacking the standard, what ELA standard did students master so as to share with Ms. Gaytan? What standard is the one identified as a focus of improvement for the next 3-4 weeks of instruction?</p> <p>Take a minute and tell me what a student should know and be able to do in the area of writing?</p> <p>For a student to be successful, How will you coach Ms. Gaytan as the area of focus?</p> <p>What is the gap (looking at med/low scores) that you have identified to share with Ms. Gaytan?</p> <p>Looking at the 5th Quintile, how might Ms. Gaytan account for this success?</p> <p>How might Ms. Gaytan identify or be coached to address weakness for Quintile 2 and 1 students?</p> <p>Action Step: Ensure to script out entire data meeting Prepare material ahead of time Know/show chart Identify via data student work into High/Medium/Low</p> <ul style="list-style-type: none"> • You want to ensure to Narrow the focus • Interpret the standard • Unpack the teacher exemplar • Analyze the student exemplar <p>We want the teacher after analyzing data to be reflective on the reteach of how students will continue to improve</p>
<p>Name It</p>	<p>Our key area to reteach is:</p> <p>For the reteach we recommend to go over:</p>

Campus Instructional Officer

Teacher: J. Rodriguez

DDI Meeting (for CBA #6)

Date: 12/06/21

Prepare Before the Meeting	<p>Teacher needs: to study data, create a teacher exemplar, a K/S chart, TEKS standard/objs, identify hi/med/low student exemplars, reteach plan</p> <p>Coach: study data, review all exemplars, and assist with reteach plan</p>				
See It	<p>Good afternoon, <u>Ms. Rodriguez</u>:</p> <p>Today we will analyzing the data for CBA #6. Let's take a moment to refer to the CBA data sheet. Let us review the percentages in the <u>Test Summary Report</u>. You tested <u>12</u> students—overall percentage score of <u>54%</u> <u>(passing)</u>.</p> <p>Were there any surprises in your data? <u>"Yes— one student scored 96%."</u> <u>Wow! That is indeed something to celebrate!</u></p> <p>Using these numbers, we are now going to identify <u>specific data</u>. Let's look at the TEKS that were tested on this exam. <u>Since we used the 2016 STAAR Released Test, all TEKS tested.</u></p> <p>And which TEKS standard has <u>*lowest student mastery?</u> <u>"2 standards— B.11.B and B.12.C — but these standards are technically grouped under one main category — and that's what I want to focus on."</u></p> <p>Okay. Now that we've identified the TEKS standards with the lowest mastery, select the reporting category then. And let's look at the first standard. Please read it aloud: <u>"Its Reporting Category #5— on Environmental, ... the interdependence, that is..."</u> <u>Systems</u></p> <p>So now let's unpack the standard. What do students need to know in order to get this question correct? <u>How will you as a teacher know the students understood this question?</u> <u>B.11.B— investigate and analyze organism populations + communities response, and flow of matter and energy / food chains.</u></p> <p>Which now brings us to the <u>Know/Show Chart</u> you completed.</p> <table border="1"> <thead> <tr> <th>Know</th><th>Show</th></tr> </thead> <tbody> <tr> <td>Students need to know <u>"Vocabulary— "organisms," "populations," "communities," "external factors," "ecosystems," "matter and energy," "food chains," "ecology."</u></td><td>Students are able to read graphs or flow charts and interpret data whether it be a process or just facts— using diagrams/or models.</td></tr> </tbody> </table> <p>Tell me, in your own words, what does a student need to know and how student will show mastery of this <u>TEKS standard</u>?</p> <p>Thank you for the clarification.</p>	Know	Show	Students need to know <u>"Vocabulary— "organisms," "populations," "communities," "external factors," "ecosystems," "matter and energy," "food chains," "ecology."</u>	Students are able to read graphs or flow charts and interpret data whether it be a process or just facts— using diagrams/or models.
Know	Show				
Students need to know <u>"Vocabulary— "organisms," "populations," "communities," "external factors," "ecosystems," "matter and energy," "food chains," "ecology."</u>	Students are able to read graphs or flow charts and interpret data whether it be a process or just facts— using diagrams/or models.				

<p><i>* Using process of elimination- I would identify key terms in each selection. Then focus on question.</i></p>	<p>I want to narrow our focus further by looking at the CBA test question that tested this TEKS standard.</p> <p>Do you have a copy of the *test question? (*lowest mastery) <i>Yes, right here.</i></p> <p><i>Question # 14 The one listing the animals? camels, etc. Yes.</i></p> <p>Now review with me your Teacher Exemplar. How would you, yourself, answer this particular assessment item? <i>It's a long question. It begins with examples of animals, followed by characteristics of the family. *</i></p> <p>I see. Now show me the test answer choices (or constructed response).</p> <p><i>Well, letter F is about ecosystem, "G"- herbivores, "H"- ancestor,</i></p> <p>How would a student have gotten this question correct? Strategy? Process? <i>"J"- DNA exchange.</i></p> <p>Mnemonic device? Vocabulary term? <i>Students need to know vocabulary and related concepts.</i></p> <p>Now, let us compare the Hi/Med/Lo student exemplars/responses.</p> <p><i>Do you have your samples using test questions?</i></p> <p><i>Student exemplars? Yes</i></p> <p>Hi exemplar. What did the student do well? <i>Student used key vocabulary from both Q and A.</i></p> <p>In Med exemplar, what did the student not understand (or forget to do)?</p> <p><i>Student got confused with the term "exchange of DNA"-</i></p> <p>In Low exemplar, what was issue in answering this test question?</p> <p>(Any test answer choice distractors?)</p> <p><i>Students got confused with 2 answer choices- "herbivores-" and "DNA".</i></p> <p>So, in your analysis, what is the learning gap? Conceptual or Procedural?</p> <p><i>It was definitely Conceptual.</i></p> <p>Good! Now that we've identified the learning gap, let's direct our attention to your Reteach plan.</p>
<p>Name It</p>	<p>Our key area to reteach is: <i>concepts -</i></p> <p><i>Have you given any thought to your reteach of this concept? Yes, I was thinking of reviewing key vocabulary words - where students highlight animals - maybe I can show them pictures of animals because I felt they didn't know what they were. Then discuss ecosystems and explain what "dna exchange" is and why that wasn't answer. Maybe also provide anchor chart with different animals pictures to have S explain concept of evolution and impact on environmental systems - food, energy, matter -</i></p>

Reteach:

I've discovered a few educational resources you can incorporate into your reteach plan. There are scientific videos on Discover Science that maybe you can use to re-introduce the concepts. I will go ahead and forward those to you today. Your idea of using "hands-on" activity - yes, where students label and color, would be very helpful. I'm planning to reteach this week. Wonderful! Be sure to review the "process of elimination" strategy with your students. Yes. Ms. Rodriguez, do you have any questions for me? No, none that I can think of.

Okay, then this concludes our DDI meeting.
Thank you.

February

March 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2	3	4	5
6	7	8	9 Coach: ELA Ms Gaytan	10	11	12
13	14 Coach: ELA Ms. Gaytan Conf Period	15	16 Coach US History Ms. De Hoyos Conf Period	17 Coach: Biology Ms. Rodriguez	18	19
20	21 Presidents' Day	22 Early release	23 Early release	24 No School	25 No School	26
27	28 Coach Math: Ms. Mendoza EOC approach	1	2	3	4	5

DDI Meeting Ms. Gaytan English I March 2, 2022

<p>Prepare Before Meeting</p>	<p>Teacher needs: to study data, create a teacher exemplar, a K/S chart, know TEKS standard to address, Identify error (procedural or conceptual), identify hi/med/low student work and reteach plan.</p> <p>Coach: study data, review exemplars, and assist with reteach in guiding the teacher.</p>
<p>See It</p>	<p>Good morning Ms. Gaytan,</p> <p>This morning we will be having our DDI meeting and analyzing the most recent benchmark data for English I.</p> <p>First, per our prep-discussion, we will focus today on the ELA TEK E.1.4F</p> <p>Standard: E1.4 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p> <p>Were there any surprises in the data? <i>We did have one student @ mastery</i></p> <p>I noticed that we had 1 student who scored at the Masters Level? How do you think that happened? <i>Student was under</i></p> <p>I noticed in the data we had 2 students at the Approaches Level? How do you think that happened? <i>Did miss a couple of questions @ 1.4</i></p> <p>Identify the Error: for students, do you believe this is attributed to being a procedural error or a conceptual error? <i>Conceptual error - need to understand & what is being asked - Another meaning - understand items</i></p> <p>Would you agree that that E1.4 was the standard with the lowest mastery? <i>yes</i></p> <p>Let's unpack the standard. What do students need to know in order to improve on the next assessment?</p>

K/S Chart: Tell me in your own words what does a student need to know and how will the student show mastery of this TEK standard?

Know	Show
<ul style="list-style-type: none"> • Evidence • Understand supports detail • Concept - understand the 	<ul style="list-style-type: none"> • Skill supports detail • Know how to do it • Know how to use background knowledge • reason articulated • to know detail

Thank you for your clarification

Can you give me an example of the lowest mastery test question? *#20 + 21 on the reading pattern.*

Using the teacher exemplar, how would you approach/assess this question to answer it correctly? *Student read & know concept of what author message -*

What strategy/process would you use to answer the TEK question correctly? *Infer.*

For high exemplar, what did student do well? *Little D explain best source of knowledge in P#6 - that we able to make connection*

For low exemplar, what was the issue in getting question incorrect?

In your analysis, what is the learning gap? *Understanding how to gathering*

Great, now that we have identified the gap (conceptual), let's focus our attention to the reteach plan.

Name It

I know you have given thought to the reteach plan. Tell me how you will do this?

Reteach: (what will that look like-using model or discourse)

Think aloud/model think aloud/model - teach how to analyze the information - read & know concept of the - author message

T going over details with what student read & know to do well Teacher does good job of breaking down instruction on helping student & understand.