

Triumph Public High Schools - Lubbock
South Plains Academy Charter High School - TIP
2021-2022 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Ms. Frances Berrones-Johnson
Mr. Michael Scott Carothers

Principal: Mr. Trent Cook
ESC Case Manager: Ms. Heather Blount
ESC Region: 17

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: Mr. Trent Cook

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Overall Domain I Goal:

If TPHS Lubbock meets the established student performance targets for 2021-2022, the campus will increase our Domain 1 STAAR performance from a scaled score of 75-C to a scaled score of 87-B by increasing the percentage of students who perform at the Meets grade level or above. (Component Score Calculation: If TPHS Lubbock is successful at achieving the targets, the campus will move from a 2018-2019 component score of 25 to a 2021-2022 component score of 36 in Domain 1. This will be a move from 75-C to 87-B)

Approaches Component Score Goal: 75

Meets Component Score Goal: 23

Masters Component Score Goal: 10

Overall Component Score Goal: 36

Rationale: The performance goals are set to be aggressive and to push the campus to higher accountability scores in Domain 1, as well as in 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 will receive a "B" in Domain 1 for the STAAR component. (Current Domain I STAAR Performance is "C" at 75% for this single indicator. We established specific goals that are easy to communicate to staff and push students to perform better in all categories -- approaches, meets, and masters.)

It is important to note that in the "Student Data" section of the plan, some of our goals (specifically, Social Studies/US History) are very aggressive. They may not appear to 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 attending school and completing school work because family members lost jobs. At-risk students need face-to-face instruction. TPHS has been very successful in the past bringing students who were performing significantly below standards up to standards 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 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: Data analysis charts are uploaded into the addendum section of the plan.

School Progress

What accountability goal has your campus set for this year?

Our goal is to focus on 2A. We will be monitoring our students that did test in the 2020-21 STAAR and tracking progress as we will be receiving data on those students that test this year (only applicable to Algebra I and English II for TPHS Lubbock). 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?

Overall Domain 3 Goal:

If TPHS Lubbock meets the campus level performance targets established above, the Domain 3 scaled score of 30% - F (meaning no subgroups were met previously in 2021) will improve to a scaled score of 90% - A.

This would be accomplished by meeting the following;

ELA Subgroup Targets (Our Goal is to Meet 2 out of 4):

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

Math Subgroup Targets (Our Goal is to Meet 4 out of 4):

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

The campus would move from hitting none of the Domain 3 subgroup targets to meeting 6 of 8 - 75% 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. I 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 Lubbock 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 2 of 4 Domain 3 academic achievement targets in ELA and meeting all 4 targets in mathematics.) We do anticipate based on current enrollment being eligible for evaluation in 8 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, and Eco Dis.

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

Subject Areas and Student Groups

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

For this campus, the two subjects that will be our focus are ELA (English I and English II) and Mathematics (Algebra I). We are choosing these two subjects/content areas because they make an impact on all three of the accountability domains. Obviously in Domain 1, two of the four areas create our overall STAAR performance component score, and improvement in the Approaches, Meets, and Masters categories will equate to an improved component score. In Domain 2A, the focus on ELA will ensure that students are demonstrating a year's growth for English II and for Algebra I. In Domain 3, the two focus areas will ensure that we meet the individual subgroup scores for ELA and mathematics. If we meet our established Domain 6 out of 8 subgroup targets, then the campus would move from a 30% - F (in 2021) to an 95% - A in this academic year.

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

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

At this campus, the all students group is almost identical to the Hispanic subgroup and the Eco. Dis subgroup. However, the campus wants to continue a very purposeful focus on Eco Dis. subgroup. This has been one of the campus' lowest performing subgroups and will need specific focus to ensure they make progress and in turn the campus shows progress on the accountability system in Domain 1, 2A and 3. If we meet our established Domain 6 out of 8 subgroup targets, then the campus would move from a 30% - F (in 2021) to an 95% - A in this academic year.

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

CCMR

What goals has your campus set for CCMR?

Board Adopted/Approved CCMR targets for TPHS Lubbock:

- Our goal for CCMR is 43%
 - Progress Measure #1: College Readiness 18%
 - Progress Measure #2: Career Readiness 15%
 - Progress Measure #3: Military Readiness 7%

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

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

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

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

TPHS Lubbock federal graduation rate goal will be 73% for all students and all subgroups (Hispanic, Eco Dis, SPED, Cont & Non-Cont Enrolled).

Note: Data analysis charts are uploaded into 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: Planning for 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: 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: Fully Implemented

Key Practices:

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

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: 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: Partial Implementation

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Partial Implementation
Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Cycle 1 performance data goals were met or exceeded. The goals were met in Cycle 1 because the process of creating a lesson plan with daily objectives and aligned assessments was followed. Also, the new lesson plan template streamlined the planning of lessons by focusing teachers on questioning strategies in the We Do portion of a lesson so that students are able to master content each day. When a student is unable to master the lesson each day, the scaffolded questions found within the We Do portion allow the teacher to identify exactly what a student does and does not support. The changes to the planning of lessons focuses teachers and students on mastery and RTI next steps with the usage of the We Do questions. We are very proud of these results that are reported in Cycle 1. This is a celebration for the campus. As the DCSI I can report that this is the most successful Cycle 1 report that the campus has ever submitted. We feel that the work we are doing is the "right work" and it is making a difference. We are focusing on teacher/professional behavioral changes that lead to student performance. This is a focus through Lone Star Governance where we strong value the concept of "student outcomes do not change until adult behavior changes." We are an excited campus regarding data!!!!

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 CLT has determined that declines in student academic achievement on formative assessments, benchmarks, TELPAS, and STAAR EOC are a result of a lack of objective-driven lesson plans with daily targeted formative assessments. A change in teacher practice in building quality lesson plans in a collaborative fashion will be important for both tenured teachers and new teachers. With an emphasis on focused objectives and rigorous formative assessments, the campus leaders will have the opportunity to build teacher capacity and change teacher practice, which will improve overall student performance and create the environment for teachers to build strong academic performance for all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use Region 17 ESC as the basis for building capacity in this essential action. TPHS Lubbock will also be engaging with TIL DDI in which training and support will be provided to campus and district leaders. TIL DDI does support 4.1 but not fully so, and that is why we are utilizing ESC 17 support to ensure capacity is fully built for this essential action. The ESC and TIL DDI training and support will provide campus and district leaders the ability to grow the capacity of the educators they manage. The ESC training and TIL DDI components consist of professional development intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills. There will be two days of TIL DDI 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 are aligned to 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. ESC 17 and TPHS has a DDI implementation plan addressing the training schedule, coaching component, and support touchpoints. ESC 17 targeted training on 4.1 will also be embedded and added as gaps in knowledge, skill sets, and needed practice areas are identified. The TIL DDI implementation document is attached as an addendum to the TIP.

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 Program Director, will provide the details of the lesson planning systems that include weekly review and collaborative planning with teachers. Lesson plan feedback will prioritize the development of lesson objectives and formative assessments first and 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 embedded into the CIP/DIP. Parent and family communication that is embedded in the CIP/DIP includes ongoing new student orientations, report card nights every nine-week grading period, and parent/family/student celebrations regarding attendance, scholarship, and leadership. Community activities include Local Management Advisory Board (LMAB) meetings and engagement with community partners in the Lubbock area. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations.

Desired Annual Outcome: By the end of the 2021-2022 academic year, campus leaders will provide weekly lesson planning feedback and correction prior to lesson plan

delivery so that 100 % of teachers will effectively develop and use lesson objectives, formative assessments aligned to the TEKS and are at the appropriate level of rigor.

District Commitment Theory of Action: If the District ensures policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning that includes plans for monitoring and giving feedback on lesson plans prior to instruction.

Desired 90-day Outcome: By the end of the first 90-day cycle, 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 17 TIL DDI implementation agreement. DCSI will attend the two-day face-to-face DDI training with the CLT and the one-day DDI DCSI specific training from ESC 17. (DDI covers the lesson alignment process.) DCSI will meet monthly with the Instructional Program Director to address specific needs in lesson planning and address potential challenges.

Did you achieve your 90 day outcome?: Yes

Why or why not?: There was a delayed start due to ESC 17 training; however, we were able to implement the K/S charts, development of Interim Assessments and lesson alignment protocols based on the K/S and Interims.

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 Program Director</p> <p>Resources Needed: Master Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2021 - Frequency: One Time - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: During collaborative lesson planning focus on lesson alignment activities including unpacking standards, K/S charts, alignment to assessment items, and identifying objectives to ensure quality daily lesson objectives.</p> <p>Evidence Used to Determine Progress: Meeting summaries</p> <p>Person(s) Responsible: Principal & Instructional Program Director</p> <p>Resources Needed: Lesson planning checklist, lesson alignment tools from DDI.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2021 - Frequency: Weekly - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Campus staff was trained in DDI protocols in October. Completing the implementation model was not feasible by the end of Cycle 1. Teachers will create Interim Assessments so that K/S Charts can be accurately made and the process of writing lesson plans will become more aligned to state standards with accurate formative assessments.</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Identify specific staff needs in utilizing Eduphoria Forethought and provide training during teacher conference period.</p> <p>Evidence Used to Determine Progress: Training notes and meeting notes with teachers.</p> <p>Person(s) Responsible: Principal and Instructional Program Director</p> <p>Resources Needed: Eduphoria Support and Resources from ESC and Vendor</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 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>

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 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 fixed mindset of tenured teachers that the collaborative lesson planning and lesson alignment processes are unnecessary, and ensuring teachers know how to use lesson planning tools available to the campus.

What specific action steps address these challenges?: Specific action steps include the following: having a strong calendar with clearly defined collaborative planning time with Instructional Program Director, introducing the TIL DDI process and expectations to staff to explain what DDI is and how it works, communicating to staff about how DDI works together alongside the lesson planning process to ensure student success, and ensuring tenured teachers receive refresher training on lesson planning tools while new teachers receive initial training on lesson planning tools.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: The CLT has determined that a lack of formative data and the known COVID slide requires us to plan for DDI and quality reteach processes. Student performance on STAAR EOC did not meet our yearly goals.

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 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 are aligned to the best practices described in the Effective School Framework. ESC 17 and TPHS have a DDI implementation plan addressing the training schedule, coaching component, and support touchpoints. This document is attached as an addendum to the TIP.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The TIL DDI focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 17 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 rollout plan to bring the implementation of DDI processes to the campus. ESC 17 will also provide a mini TIL DDI lab to build capacity and skills in the teachers regarding the DDI processes ahead of the actual rollout. 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. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations.

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

District Commitment Theory of Action: If the District ensures that policies and practices support effective instruction in schools, then DCSI and school leadership will have the opportunity to engage with ESC 17 to implement TIL DDI processes that will provide ongoing, job-embedded coaching and support for teachers to ensure quality DDI processes and quality reteaching lessons are delivered on a consistent and ongoing basis.

Desired 90-day Outcome: By the end of the first 90-day cycle, the CLT will have received the face-to-face administrative training, the ongoing administrative support training, the beginning of DDI teacher training, and a created a DDI rollout plan. This will be accomplished by engaging with ESC 17 TIL staff to establish and launch a DDI rollout plan, calendaring, and training.

District Actions: Sign ESC 17 TIL DDI implementation agreement. DCSI will attend the two-day face-to-face DDI training with the CLT and the one-day DDI DCSI specific training from ESC 17. DCSI will participate in TIL DDI rollout plan. DCSI will meet every week 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. Andrea Juarez/Amanda Wallace at ESC 17, along with Campus Coach and Facilitator, Heather Blount. DCSI will read and engage in a book study on "Driven by Data 2.0: A Practical Guide to Improve Instruction" and "Leverage Leadership 2.0: How to Build Exceptional Schools Across Your District -- A Principal Manager's Guide,"

Did you achieve your 90 day outcome?: Yes

Why or why not?: The campus was successful in obtaining DDI training for administrators, teachers, and has an implementation calendar to focus the DDI rollout on campus.

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 17 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 1, 2021 - Frequency: One Time - Evidence Collection Date: September 30, 2021</p> <p>Funding Sources: TIL Contract with ESC 17 - 6200-Professional and contracted services - \$6,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Delivery of TIL DDI training for teachers focusing on Know/Show Charts, aligning assessment items, developing reteach plans, and guided discourse presented by ESC 17 (Amanda Wallace) - Please reference the TIL ESC/TPHS plan in the addendum section.</p> <p>Evidence Used to Determine Progress: Attendance and certificates of attendance from ESC 17 for all participants at the campus.</p> <p>Person(s) Responsible: DCSI & Principal</p> <p>Resources Needed: ESC 17 materials and support from TIL Team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 23, 2021 - Frequency: One Time - Evidence Collection Date: October 15, 2021</p> <p>Funding Sources: Training/Professional Development - 6200-Professional and contracted services - \$1,500</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: Instructional Leadership Ongoing Training from TIL Support Team (Covering the topics of Developing Roles and Responsibilities, Leading Change through Change Management, Calendaring from Exemplar, Final Implementation Plan) to be delivered on October 14th, 21st, and 28th in 3-4 one hour zoom sessions</p> <p>Evidence Used to Determine Progress: Completed trainings and attendance logs.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: ESC 17 TIL Team support and materials along with videoconferencing resources (Zoom).</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 11, 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 4 Details	Formative Reviews
<p>Action Step 4: TIL DDI Administrator Training (DCSI, Principal, Instructional Program Director, and Master Teacher) from ESC 17 TIL Team. This will be delivered in two sessions on October 27th and November 3rd.</p> <p>Evidence Used to Determine Progress: Attendance at the training and certificates from ESC 17.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: ESC 17 TIL Team Support and Materials</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 25, 2021 - Frequency: Ongoing - Evidence Collection Date: November 5, 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: Development of the TPHS Lubbock 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, and CLT</p> <p>Resources Needed: TIL DDI Day 1 and Day 2 Training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 25, 2021 - Frequency: One Time - Evidence Collection Date: November 5, 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: 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 and Instructional Program Director</p> <p>Resources Needed: Master calendar, CBA assessment system and associated dates.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 23, 2021 - Frequency: One Time - Evidence Collection Date: November 5, 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: Monthly Instructional Program Director 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 8 Details	Formative Reviews
<p>Action Step 8: Meetings with Principal to address challenges and check in on TIL DDI implementation. (weekly)</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 9 Details	Formative Reviews
<p>Action Step 9: CLT Meetings to measure progress towards meeting student performance goals and review implementation of TIL DDI.</p> <p>Evidence Used to Determine Progress: Student performance goals progress charts and meeting summaries.</p> <p>Person(s) Responsible: Principal & CLT</p> <p>Resources Needed: Calendared meeting time and space along with system processes such as agendas, data collection/reports, and meeting summary notes.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 23, 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 10 Details	Formative Reviews
<p>Action Step 10: Identify specific staff needs in utilizing Eduphoria Aware for data collection and analysis and provide training during teacher conference period.</p> <p>Evidence Used to Determine Progress: Teacher meeting notes and training notes.</p> <p>Person(s) Responsible: Instructional Program Director</p> <p>Resources Needed: Eduphoria Aware resources and training from vendor or ESC 17.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 20, 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 11 Details	Formative Reviews
<p>Action Step 11: Develop a plan to provide classroom teacher coverage so that teachers can engage in the TIL DDI process every three-weeks</p> <p>Evidence Used to Determine Progress: Documented plan for classroom coverage so teachers can engage in the TIL DDI process every three weeks.</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Substitutes and paraprofessionals that can cover classes.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 27, 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>

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 established DDI coaching calendar, 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 not just "something else to do," and effectively using campus-level data collection tools, and ensuring adequate time for teachers to engage in TIL DDI.

What specific action steps address these challenges?: Specific action steps include the following: having a strong calendar that has clearly defined coaching windows after a CBA data collection. introducing the TIL DDI process and expectations to staff, communicating to staff about how DDI works together alongside lesson planning to ensure student success, identifying specific learning needs for each teacher regarding data collection and data analysis needs in utilizing Eduphoria, and working toward securing an adequate substitute pool in order to allow teachers to engage in DDI processes.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: Not all data goals were met. The focus on assessment and exemplar responses created significant academic achievement increases for students. The focus on exemplar answers increased the rigor of lesson design and alignment to the TEKS. However the increases to rigor were not met with appropriate student supports for the success of all students in all courses. As the refinement of the 5.3 protocol occurs, the gap between the data goals and the current student data outcomes will be addressed through reteach lesson plans.

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 CLT has determined that declines in student academic achievement on formative assessments, benchmarks, TELPAS, and STAAR EOC are a result of a lack of objective-driven lesson plans with daily targeted formative assessments. A change in teacher practice in building quality lesson plans in a collaborative fashion will be important for both tenured teachers and new teachers. With an emphasis on focused objectives and rigorous formative assessments, the campus leaders will have the opportunity to build teacher capacity and change teacher practice, which will improve overall student performance and create the environment for teachers to build strong academic performance for all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use Region 17 ESC as the basis for building capacity in this essential action. TPHS Lubbock will also be engaging with TIL DDI in which training and support will be provided to campus and district leaders. TIL DDI does support 4.1 but not fully so, and that is why we are utilizing ESC 17 support to ensure capacity is fully built for this essential action. The ESC and TIL DDI training and support will provide campus and district leaders the ability to grow the capacity of the educators they manage. The ESC training and TIL DDI components consist of professional development intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills. There will be two days of TIL DDI 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 are aligned to 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. ESC 17 and TPHS has a DDI implementation plan addressing the training schedule, coaching component, and support touchpoints. ESC 17 targeted training on 4.1 will also be embedded and added as gaps in knowledge, skill sets, and needed practice areas are identified. The TIL DDI implementation document is attached as an addendum to the TIP.

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 Program Director, will provide the details of the lesson planning systems that include weekly review and collaborative planning with teachers. Lesson plan feedback will prioritize the development of lesson objectives and formative assessments first and 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 embedded into the CIP/DIP. Parent and family communication that is embedded in the CIP/DIP includes ongoing new student orientations, report card nights every nine-week grading period, and parent/family/student celebrations regarding attendance, scholarship, and leadership. Community activities include Local Management Advisory Board (LMAB) meetings and engagement with community partners in the Lubbock area. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations.

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

District Commitment Theory of Action: If the District ensures policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning that includes plans for monitoring and giving feedback on lesson plans prior to instruction.

Desired 90-day Outcome: By the end of the second 90-day cycle, 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 providing training on exit tickets and exemplar responses when planning will be the primary driver for district actions. Ongoing communication, check-ins, support, and accountability to the TIP will also be very important to ensure campus success. Finally, implementation site-visits by DCSI will support change in professional behavior and practice leading to positive student outcomes.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The development of a professional development calendar, a collaborative lesson planning calendar,. and the adherence of campus leaders to the calendars allowed the campus to successfully implement professional development on exit tickets, exemplar responses, and lesson alignment. Development was delivered in a whole group setting during an identified Teacher Development day, a small group setting during PLC, and in one on one settings with the Instructional Program Director. The three levels of development allowed individualized development for teachers as they gained expertise and comfort in the collaborative lesson planning for lesson alignment.

Step 1 Details	Formative Reviews
<p>Action Step 1: Carryover from Cycle 1: 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. (because we did not conduct training until the middle of Cycle 1, we feel that it is necessary to keep this focus as we move into Cycle 2).</p> <p>Evidence Used to Determine Progress: Meeting summaries</p> <p>Person(s) Responsible: Principal & Instructional Program Director</p> <p>Resources Needed: Lesson planning checklist, lesson alignment tools from DDI.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Continue to implement the DDI processes to create greater alignment between Tier 1 teaching and assessment, and also reteach plans that address identified needs.</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: DSCI will provide professional development to Principal and Instructional Program Director 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: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Training occurred in the development of quality exit tickets. Further training will need to be provided on the development of the exemplar responses to ensure alignment of the lesson to the assessment.</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: Continue collaborative lesson planning with content teacher and the Instructional Program Director</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 Program Director</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: December 6, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Adjust the calendar of collaborative lesson planning to match the individual needs of teachers and focus on the teachers that direct teach the 5 EOC courses.</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: (Revised): DCSI will conduct one implementation site visit in January/February 2022 to determine implementation fidelity and provide correction action and coaching to Instructional Program Director and Principal.</p> <p>Evidence Used to Determine Progress: Travel records, agendas, findings, and outcomes of site visits conducted by DCSI.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Travel support from Central Office</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The biggest challenge is to continue professional development around K/S charts to build teacher fluency in creating strong lesson objectives and then adding exit tickets and exemplar responses in this 90 day cycle.

What specific action steps address these challenges?: Keeping CLT and leadership focused on lesson alignment systems that we have identified in the TIP will be important. Training will be necessary to support Principal and Instructional Officer in effectively implementing the action steps and the focus for Cycle 2. (Action Steps #1, 2, and 4 specifically address the challenges identified)

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: The CLT has determined that a lack of formative data and the known COVID slide requires us to plan for DDI and quality reteach processes. Student performance on STAAR EOC did not meet our yearly goals.

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 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 are aligned to the best practices described in the Effective School Framework. ESC 17 and TPHS have a DDI implementation plan addressing the training schedule, coaching component, and support touchpoints. This document is attached as an addendum to the TIP.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The TIL DDI focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 17 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 rollout plan to bring the implementation of DDI processes to the campus. ESC 17 will also provide a mini TIL DDI lab to build capacity and skills in the teachers regarding the DDI processes ahead of the actual rollout. 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. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations.

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

District Commitment Theory of Action: If the District ensures that policies and practices support effective instruction in schools, then DCSI and school leadership will have the opportunity to engage with ESC 17 to implement TIL DDI processes that will provide ongoing, job-embedded coaching and support for teachers to ensure quality DDI processes and quality reteaching lessons are delivered on a consistent and ongoing basis.

Desired 90-day Outcome: By the end of the second 90-day cycle, student academic achievement will increase by 110% in EOC STAAR assessment courses after teachers participate in TIL DDI coaching sessions after each three-week assessment. DDI coaching sessions will seek to identify the gap and develop reteach plans for teachers. Instructional Program Director and Principal will receive coaching from the Principal twice per month. DCSI will receive coaching once per month. This will be accomplished by engaging in the TIL DDI coaching and support from ESC 17 TIL DDI contract, DCSI site visits, and ongoing communication from DCSI.

District Actions: DCSI will ensure communication and collaboration with ESC 17 TIL team to implement cycle 2 training and practice labs. DCSI will maintain strong communication and accountability to campus leadership with the implementation of TIL DDI data meeting protocols. Finally, DCSI will conduct implementation site-visits to provide feedback, correction, and accountability to the agreed upon systems.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We did meet our 90-day outcome but it was late in the 90-day cycle. We would have liked for it to have happened earlier; however, there were some pandemic barriers that played a significant role in this. The identified goal of all students growing by 110% as a direct result of DDI Weekly Data Meetings and implemented Reteach Lesson Plans will continue to be a focus for the campus. It was realized that full implementation of the Data Meetings and Reteach Lesson Plans are dependent on reflections of the Tier I lesson plan and curriculum. It was realized that teacher lesson plans are not aligned in the daily learning objective, daily assessment and the targeted Exemplar answer. Also, the implementation of Reteach Lesson plans requires greater refinement to ensure student data does show 110% growth as a result of Reteach Lesson

Plans. Further teacher development in the Reteach protocols, Guided Discourse and Modeling, will address the issue.

Step 1 Details	Formative Reviews
<p>Action Step 1: Conduct two (2) TIL DDI data meetings with content teachers.</p> <p>Evidence Used to Determine Progress: DDI Data Scripts, and reteach plans.</p> <p>Person(s) Responsible: Principal and Instructional Program Director.</p> <p>Resources Needed: TIL DDI resources from ESC 17.</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: After the creation of the calendar to provide Data Meetings, it was realized that only the 5 EOC subjects can adequately be coached when following the DDI framework. The campus will prioritize the EOC's to ensure Data Meetings are effectively planned and implemented.</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Conduct TIL DDI coaching on leading data meeting to Instructional program Director (2 meetings) by the Principal, and one Principal coaching by DCSI. Finally, one DCSI coaching by ESC 17 to build coaching capacity around TIL DDI data meeting implementation.</p> <p>Evidence Used to Determine Progress: Coaching scripts and video of coaching.</p> <p>Person(s) Responsible: DCSI, Principal, Instructional Program Director</p> <p>Resources Needed: TIL DDI Resources provided by ESC 17.</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: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Coaching cycles got a bit off track during December and January due to holidays and pandemic related problems. We were able to meet our expectations in February which was at the end of the 90-day cycle. However, we will continue to focus and implement a calendar of coaching that will meet our action step.</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: ESC 17 TIL DDI Cycle 2 Training and Practice Labs</p> <p>Evidence Used to Determine Progress: Completed training and practice lab evidence/video.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: ESC 17 TIL Contract/Agreement</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: Practice Lab Participation from ESC 17 - 6200-Professional and contracted services - \$750</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: DCSI implementation site-visits and data review.</p> <p>Evidence Used to Determine Progress: Completed travel, agendas, and minutes/outcomes documentation</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>Funding Sources: ESC 17 TIL Contract Support - 6200-Professional and contracted services - \$1,500</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: 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: Continue attendance at the monthly Curriculum and Instruction meetings.</p>
Step 6 Details	Formative Reviews
<p>Action Step 6: Every two-week Principal Support Zoom calls to monitor implementation and focus on TIP and TIL DDI implementation.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the call. Also any identified interventions.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Zoom Video Conferencing</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 6, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenges we are expected to face are staying focused on the TIL DDI and moving it forward without the teachers feeling overwhelmed. There is a lot going on with lesson planning and helping the teachers to understand the connections between the two TIP focused areas will be extremely important. Open, honest, and transparent communication with CLT along with accountability to the implementation of TIL DDI is important.

What specific action steps address these challenges?: Communication and accountability will be important and action steps #4, 5, and 6 address our challenges identified above.

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: No, student data goals were not met. Full implementation of Data Driven Instruction did not occur until Cycle 3 and teachers did not have time to fully implement the reteach model for all prior TEKS. Had the Data Driven Instructional model been implemented beginning in August rather than December, the student data outcomes would have matched the goals.

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

Implementation Level: Planning for Implementation

Rationale: The CLT has determined that declines in student academic achievement on formative assessments, benchmarks, TELPAS, and STAAR EOC are a result of a lack of objective-driven lesson plans with daily targeted formative assessments. A change in teacher practice in building quality lesson plans in a collaborative fashion will be important for both tenured teachers and new teachers. With an emphasis on focused objectives and rigorous formative assessments, the campus leaders will have the opportunity to build teacher capacity and change teacher practice, which will improve overall student performance and create the environment for teachers to build strong academic performance for all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use Region 17 ESC as the basis for building capacity in this essential action. TPHS Lubbock will also be engaging with TIL DDI in which training and support will be provided to campus and district leaders. TIL DDI does support 4.1 but not fully so, and that is why we are utilizing ESC 17 support to ensure capacity is fully built for this essential action. The ESC and TIL DDI training and support will provide campus and district leaders the ability to grow the capacity of the educators they manage. The ESC training and TIL DDI components consist of professional development intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills. There will be two days of TIL DDI 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 are aligned to 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. ESC 17 and TPHS has a DDI implementation plan addressing the training schedule, coaching component, and support touchpoints. ESC 17 targeted training on 4.1 will also be embedded and added as gaps in knowledge, skill sets, and needed practice areas are identified. The TIL DDI implementation document is attached as an addendum to the TIP.

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 Program Director, will provide the details of the lesson planning systems that include weekly review and collaborative planning with teachers. Lesson plan feedback will prioritize the development of lesson objectives and formative assessments first and 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 embedded into the CIP/DIP. Parent and family communication that is embedded in the CIP/DIP includes ongoing new student orientations, report card nights every nine-week grading period, and parent/family/student celebrations regarding attendance, scholarship, and leadership. Community activities include Local Management Advisory Board (LMAB) meetings and engagement with community partners in the Lubbock area. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations.

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

District Commitment Theory of Action: If the District ensures policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning that includes plans for monitoring and giving feedback on lesson plans prior to instruction.

Desired 90-day Outcome: By the end of the third 90-day cycle, the campus leadership will be collaboratively working with high support need teachers in core content areas 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 high support need teachers in core content areas to ensure that lesson objectives and formative assessments are aligned to the TEKS.

District Actions: DCSI will provide additional support professional development for the Principal and the Instructional Program Director with implementing strong exit tickets and exemplar responses in lesson planning. DCSI will implement an ongoing C&I Support meeting on a monthly basis with Instructional Program Director to evaluate implementation fidelity and problem solve any challenges or barriers. DCSI will also meet with principal twice-monthly to provide support and evaluate evidence of system implementation. Problem solving and mid-course corrections will also be made based on determine of implementation level. DCSI will lead the HQIM selection process for the campus. DCSI will participate in monthly CLT meetings to align any support based on identified gaps or needs.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The Instructional Program Director created a calendared one-hour weekly collaborative planning time for the high support need teachers. Prior to a meeting, high support teachers were required to submit a weekly lesson plan and have a completed Know and Show chart for each TEK being taught. During the meeting, the Know and Show chart that was collaboratively refined after reviewing STAAR tests, TEKS Resource, and student data from prior Interim Assessments. Refined Know and Show charts were then utilized in a See It, Name It, Do It process that allowed the Instructional Program Director to guide a teacher to identify a gap between their own submitted lesson plan and the refined Know and Show Charts. As teachers began to refine the lesson plans for the upcoming week, the Get Better Faster coaching strategies were provided to the teacher as an Action Step. To ensure that lesson delivery matched lesson planning, the Instructional Program Director would make a visit to observe the instruction that had been collaboratively planned. The observation allowed for the analysis of the Action Step implementation, and provided the foundation for the Observation Feedback cycle.

Did you achieve your annual outcome? Why or why not?: Yes, the annual outcome was achieved. The administration created achievable targets for lesson plan submission that allowed teachers to gradually shift lesson submissions from 3 days to 10 days prior to lesson delivery. This shift provided time for administrative lesson plan review with feedback, and time for teachers to have lesson refinement after feedback. Feedback about lesson plans was also targeted during the cycles. Each cycle focused on different elements of a lesson plan so that teachers were provided a scaffolded opportunity to master lesson planning as the year progressed. The scaffolded feedback provided during the cycles allowed administration differentiated approaches to teacher development in creating objective driven lessons with daily formative assessments.

Step 1 Details	Formative Reviews
<p>Action Step 1: Carryover from Cycle 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 7, 2022 - Frequency: One Time - Evidence Collection Date: April 18, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: 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 Instructional Program Director.</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 Program Director</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 7, 2022 - Frequency: Weekly - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Review and select High Quality Instructional Materials (HQIM) in Math and English.</p> <p>Evidence Used to Determine Progress: Selection and Adoption of instructional resources from TCLAS.</p> <p>Person(s) Responsible: DCSI, Principal, Instructional Program Director, and Master Teacher</p> <p>Resources Needed: Sample Lesson plans from the TCLAS vendors.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: March 1, 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 4 Details	Formative Reviews
<p>Action Step 4: 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, Principal, Instructional Program Director.</p> <p>Resources Needed: TIL DDI resources, and professional development around lesson alignment.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: April 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 5 Details	Formative Reviews
<p>Action Step 5: Instructional Program Director and Master Teacher Monthly Curriculum & Instruction Meeting led by DCSI via Zoom.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the meeting.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Videoconferencing facilities and TIL Observation & Feedback resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 6 Details	Formative Reviews
<p>Action Step 6: Every two-week Principal Support Zoom calls to monitor implementation and focus on TIP 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: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Instructional Program Director and Principal becoming proficient as using the lesson alignment tools of quality exit tickets and exemplar responses will be important. They will need additional "at-bats" and practice time with DCSI to ensure quality instructional planning. Monitoring and support to ensure systems are being implemented consistently. Accountability to systems with embedded problem solving will be necessary to ensure implementation fidelity. Based on Cycle 2, holding Principal and Instructional Program Director accountable to calendaring and implementation will be of significant importance.

What specific action steps address these challenges?: All of the action steps in this Cycle address and support the identified challenges that may be experienced or are experiencing. Action Steps 1-6.

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: The CLT has determined that a lack of formative data and the known COVID slide requires us to plan for DDI and quality reteach processes. Student performance on STAAR EOC did not meet our yearly goals.

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 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 are aligned to the best practices described in the Effective School Framework. ESC 17 and TPHS have a DDI implementation plan addressing the training schedule, coaching component, and support touchpoints. This document is attached as an addendum to the TIP.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The TIL DDI focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 17 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 rollout plan to bring the implementation of DDI processes to the campus. ESC 17 will also provide a mini TIL DDI lab to build capacity and skills in the teachers regarding the DDI processes ahead of the actual rollout. 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. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations.

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

District Commitment Theory of Action: If the District ensures that policies and practices support effective instruction in schools, then DCSI and school leadership will have the opportunity to engage with ESC 17 to implement TIL DDI processes that will provide ongoing, job-embedded coaching and support for teachers to ensure quality DDI processes and quality reteaching lessons are delivered on a consistent and ongoing basis.

Desired 90-day Outcome: By the end of the third 90-day cycle, 100% of EOC teachers will be implementing either guided discourse or modeling re-teach plans after every DDI data meeting to effectively ensure that all students are mastering content specific standards at 80% or higher.

District Actions: DCSI will work directly with the campus principal and ESC 17 TIL team to establish and calendar dates for implementation site visits and practice lab. DCSI will ensure implementation fidelity through participation in CLT meetings, monthly C&I program meetings, and two-week principal support zoom calls to ensure that TIL DDI is implemented with fidelity and that there are opportunities for mid-course correction. Artifact collection and evidence will be collected and evaluated all all support calls and programmed meetings.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Weekly Data Meetings focused teachers on the knowledge gaps identified by data. The See It, Name It, Do It model of the Weekly Data Meeting allowed teachers time to practice the Guided Discourse and Modeling approaches to Reteach. The practice time provided allowed teachers to gain confidence in reteach methods. Knowing that the Instructional Program Director was going to schedule and follow through on an observation of the reteach ensured that teachers implemented the agreed upon reteach.

Did you achieve your annual outcome? Why or why not?: Yes, the annual goal was met for Essential Action 5.3. TIL Data Driven Instruction provided a framework that

allowed teachers to develop Know and Show Charts that guided lesson planning cycles. Daily, Unit, and Interim Assessment data was utilized to refine Know and Show charts, lesson plans, and to create reteach lessons. Administration developed testing calendars, mastery trackers, data meeting calendars, and Observation/Feedback cycle calendars that kept the campus focused on the implementation of the Data Driven Instruction.

Step 1 Details	Formative Reviews
<p>Action Step 1: Instructional Program Director will conduct two (2) TIL DDI data meetings with ELA teachers and 4 TIL data meetings with math, science, and social studies teachers in Cycle 3.</p> <p>Evidence Used to Determine Progress: DDI Data Scripts, and reteach plans.</p> <p>Person(s) Responsible: Principal and Instructional Program Director.</p> <p>Resources Needed: TIL DDI resources from ESC 17.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: ESC 17 TIL DDI Contact Support - 6200-Professional and contracted services - \$1,535</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: 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.</p> <p>Evidence Used to Determine Progress: Calendar of TEK implementation prior to STAAR testing days.</p> <p>Person(s) Responsible: Teachers, Instrucional Program Director, Principal</p> <p>Resources Needed: Calendar for teachers to fill in.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: One Time - Evidence Collection Date: March 11, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Administration needs to ensure teachers understand the link between Weekly Data Meetings and the creation of STAAR test review days.</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: ESC 17 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 Program Director and Principal on leading data meetings and providing an growth action step.</p> <p>Evidence Used to Determine Progress: Action Step Tracker, travel documentation/evidence</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: TIL DDI contract with ESC 17</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: April 29, 2022</p> <p>Funding Sources: TIL DDI Contract Support - 6200-Professional and contracted services - \$5,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: ESC 17 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 and Principal</p> <p>Resources Needed: ESC 17 TIL DDI contract</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: May 6, 2022</p> <p>Funding Sources: TIL ESC 17 Contract - 6200-Professional and contracted services - \$2,000</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?: Staying true to calendars and TIL DDI process will be extremely important during this 90 days to ensure adult behavior is changed and that the practices align and become routine.

What specific action steps address these challenges?: The action steps that will be used to address the identified challenge will be the ESC 17 TIL DDI practice labs and site visits with DCSI. Also the ongoing monitoring and support of the Principal and the Instructional Program Director through C&I meetings and every two-week principal support meetings will ensure that we address any challenges. Specifically in looking at changing adult behavior that is aligned to TIL data meetings script will be monitored by submission of videos by Instructional Program Director and Principal to ensure that TIL data meets structure is in tack and being implemented with fidelity.

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

Rationale: TPHS Lubbock Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in April 2022, to determine that currently, instructional materials include TEKS Resource System and various teacher researched and created materials that are utilized in some classrooms. Materials and assessments are aligned to the end of year assessment, but do not necessarily provide a consistent level of rigor, engagement, and are not designed to meet the needs of diverse learners. A scope and sequence is not followed consistently based on the need to fill in knowledge gaps for students. Finally, in reviewing the implementation of Texas Instructional Leadership (TIL) Observation and Feedback and Data Driven Instruction, it was determined that there continues to be a need for implementation of those systems with more fidelity. Observation and Feedback was launched just before initial COVID-19 impacted the campuses so professional development was provided; however, implementation was weak. Data Driven Instruction was launched later in the fall semester of 2021 so implementation with fidelity was just beginning at the end of the 2021-2022 academic year. The TPHS Lubbock Leadership Team agrees that further commitment to both Observation & Feedback and DDI will be necessary to be successful in the 2022-2023 academic year. 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 Lubbock 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) and Lesson Alignment (LA). There will be multiple days of face-to-face and/or virtual professional development for the campus leadership team, including the DCSI, Principal and Instructional Program Director. Working time with ESC 17 will also be completed to analyze previous implementation of OF and LA systems to refine ongoing professional development and site-visit implementation. Ongoing implementation support will be provided to the DCSI, Principal, and Instructional Program Director to ensure fidelity of implementation. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Program Director with bite-sized action steps to secure strong implementation. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 17 and TPHS Lubbock have an OF and Lesson Alignment 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 & Feedback (OF) and Lesson Alignment (LA) 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 17 agreement and implementation plan. Once the agreement is signed, district and campus leadership will attend on-going face-to-face and/or virtual TIL OF and LA professional development focusing on current implementation of OF and LA and where systems need to be realigned and/or revised along with professional development that will build understanding and capacity. Once the face-to-face and/or virtual training is completed, the district and campus leadership will develop an implementation plan to bring the implementation of TIL OF and LA processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Parent engagement opportunities include surveys, parent-student-teacher conferences (twice per semester), and through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of work that students will engage in is clearly understanding of exemplars and success criteria when working on standards and daily objectives.

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

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

Desired 90-day Outcome: By the end of August 2022, DCSI along with the Campus Leadership Team will have all selected high quality instructional materials available for

teachers (print and online access) with completed teacher and leader professional development prior to the first day of instruction.

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

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Formative Reviews
<p>Action Step 1: Campus will select and purchase the high quality instructional materials for mathematics, English Language Arts, science, and social studies.</p> <p>Evidence Used to Determine Progress: Completed purchase orders and all high quality instructional materials are available at the campus and online resources are available.</p> <p>Person(s) Responsible: DCSI & Principal</p> <p>Resources Needed: TPHS Finance Team processing of purchase orders, DCSI & Principal contact with Vendors.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: One Time - Evidence Collection Date: June 30, 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 3, 2022 - Frequency: One Time - Evidence Collection Date: July 29, 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 17, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Schedule a 2 day face-to-face professional development for ELA teachers on the Odell English Language Arts program including scope and sequence and quality assessments. (Time frame is July 2022 based on vendor)</p> <p>Evidence Used to Determine Progress: Completion of training by Odell English Language Arts.</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 17, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: Schedule a 1 day virtual professional development for science and social studies teachers on the selected HQIM program including scope and sequence and quality assessments. (Time frame is July 2022 based on vendor)</p> <p>Evidence Used to Determine Progress: Completed virtual training for science and social studies teachers.</p> <p>Person(s) Responsible: DCSI/Principal</p> <p>Resources Needed: HQIM Selected Vendors and technology resources.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 17, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Potential challenges include the following: scheduling professional development prior to the first day of instruction based on other training needed for STAAR Redesign, and Texas Instructional Leadership Observation & Feedback, Lesson Alignment, and Data Driven Instruction training and vendor access and time availability. Finally, ensuring that print materials and online access is available to teachers prior to professional development.

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 5.3: Data-driven instruction.

Rationale: TPHS Lubbock Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in April 2022, to determine that currently the DDI process involves administrator and teacher teams analyzing whole class data to determine the highest leverage TEKS that will need to be retaught. At this time,, we do not analyze data or student work to determine a specific misconception for a reteach reason. There are not student data trackers in place. Finally, in reviewing the implementation of Texas Instructional Leadership (TIL) Data Driven Instruction, it was determined that there continues to be a need for implementation of those systems with more fidelity. Data Driven Instruction was launched later in the fall semester of 2021 so implementation with fidelity was just beginning at the end of the 2021-2022 academic year. The TPHS Lubbock Leadership Team agrees that further commitment to DDI will be necessary to be successful in the 2022-2023 academic year. If the campus fully implements TIL DDI selects and provide ongoing coaching and support to teachers in conducting weekly data meetings, the campus will achieve full implementation on the key practice for Effective Schools Framework Lever 5.3. 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 Lubbock 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). There will be multiple days of face-to-face and/or virtual professional development for the campus leadership team, including the DCSI, Principal and Instructional Program Director. Working time with ESC 17 will also be completed to analyze previous implementation of DDI systems to refine ongoing professional development and site-visit implementation. Ongoing implementation support will be provided to the DCSI, Principal, and Instructional Program Director to ensure fidelity of implementation. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Program Director with bite-sized action steps to secure strong implementation. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 17 and TPHS Lubbock have an DDI 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 Data Driven Instruction (DDI) focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 17 agreement and implementation plan. Once the agreement is signed, district and campus leadership will attend on-going face-to-face and/or virtual TIL DDI professional development focusing on current implementation of DDI and where systems need to be realigned and/or revised along with professional development that will build understanding and capacity. Once the face-to-face and/or virtual training is completed, the district and campus leadership will develop an implementation plan to bring the implementation of TIL DDI 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 DDI reteach activities such as modeling, think aloud, and guided discourse 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 May 2023, 100% of core content teachers will implement weekly corrective instruction action planning process that includes unpacking standards and creating exemplars, determine conceptual or procedural error, planning reteach, practicing reteach, and following-up with reteach success.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of Texas Instructional Leadership (TIL) Data Driven Instruction (DDI) processes then campus leaders and teachers will have an actionable process for corrective instruction and reteach development that will lead to increase student performance and student master of standards.

Desired 90-day Outcome: By the end of August 2022, DCSI, Principal, and Campus Leadership Team will have completed a complete review of the Principal Action Steps of TIL Data Driven Instruction, planned and calendared beginning of year professional development for DDI, and calendared practice labs and implementation site visits for the 2022-2023 academic year.

District Actions: District staff will ensure that contracts for ESC 17 TIL Data Driven Instruction agreement is signed and that the initial principal action steps is evaluated with ESC 17 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 Instructional Program Director 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, Instructional Program Director, and Campus Leadership Team will attend Texas Instructional Leadership Data Driven Instruction Principal Action Steps review and analysis facilitated by ESC 17 TIL Team (Amanda Wallace) to determine current levels of implementation fidelity and identify gaps that need to be addressed in increase fidelity of implementation. This will be held during the months of May and June 2022 vis multiple virtual sessions.</p> <p>Evidence Used to Determine Progress: Completed review of TIL DDI Principal Action Steps, identified gaps in implementation fidelity, and prioritized highest leverage action steps.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: ESC 17 TIL Team (Amanda Wallace), technology resources, and TIL Principal Action Steps document.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: May 2, 2022 - Frequency: Ongoing - Evidence Collection Date: June 30, 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: Develop a professional development plan for beginning of 2022-2023 academic year that addresses prioritized gaps in DDI implementation including ongoing professional development throughout the academic year.</p> <p>Evidence Used to Determine Progress: Beginning of 2022-2023 academic professional development plan aligned with prioritized needs and action steps.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: ESC 17 TIL Team (Amanda Wallace) and TPHS Lubbock Instructional Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: May 23, 2022 - Frequency: Ongoing - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: Calendar 2022-2023 academic year professional development to support implementation of DDI including TIL practice labs and implementation site visits and leadership coaching sessions.</p> <p>Evidence Used to Determine Progress: Completed instructional calendar with identified professional development, TIL practice labs, implementation site visits and scheduled coaching.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Resources Needed: ESC 17 TIL Team (Amanda Wallace) and TPHS Lubbock Instructional Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: Ongoing - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Ongoing virtual (Zoom) meetings with Principal and Instructional Program Director to review training, identify challenges/barriers, and plan next steps. Meetings will be bi-weekly for the Principal and monthly for the Instructional Program Director.</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 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Potential challenges include the following: Adhering to the calendar that is established for TIL Data Driven Instruction professional development during June 2022. Supporting campus instructional leaders on calendaring and managing weekly data meetings, observation and feedback cycles, and lesson planning feedback. Assisting instructional leaders (Principal & Instructional Program Director) in creating and managing campus specific instructional focus calendar to meet all the areas will be a essential. Also, having a deeper understanding of lesson alignment processes including writing exemplars, success criteria, and writing strong objectives are also needed to support strong DDI implementation.

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

Campus Based Leadership Team

Committee Role	Name	Position
District-level Professional	Scott Carothers	Instructional Officer
Administrator	Trent Cook	Campus Principal
Administrator	Timothy McWilliams	Instructional Program Director
Administrator	Martin Garcia	Counselor
Classroom Teacher	Nikki Wilson	Lead/Master ELA Teacher
Non-classroom Professional	Bonnie Smith	Family & Student Services Coordinator
Classroom Teacher	Juana Yanez	Special Education Teacher
Region 17 ESC Staff Member	Heather Blount	ESC SI Support Representative

Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	TIL Contract with ESC 17		\$6,000.00
1	2	2	Training/Professional Development		\$1,500.00
2	2	3	Practice Lab Participation from ESC 17		\$750.00
2	2	4	ESC 17 TIL Contract Support		\$1,500.00
3	2	1	ESC 17 TIL DDI Contact Support		\$1,535.00
3	2	3	TIL DDI Contract Support		\$5,000.00
3	2	4	TIL ESC 17 Contract		\$2,000.00
Sub-Total					\$18,285.00
Budgeted Budget Object Code Amount					\$18,285.00
+/- Difference					\$0.00
Grand Total Budgeted					\$18,285.00
Grand Total Spent					\$18,285.00
+/- 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	34	32	89	Released STAAR	40	58	Released STAAR	45	50	50	26
			All	All	Reading	Meets	STAAR	12	18	89	Released STAAR	28	41	Released STAAR	35	27	39	19
			All	All	Reading	Masters	STAAR	0	2	89	Released STAAR	4	8	Released STAAR	5	5	5	1
			All	All	Mathematics	Approaches	STAAR	65	57	86	Released STAAR	70	59	Released STAAR	75	55	80	41
			All	All	Mathematics	Meets	STAAR	20	18	86	Released STAAR	40	45	Released STAAR	45	45	50	11
			All	All	Mathematics	Masters	STAAR	14	11	86	Released STAAR	15	36	Released STAAR	17	40	20	2
			All	All	Science	Approaches	STAAR	84	63	76	Released STAAR	75	66	Released STAAR	85	88	90	76
			All	All	Science	Meets	STAAR	24	29	76	Released STAAR	20	51	Released STAAR	30	81	45	29
			All	All	Science	Masters	STAAR	2	4	76	Released STAAR	4	42	Released STAAR	5	53	6	14
			All	All	Social Studies	Approaches	STAAR	79	36	90	Released STAAR	50	43	Released STAAR	65	66	80	89
			All	All	Social Studies	Meets	STAAR	39	16	90	Released STAAR	25	12	Released STAAR	35	49	45	43
			All	All	Social Studies	Masters	STAAR	16	4	90	Released STAAR	5	6	Released STAAR	10	24	15	22
2. Closing the Gaps	Focus 1	Academic Achievement	All	Econ Disadv	Reading	N/A	STAAR	12	18	89	Released STAAR	28	41	Released STAAR	35	27	39	17
	Focus 2	Academic Achievement	All	All Students	Mathematics	N/A	STAAR	20	18	86	Released STAAR	40	44	Released STAAR	45	45	50	41
	Focus 3	School Quality/College & Career Readiness	All	All Students	All	N/A	Graduation Rate	20	20	100	Other	35	93	Other	40	93	43	68
	Focus 4	Graduation Rate Status	All	Econ Disadv	All	N/A	Graduation Rate	67	60	100	Other	60	95	Other	70	92	72	95

Addendums

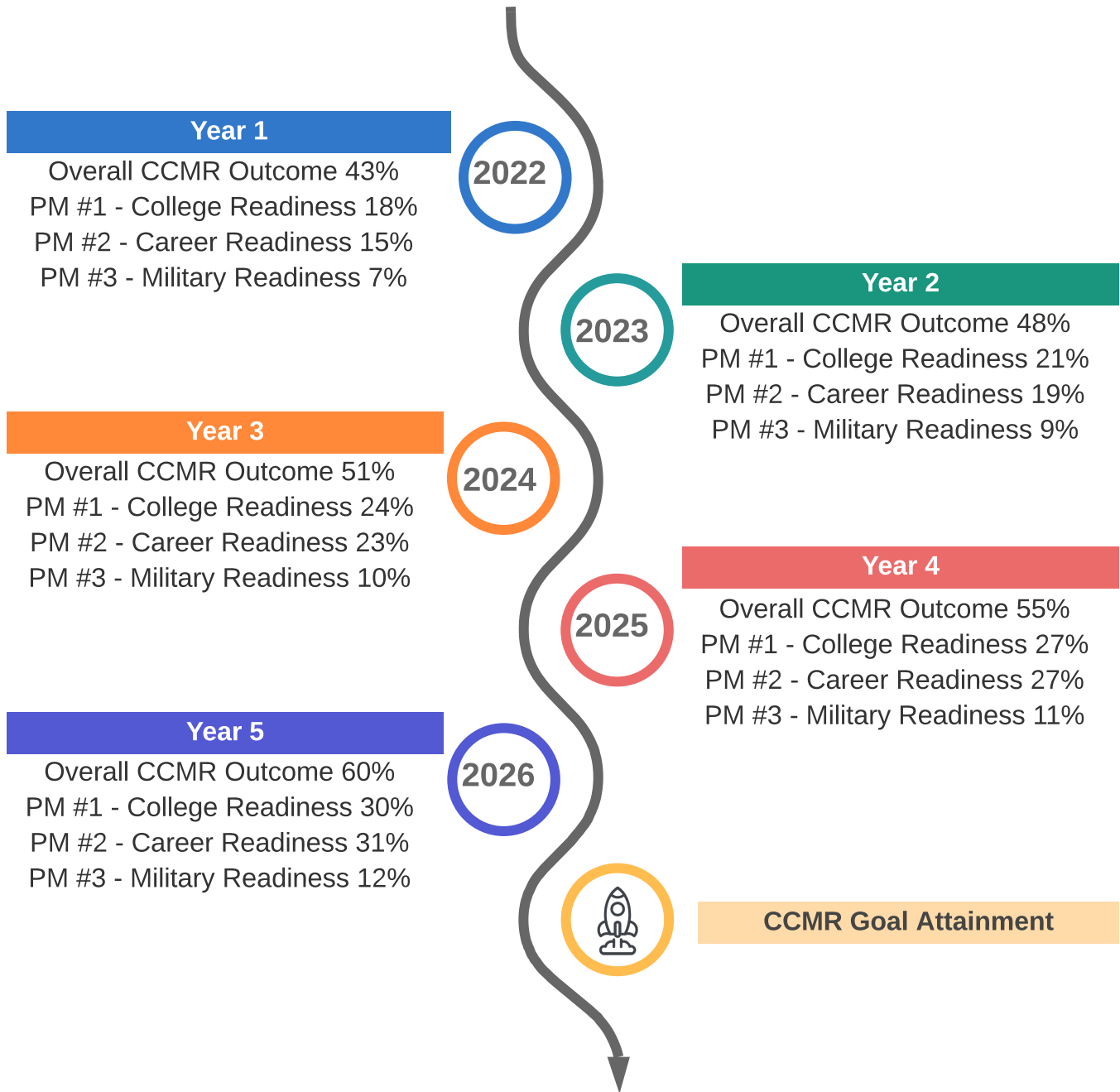
2021-2022 Academic Performance Goals for TPHS Lubbock

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 45% 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 45% 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 Lubbock

Board Approved CCMR Targets

Charter Holder Board Approved | August 7, 2021



Targets above are established for the following student populations for the district:

PM =
Progress
Measure

All Students
Hispanic
African American
White
Economically Disadvantaged
Special Education
Continuously & Non-Continuously Enrolled

Triumph Public High School Capacity Building
Texas Instructional Leadership
2021-2022 School Year

Guiding Assumptions:

- The district has an aligned assessment calendar that includes devoted PLC time after assessments are given.
- Clear roles are identified for the Principal and Principal Supervisor and they are devoted to the idea of being the instructional leader of the campus.
- This is a learning process for everyone. There will be some failure and success and we have a growth mindset about our own professional growth.

Timeline/ Training Details	Activity	Staff Needed	ESC Specialist
<u>October 11, 2021</u> (Teacher Training) <u>October 27th and November 3rd, 2021</u> (Administrator Training at the Service Center)	TIL Data-Driven Instruction *Zoom for Mr. Carothers will be set up-troubleshoot one week prior. - Send links to register -Copy of binder for Mr. Carothers (bring on the 11th) -Principal Manager book- Coaching Protocols	Principal Manager Principal Assistant Principal Master Teacher	Amanda Wallace Tori Mitchell Heather Blount
October 14th, 21st, and 28th, 2021 @ 11:00-12:00 via Zoom <i>-3 to 4 One hour zoom sessions (we will begin with 3 and add a 4th if needed)</i>	Developing Roles Responsibilities Leading Change through Change Management Calendaring from Exemplar Final Implementation Plan	Principal Manager Principal Assistant Principal Master Teacher	TIL Coach Oct 14, 2021 - Amanda Wallace Oct 21, 2021 - Heather Blount Oct 28, 2021 - Andrea Juarez
November 10th, 2021 Andrea will lead this training via zoom https://esc17.zoom.us/j/4233061776	Principal Coaches Training	Principal Manager	TIL Coach Andrea Juarez

Early December 2021 <i>In-district Training/ Coaching</i>	Implementation and Action Steps Adjustments	Principal Manager Principals Campus Leadership Team	TIL Coach
January 2022 <i>Specific date/ location to be determined.</i>	Mid-Course Corrections Meeting and Action Steps Potential PD for TIL	Superintendent Campus Principal Campus Counselor Teacher Leaders	TIL Coach
June 2022 <i>In-district Training/ Coaching</i>	Instructional Leadership Feedback, Assessment, and Modifications	Principal Assistant Principals Campus Leadership Team	TIL Team

Coaching Sessions/ Evidence Gathering

4 Evidence Gathering Session Dates:

Date	Evidence Collected	Additional Information

4 Coaching Session Dates:

Date	Coaching Session Information	Action Step



4 Follow-Up Dates:

Date	Follow- Up Information	Action Step Mastery

Meeting Notes/ Running Log:

Triumph Public High Schools Lubbock

Targeted Improvement Plan December 17, 2021 Artifact Submission

Artifacts Included:

1. Principal Action Step Tracker
2. TPHS Lubbock DDI Implementation Plan
3. Crafted (in progress) DDI Exemplar Data Meeting Coaching Script
4. Less Plan Feedback Exemplar

PRINCIPAL NAME:	Trent Cook	Total Obs
SCHOOL NAME:	TPHS Lubbock	0

Campus Focus Area	Data Driven Instruction
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Date	Instructional Leadership Lever	Action Step Category	Specific Action Step (small, measurable, targeted)	Follow-up/Monitoring Plan	Action Step Status	Action Step Status Date
	DDI	DDI.1: Lock in quality interim assessments	Identify End Goal Assessment for all 5 EOC courses.	Ensure al Interim Assessments for cycle 3 and 4 utilize STAAR Test Bank questions only so that alignment occurs.	Full Implementation	12/15/2021
	DDI	DDI.1: Lock in quality interim assessments	ID Essential Content and Rigor by creating K/S Charts from Interim Assessments to ensure alignment.	The Interim Assessments for the 3rd Interim assessment window will be developed by the end of Semester 1 for the 5 EOC courses. During the PD on January 3-4 2022, teachers will be utilizing the Interim Assessments to create K/S charts. Daily lesson plans will be created based on the K/S charts for the 3rd 9 Weeks.	Partial Implementation	12/15/2021
	DDI	DDI.1: Lock in quality interim assessments	Acquire or Develop Interim Assessments that are aligned to to end-goal assessments.	The Interim Assessments for the 3rd Interim assessment window will be developed by the end of Semester 1 for the 5 EOC courses. The Interim Assessments will be developed utilizing the Lead4ward STAAR IQ, YAG documents, Interim Assessment data from the 1st and 2nd Interim Assessments to identify low mastery TEKS, and the Lead4ward Frequency Distribution charts. Each Interim Assessment will be created in Eduphoria Aware utilizing the STAAR Released Item bank to ensure alignment to the end goal assessment.	Partial Implementation	12/15/2021
	DDI	DDI.1: Lock in quality interim assessments	Develop a common Interim Assessment calendar based on YAG for all 5 EOC courses.	Interim Assessment Calendar was completedi in August 2021.	Full Implementation	12/15/2021
	DDI	DDI.2: Lock in high quality lesson plans/curriculum materials that align to the assessments	Design high quality unit plans that align to end-goal assessments	After the successful creation of the 3rd Interim Assessments, teachers will be able to create unit plans that are aligned to end goal assessments. The unit plans will include TEKS not previously mastered on the 1st and 2nd Interim Assessments, and the TEKS from the current cycle will also be included.	Planning for Implementation	12/15/2021
	DDI	DDI.2: Lock in high quality lesson plans/curriculum materials that align to the assessments	Define effective Tier I lessons plans by providing Lesson Plan Exemplars for all 5 EOC courses. The exemplars will contain the following compnents, lesson objective, aligned exit ticket, adequate practice time, scaffolded questions that link prior learning to current day learning.	Since there is no defined curriculum for the campus, teachers will be expected to create their own lesson plans utilizing the exemplars provided as a model. The creation of the K/S charts in early January will allow teachers to create daily lessons that align to the chart to ensure lessons and assessments are in alignment to the state standards.	Partial Implementation	12/15/2021

	DDI	DDI.2: Lock in high quality lesson plans/curriculum materials that align to the assessments	Define effective Tier II reteach lessons plans by providing Exemplars for all 5 EOC courses. The exemplars will contain the following components, lesson objective, aligned exit ticket, adequate practice time, and guided discourse or modeling elements.	K/S charts will allow teachers to collect student work for evaluation of High Medium Low student work and make a comparison to their own charts. When the gap has been identified in a WDM, teachers can then develop a reteach lesson that is either Guided Discourse or Modeling as a Tier II intervention. Since the K/S charts are created from an Interim Assessment made up of STAAR questions, the reteach plans will be in alignment.	Planning for Implementation	12/15/2021
	DDI	DDI.2: Lock in high quality lesson plans/curriculum materials that align to the assessments	Establish planning templates for year-long plan, unit plans, weekly and daily plans	Templates currently exist for the Daily and Weekly Plans. Administration will have templates for the Unit and Yearly plan developed for use by January 3-4. Teachers will be expected to submit unit plans for the end Interim assessment by end of day on January 7, 2022.	Partial Implementation	12/15/2021
	DDI	DDI.2: Lock in high quality lesson plans/curriculum materials that align to the assessments	Establish when lesson plans will be due, who will review, and when teachers can expect feedback.	Lesson plans submission expectations will be shifted from 3 days prior to lesson delivery to 7 days prior so that more time for feedback exists. Feedback will need to occur no more than 48 hours later so that time is provided to teachers for adjustments prior to delivery of a lesson. Teachers will be expected to be in full compliance to the 7 day timeline by January 25 in preparation for lessons on February 1.	Partial Implementation	12/15/2021
	DDI	DDI.3: Establish essential data meeting structures that result in evidence based action planning	Create PLC schedule to conduct Weekly Data Meetings.	Teachers will be required to conduct the first official WDM the week of January 10-14. Each of the 5 EOC teachers will be required to have a completed reteach plan ready for implementation the week of January 17 - 20 and the administration will observe a reteach plan that week.	Partial Implementation	12/15/2021
	DDI	DDI.3: Establish essential data meeting structures that result in evidence based action planning	Establish consistent protocols and a pre-work expectation for effective analysis meetings	Create/adopt the data analysis templates for use and the expectations of them. Teachers will be required to complete a data analysis of all Interim Assessments.	Partial Implementation	12/15/2021
	DDI	DDI.3: Establish essential data meeting structures that result in evidence based action planning	Develop a system to collect high, medium, and low sample of student work for evidence of trends in student learning.	Teachers are currently selecting their own evidence and bringing them to the meeting. The systemization of this process needs to occur so that administration is presented with all evidence not just that which is selected by the teacher.	Partial Implementation	12/15/2021
	DDI	DDI.4: Create effective principal monitoring tools for all post-assessment action plans	Develop an action plan tracker to identify reteach goals, timeline and focus area	Mr. McWilliams will keep a calendar that identifies reteach goals, opportunities, and focus areas for the 5 EOC teachers.	Planning for Implementation	12/15/2021
	DDI	DDI.5: Roll out PD for data-driven instruction	Create system to have access to assessments and DDI action plans for observations	Mr. McWilliams will share the reteach action plan tracker with administration. Eduphoria Aware is already being utilized for assessments.	Partial Implementation	12/15/2021

	DDI	DDI.5: Roll out PD for data-driven instruction	Create observation schedules to observe teachers in reteaching implementation	The shared reteach Action Plan tracker will include a column that indicates the administrator that will observe a reteach plan	Planning for Implementation	12/15/2021
	DDI	DDI.5: Roll out PD for data-driven instruction	Plan and Roll OUT PD on DDI for teachers	Completed initial teacher training in October. January PD will include Sessions on Lesson Planning, Identifying the Gap, and scaffolded learning for RTI in the Reteach.	Full Implementation	12/15/2021
	DDI	DDI.5: Roll out PD for data-driven instruction	Plan and Roll OUT PD on DDI for administrators	Administrative training for the initial 2 days was completed in November. Campus visits from ESC 17 trainers will be scheduled two times in the Spring semester. These trainings will provide administrators real time feedback on WDM implementation.	Full Implementation	12/15/2021
	DDI	DDI.5: Roll out PD for data-driven instruction	Develop and Roll out Exemplar IA analysis to set model for teachers.	Mr. McWilliams will create an Exemplar Interim Assessment analysis for each of the 5 EOC courses based on the 2nd Interim Assessment. The teachers will be exposed to the exemplars during the first PLC in January.	Partial Implementation	12/15/2021
	DDI	DDI.5: Roll out PD for data-driven instruction	Create PD opportunity to practice student data/work and creating 6 week actions plans or targeted reteach plans based on Weekly Data	In October 2021, teachers were provided their first opportunity to practice sorting student work. Another opportunity is being provided on January 3-4. If another day is needed for practice, February 28 will be utilized.	Partial Implementation	12/15/2021
	DDI	DDI.6: Conduct a deep analysis of the data to identify schoolwide and teacher specific trends	Find the Overall Trends in student mastery data to identify schoolwide and teacher trends on Interim Assessments	After the implementation of the 3rd Interim Assessment, teachers will analyze all 4 Interim Assessments for the year and will identify trends that can be addressed through a reteach prior to the STAAR EOC in April and May.	Planning for Implementation	12/15/2021
	DDI	DDI.6: Conduct a deep analysis of the data to identify schoolwide and teacher specific trends	ID the key conceptual understanding and errors for individual standards and students	January 2022, teachers will begin the process of creating and delivering reteach lessons based on student mastery of the TEKS. During the WDM, teachers will work with Mr. McWilliams to identify the conceptual understandings that need to be stamped.	Partial Implementation	12/15/2021
	DDI	DDI.7: Prepare	Narrow the focus of a Data meeting by identifying a standard from an assessment and student work that highlight high, medium, low student work	Administrators have practiced this in a group setting. In January, administrators and teachers will be analyzing the 2nd Interim Assessment and creating reteach plans for TEKS not yet mastered. As reteach plans are delivered, student work at the high, medium, low levels will be utilized as evidence of implementation for teachers to present to Mr. McWilliams and the evidence will be categorized.	Partial Implementation	12/15/2021
	DDI	DDI.7: Prepare	Prepare an exemplar K/S and write a meeting script	1 of the 5 exemplar K/S Charts have been completed. The remaining 4 exemplars will be ready for teachers on January 3-4 as they prepare for the 2nd semester.	Partial Implementation	12/15/2021

	DDI	DDI.8: See It	Create a K/S chart for a standard that identifies conceptual misunderstandings that must be mastered.	Administration has created an exemplar K/S chart for Algebra I. Teachers created 1 K/S chart each for a TEK with low mastery from the first semester. This K/S chart will be used to have the first WDM in the second semester. During the WDM, a reteach plan based on a conceptual misunderstanding will follow the See it, Name it, Do it process for a reteach lesson.	Partial Implementation	12/15/2021
	DDI	DDI.8: See It	Compare teacher and student exemplars to identify how work demonstrates mastery of the standard.	After the development of the K/S Charts for the 3rd Interim Assessment, daily lesson objectives will be created off of the charts. Exemplar responses of teachers and students can then be utilized to refine the K/S charts during WDM.	Planning for Implementation	12/15/2021
	DDI	DDI.9: Name It	Succinctly restate the key procedural errors and conceptual misunderstandings, then have the teacher repeat them and write them down.	Revisions to the K/S chart will allow administration to lead teachers through the identification of the conceptual misunderstanding presented by student evidence.	Planning for Implementation	12/15/2021
	DDI	DDI.10: Do It	Plan the reteach by choosing modeling or guided discourse.	The reteach will be practiced with administration prior to delivering the first reteach lesson in January.	Planning for Implementation	12/15/2021
	DDI	DDI.10: Do It	ID the step, student materials, and students to monitor during the reteach	Analysis of student evidence will allow High, Med, Low student work to be identified. Eduphoria Aware data, and other teacher created data be used to identify students that are in each monitoring group. Reteach lessons will require a question on the next Interim Assessment and next step RTI can be identified for all students.	Planning for Implementation	12/15/2021
	DDI	DDI.10: Do It	Practice the reteach	Teachers have worked through examples of the Guided Discourse and Modeling reteach strategies. The WDM beginning Mid January will require teachers to plan, practice, and do the reteach.	Partial Implementation	12/15/2021
	DDI	DDI.10: Do It	Provide feedback to teacher to ensure the reteach is implemented effectively.	After the reteach calendar is created, and/or updated, teachers will be observed delivering the reteach lesson.	Planning for Implementation	12/15/2021
	DDI	DDI.10: Do It	Identify follow up plans with teachers so that they can be embedded into current lesson plans.	Teachers will be asked by an administrator when the reteach lesson will be delivered and the administrator will commit to making an observation of the reteach lesson.	Planning for Implementation	12/15/2021
	DDI	DDI.10: Do It	ID when observation of the reteach can occur.	January - February 2022, February - April, April - May	Planning for Implementation	12/15/2021
	DDI	DDI.11: Actively Monitor Implementation of Action Plans	Observe the reteach that was planned	January - February 2022, February - April, April - May	Planning for Implementation	12/15/2021
	DDI	DDI.11: Actively Monitor Implementation of Action Plans	Identify the gaps between the original plan and execution between student work and exemplar.	January - February 2022, February - April, April - May	Planning for Implementation	12/15/2021

	Categories				
	Assessments:	Analysis	Action	Data Driven Culture	Observation/Supervision
	Aligned	Quick/User Friendly	Action Plans	Vision	Walk-throughs
	Interim	Teacher-Owned	Lesson Plan Accountability	Trained Leadership	Formal Observations
	Reassess	Test in-hand	Observe changes in teaching	Calendar	Timely Feedback
Date	Transparent	Deep	Engaged Students	Prof Dev Aligned	Weekly Lesson Plans
October 1 - 15				train 100% of teachers	
October 18 - 29	<p>Create plan for 2nd 9 Weeks Interim Assessment development and identify person/group that will create tests.</p> <p>Create first Teacher created data view from Eduphoria and identify reteach opportunities.</p>	<p>Utilize PLC time for 1st 9 Week Interim Assessment item analysis</p> <p>Finalize the data analysis report template after seeking teacher feedback</p> <p>Teachers Complete data analysis report for 1st 9 weeks assessment</p>	Identify TEKS with low mastery and high frequency on 1st 9 weeks Interim Assessment	<p>*Make changes to assessment Calendar to include Assessment timelines not just dates, PLC dates, PLC times, and focus of the PLC.</p> <p>Admin training session 1 Oct 27 at ESC 17</p> <p>Model Data Analysis in Plato using Eduphoria Aware</p>	<p>All teachers receive lesson plan feedback on Lesson Objective alignment to TEK.</p> <p>All teachers receive walkthrough observations with feedback.</p>
November 1 - 12	<p>Finalize development of the Interim Assessments in the 5 EOC Courses.</p> <p>Identify Scope and Sequence for other Core Courses and isolate high frequency TEKS for Test Development.</p> <p>Create Interim Assessment schedule for the week of Dec 13.</p>		<p>Teachers create and practice first ReTeach lesson</p> <p>Teacher deliver first Reteach Lesson</p>	<p>*Admin training session 2 on 11/02</p> <p>Model Completing Action Plans</p> <p>CLT Meeting about 1st 9 Week assessment data</p>	Observations will focus on 1 hour full review of teaching practice with feedback meetings.
November 15 - Dec 3	Deliver 2nd 9 weeks Interim Assessments to Teachers				Walkthroughs based on Reteach implementations
December 6 - 17	<p>Administer 2nd 9 Week Interim Assessment for 5 EOC</p> <p>Develop 3rd Interim Assessment for 5 EOC</p> <p>Teachers of other Core Course have questions submitted for review.</p>	Teachers Create Results Template from 2nd 9 Weeks Assessment			
January 3 - 7	<p>Jan 3, Teachers data analysis of 2nd 9 weeks Interim Assessment</p> <p>3rd 9 Weeks Interim Assessment for 5 EOC in Teacher hands</p> <p>Teachers review the assessment and create answer key.</p>	Teachers create Reteach Plans based on 2nd 9 Weeks Assessment	<p>Teacher/Principal Meetings and/or Results Meetings</p> <p>Teachers create Know/Show charts for all high frequency TEKS found on the 3rd 9 Week Interim Assessment</p>	<p>Provide Mini PD sessions that target content deficiencies identified in 1st/2nd 9 week Interim Assessments</p> <p>CLT Meeting regarding 2nd Interim Assessment Data</p>	
January 10 - 21	Finalize development of the Interim Assessments in non EOC courses for 3rd 9 Weeks		<p>Lesson Plans reflect Know/Show Charts</p> <p>Begin using walkthroughs to evaluate Do Now for connection to prior day learning and/or Reteach</p>		
January 24 - Feb 4			<p>Identify teachers for targeted intervention and tough conversations about failure to implement reteach plans</p> <p>Reteach Plans implemented based on 2nd 9 Weeks Interim Assessment</p>		
February 7 - 18	Provide Teachers with the 3rd 9 Week Interim Assessment schedule				
February 21 - March 4					

March 7 - March 11	Administer Interim Assessment for 3rd 9 weeks		Teacher complete results template		
March 21 - 25			Teachers create Action Plans		

DATA MEETINGS

Leading Teacher Teams to Analyze Student Daily Work

Prepare Before the meeting	<p>Prepare</p> <ul style="list-style-type: none"> Materials ready: ID student exemplar, teachers turn in student work, pull and categorize hi/med/lo student work (just a few of each), pull upcoming lesson plan(s) and pertinent prompting guides Prime the pump: script the reteach plan and the gap in student understanding; unpack the standard Preview protocol with teachers: assign roles, novice teachers speak first, veteran teachers add on and clarify, leader provides additional clarity at end, chart, preview the need for concision from more verbose team members, use of a timer, creation of note taking template
<p><i>Your actions = results</i></p> <p>See It 12 mins</p> <p><i>Wave</i></p> <p><i>T+</i></p>	<p>See Past Success, See the Exemplar, and See and Analyze the Gap</p> <p>See past success (1 min): <i>Last week we planned to reteach relationship of variables to constants + we went from 60% proficient to 70% Nice job.</i> <i>What actions did you take to reach this goal?</i></p> <p>See the exemplar (8 min): <i>A 54 1 + 5</i> <ul style="list-style-type: none"> Narrow the focus: "Today, I want to dive into [specific standard] and the following assessment items" Interpret the standard(s): <i>Take 1min what should a student know or be able to do to show mastery?</i> <i>Take 1-2min + review the exemplar: What were the keys to an ideal answer</i> <i>How does this align with the standard?</i> <i>Is there anything you would add?</i> <i>Take 1min How does the student exemplar compare with yours?</i> </p> <p>Unpack the teacher's written exemplar: <i>How does this align w/ standard?</i> <i>Is there anything you would add to</i> <i>Chart</i> <i>Do students have a different path to demonstrate mastery?</i> <i>Does the student exemplar offer something your exemplar does not?</i></p> <p>Analyze the student exemplar: <i>Take 1min - How does student exemplar compare with yours?</i></p> <p>See the gap (5 min): <ul style="list-style-type: none"> Move to the sample of un-mastered student work (look only at representative sample): <i>So our key area to reteach is:</i> <i>Relationship of numbers + variables</i> <i>Specifically how to distribute when solving linear equations</i> </p> <p>Take 2min: What are the key gaps between rest of our student work + exemplar</p>
	<p>State the Error and Conceptual Misunderstanding</p> <p><i>Look back at chart what are the key misconceptions?</i></p>

Do It
20-45 min

Plan the Reteach, Practice, and Follow Up

Plan the reteach (8-10 mins):

- Select the re-teach structure:
- Select the task & identify exemplar response:

Model the thinking

*Equation on board, students with example to take notes on
What is ideal answer?*

- Plan the re-teach:

- **If a model:** write the think aloud and questions
- **If guided discourse:** select student work for show-call, write prompts

Take 5 min & write the script

*"OK, on that last assessment, we struggled on distribution.
That's on me, I ~~was~~ was not clear enough when showing you how.
Today, I'm going to model the thinking while you follow
~~with~~ notes and ask questions if you get stuck.
making*

- Plan the independent practice:

Sample problems - aggressive Monitoring

Practice the gap (remaining time):

- "Let's practice."
 - **If a model:** practice modeling the thinking, precision of language, & change in tone/cadence
 - **If guided discourse:** practice Show-Call, prompting students, and stamping the understanding
 - **If monitoring:** practice the laps, annotations, prompts when students are stuck, or stop the show
- Repeat until the practice is successful. CFU:
- Lock it in:



PLAN YOUR MEETING: OPTION 2 TEMPLATE

See Past Success, See the Exemplar, and See and Analyze the Gap	
	<p>See Past Success (1 min): Let's we planned to reteach writing polynomial expressions + we went from 50% to 75% Nice Job! What actions did you take? We scripted a reteach of visually connecting numbers to x</p> <p>See the Standard (3-5 min): Let's dive into A.10 + the following assessment items. Take time to fill out K/S in your mind Chart Set up equation, add, sub, mult, etc Add comb like terms + formulas</p>
See It 12-18 mins	<p>See the Exemplar (3-5 min): What are the keys to success in your exemplar? Applying formulas, dist + property How does this align? Write it, process, operations - solve Anything you could add?</p> <p>See the Gap (5-8 min): Zami's - key gaps Set up equations wrong Misapplied formula Dist (1) What are the key misconceptions in the language of students</p> <p>Student vs. teacher gap processes differ diff partly Yes - dist vs. subst. Extra to your process</p>
Name It 2 mins	<p>State the Error and Conceptual Misunderstanding Punch It—Name the Conceptual and/or Procedural Understanding: So our key area to reteach is: Using the distributive property + rewriting equivalent form in algebraic notation Procedural gap Correctly and applying formulas + distributive notation Which is our highest leverage?</p>



PLAN YOUR MEETING: THE RETEACH PLAN & DO IT, CONT.

Plan the Reteach, Practice, and Follow Up

Plan the Reteach (8-10 mins):

Should we use M or GD? Why?

GD is course - dist is a simple concept to discuss

What do we need?

Examples of student work, Post-It poster

What is the ideal answer

Correct answer by work shown

Why? Because negatives impact all polynomials

Take 5 mins + write the script. I will do some + spec.

• Select Show Call work

Let's compare. What do you notice? Yours is more formal in language
Mine is more direct to math.

How can we make the strongest plan?

Practice (remaining time):

Do It
Rest of the
meeting

Follow-up (last 2 minutes):



Trent Cook <trent.cook@triumphpublicschools.org>

Lesson Plan Feedback

1 message

Trent Cook <trent.cook@triumphpublicschools.org>

Wed, Oct 13, 2021 at 6:09 PM

To: Wendi Coats <wendi.coats@triumphpublicschools.org>

Cc: Timothy McWilliams <timothy.mcwilliams@triumphpublicschools.org>

Wendi,

Mr. McWilliams told me you were disappointed after opening your benchmark assessment results. The great thing about data is the reflection it allows and the growth it indicates. So, I wanted to provide you with lesson plan feedback to show you the steps to take so you do not have to feel the same as you did today. You often seek out feedback and I wanted to provide support as soon as I heard your feelings of disappointment. So my feedback is more of a look at the whole lesson plan. However, I want you to focus particularly on the Objective of the lesson. The other details are provided so you can see how the flow of a lesson changes based on the defined objective.

My suggestions on the way you should use my feedback:

Read the Lesson plan that I scripted on the right column of the document all the way through.

Read you lesson plan all the way through.

Compare your objective to the tek.

Compare my objective to the tek.

What is the gap between the two?

Discuss your answer with me or McWilliams.

Keep up the good work, keep growing like you always do, and I look forward to your reflections,

--
Trent Cook**Principal**

Triumph Public High Schools-Lubbock

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Lubbock TX 79412



TriumphPublicSchools.org

**WC Feedback 10-13.pdf**

182K

Plans for World History Studies on Thursday, October 14, 2021

By: Wendi Coats

World History Studies

Learning Standards:

[Integrated] identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia:[1C]

[Integrated] describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism:[4B]

TEK(S)		Differentiation	ELPS	
Do Now (10 mins)	Complete reading comprehension about Manorialism.	What is economy? How does an economy reflect the society and promote it? What happened to the economy of Roman Empire?		
Objective (10 mins)	Describe major characteristics and the economic system of manorialism by creating their own Manor house- **MUST INCLUDE: Lord's Manor- Lord/Noble Knights Church- Church official Serf's Cottages- Serfs/Peasants Fields Mill	Describe characteristics of the manor economy and the factors leading to the development of this economic system. Link the lesson to yesterday's lesson about feudalism - changes as a result of the fall of Rome cause new ways to organize and live as society Manor economy reinforces the political/social system of feudalism.		
I do (10 mins)	Provide SLIDES, instructions	Contract system of providing safety in exchange for loyalty, this creates a closed system that does not support trade, isolates peoples, limits the spread of ideas, and is the result of the threats of the barbarian invasions, as well as, the degradation of control by the Roman leaders of the empire.		
We do (10 mins)	Questions: • Below verb level • At verb level • At verb level • Above verb level	In the We Do:		
You do (10 mins)	create their own Manor house- **MUST INCLUDE: Lord's Manor- Lord/Noble Knights Church- Church official Serf's Cottages- Serfs/Peasants Fields Mill	What is an economy? What impact on trade did the fall of Rome have? How did the feudal system reinforce the manor economic system? Analyze the Manor economy and explain how the lack of trade impacted people. You Do: place the sentences in the correct location - Roman Empire or Middle Ages		
Assessment (10 mins)	Define Manorialism and it affected the economy.	Describe the manor system and the factors leading to its development.		
Exemplar Answer	Manorialism = self-sufficient communities How? They produced everything on their own They did NOT trade!	Manorialism is an economic system that developed after the fall of Rome created unsafe trade. The system reinforces the feudal system so that political/social/economic control was defined by a king and the vassal system.		

Wendi,

Thank you for submitting your lesson plans for the week. As I reviewed this plan, I wanted to provide some feedback. I have added notes in blue above and explanations below.

Do Now: Creates foundation of understanding (Economics) for the day and gets students into the Social Studies mindset

Objective: Tells student what they will know and how to show it

I Do: Teach about the economy of the middle ages, where it came from and link to prior day learning with vocab terms

We Do: The questions provided allow you to scaffold understanding for students

You Do: The strips of information referenced are all the information delivered during I Do

Assess: This question directly asks student to use the information from I Do, We Do, and the You do statements

Teacher:W Coats
Week of: 11/15

Reviewed: 11/15(8:40)
Response:

Comments: Thank you for your efforts towards growth in the area of lesson planning. It can be challenging to step outside of what you are used to, even to make something better, and I appreciate you doing so. I do wonder how short your exam in WH is if you are taking 2 days to review for it. It's important to tie together the elements previously discussed before jumping into a new unit, but that new unit will only fill the gap between Thanksgiving and Christmas, so don't rush it just to fit it in. Also, if the Tournament is taking place after the test, I urge you to use it as a chance to reteach material not mastered on the test. Pick your worst 3 TEKs and review one each day during the tournament. Award bonus if you choose. That way, the learning is continuous and you can capitalize on the engagement. I like that you continue to try new things and make history a real thing for our students. I look forward to seeing the results!

1.1 Planning – Standards and Alignment

		Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Goals Aligned		Rigorous	Measurable	All	Most	Few
Activities, Materials, and Assessments	Sequenced	Logically	All	All	Most	Few
	Lesson & Closure	Student Reflection	Student Work	Provides	Sometimes	Rarely
	Fits into	Deepen Understanding	Reinforce	Unit and Course		
	Relevance	Real World Application	Prior Understanding	Relevant		
	Diverse Learners	Appropriate	Appropriate	Appropriate		
	Other Disciplines	Reinforce	Integrate			
	Vertical Alignment	Vertically Aligned	Vertically Aligned	Vertically Aligned		

Lesson Objectives Aligned & Sequenced		Extensions	Logically	All	Most	Few
Integration of Technology		Enhance Mastery	Enhance Mastery	Integration		

1.3 Planning – Knowledge of Students

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Lessons Connect Prior Knowledge	Interests and Across Content Area	Future Learning	All	Most	Few
Strengths/Gaps	Enhance each other's learning	Enhance own learning	All	Most	Few
Opportunities	High levels of academic and S/E success	Individual patterns, habits, and needs			

1.4 Planning – Activities

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Complex, Higher-Order Thinking	Further inquiry and Real World Application	Problem Solving	Encouraged	Limited, Predictable, Rote	Little to No
Groups	Ownership	Accountability	All	Most	Few
Roles	Goals, reflection, evaluation, Accountability	Student input	All	Most	Lack understanding
All Materials	Actively engage in ownership	Varied and Appropriate	All	Mostly Aligned	Misaligned

Teacher: A Coats
Week of: 11/15

Reviewed: 11/15 (8:20)
Response:

Comments: I appreciate the alignment you have in your lessons and the way they progress from one objective to the next. I do wonder as we move from the first phase in which we analyze objectives into the second phase where we analyze Exit Tickets (Assessment) if you are expecting too little sometimes. Being able to press Control+T is a simple task that can be explained in 5 minutes, but applying that to various problems is the true test of mastery. Focus on what you want to see and that will help you better see how to ensure students actually do it. Good job with these plans, including the reteach opportunities. I look forward to seeing the results!

1.1 Planning – Standards and Alignment

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Lesson Objectives Aligned & Sequenced		Extensions	Logically	All	Most	Few

Integration of Technology		Enhance Mastery	Enhance Mastery	Integration		
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Teacher: St. Clair
Week of: 11/15

Reviewed: 11/15(9:20)
Response:

Comments: Thank you for completing your lesson plans, as always. I think you have some of the most foundationally solid plans on the campus. Thank you for providing links so that I can see exactly what the students will be doing. I will say that as we move into phase two of lesson planning development, our focus will shift from objectives (which you do well with) to Exit Tickets and alignment. All of that to say that we will need to provide a bit more specifics and a solid Exemplar in order to gauge student work objectively without losing the rigor. Thank you for all of your efforts. I look forward to seeing the results!

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Teacher: Pacheco
Week of: 11/15

Reviewed: 11/15(9:10)
Response:

Comments: Thank you for your intentionality in creating lesson plans this week. Having daily questions based on a video is key to keeping engagement. Be careful with the focus of Wednesday's lesson and highlighting both minorities and women in the workforce, but also keeping the efforts of the Navajo Code Talkers and the Tuskegee Airmen prominent. The overarching theme is that all Americans contributed to success in WW2, but those pieces will be revisited later as the idea that America is not only made up of diverse people, but also has a place for them all, too. You are doing quite well and I look forward to seeing the results!

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Teacher: Fernandez
Week of: 11/15

Reviewed: 11/15(9:00)
Response:

Comments: Thank you once again for putting thought and effort into your weekly lesson plans. From the beginning objectives of vocabulary acquisition to full conversational usage, you do well to create and build knowledge. I also appreciate your usage of pairs to simulate conversations. Student voice is so key and many on our campus struggle to attempt integrating such techniques in their classes. Thank you for your hard work. I look forward to seeing the results!

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Teacher: Joiner
Week of: 11/16

Reviewed: 11/16(8:50)
Response:

Comments: Thank you for completing and submitting your lesson plans. You are routinely a great example of how to create an effective objective and also of alignment between objective and Exit Ticket. That will be key as we move into the second 90 day plan of implementation and focus on that area. I urge you to not take the Exemplar and We Do sections lightly. Having an example of what you are looking for as an answer takes the subjectivity out of grading and monitoring student progress towards mastery, giving you a more accurate picture of where they are and what you need to do to help them grow. Likewise, the We Do scripts your checks for understanding during the instruction, clarifying concepts and directions and preventing gaps. Great job. Thank you again!

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Teacher: Adamson
Week of: 11/15

Reviewed: 11/15(8:10)
Response:

Comments: I appreciate the efforts you go to in order to gather and process data and then use that to drive instruction towards the goal of student mastery. Kahoot is highly useful and engaging to students and I believe that you are using it in a powerful way as a review tool while time is short. I also love the embedded test-taking development through modeling as we come down the last stretch towards December STAAR. Thank you for your hard work. I look forward to seeing the results!

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Plans for Thursday, February 17, 2022

By: Nikki Wilson

English I/II

TEK(S)	9ABC	Differentiation	ELPS
Do Now (10 mins)	Students will answer a released STAAR editing question that requires knowledge of complex sentences.		
Objective (10 mins)	SWBAT create an outline for a STAAR released prompt.		
I do (10 mins)	Preview the day's task: intro with thesis, body paragraphs with claims and supporting evidence, and a concluding paragraph with a thesis.		
We do (10 mins)	Questions: <ul style="list-style-type: none"> Below verb level: What are the three parts of an essay? At verb level: What is the purpose of a thesis? A claim? Supporting evidence? At verb level: How does the CER guide prepare a student for writing an essay? Above verb level 	Peer work Supplemental Aid	
You do (10 mins)	Write thesis statements for the prompt.		
Assessment (10 mins)	Complete an outline for the assigned prompt.		
Exemplar Answer	A completed outline with an intro, body, and conclusion, a strong thesis, claims, and evidence.		

TEK	DATA
9A	52
9B	76
9C	51