Triumph Public High Schools - RGV

Triumph Public High Schools RGV McAllen - TIP

2021-2022 Targeted Improvement Plan

Superintendent:	Ms. Frances Berrones-Johnson	**Principal:**	Ms. Patricia Jasso
DCSI/Grant Coordinator:	Mr. Michael Scott Carothers	**ESC Case Manager:**	Ms. Francene Phoenix
		ESC Region:	1

Assurances

DCSI/Grant Coordinator

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

Signature: Mr. Michael Scott Carothers

Principal Supervisor

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

Signature: Mr. Michael Scott Carothers

Principal

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

Signature: Ms. Patricia Jasso

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Overall Domain I Goal:

If TPHS RGV McAllen meets the established student performance targets for 2021-2022, the campus will increase our Domain 1 STAAR performance from a scaled score of 82-B to a scaled score of 91-A by increasing the percentage of students who perform at the Meets grade level or above. (Component Score Calculation: If TPHS RGV McAllen is successful at achieving the targets, the campus will move from a 2018-2019 component score of 32 to a 2021-2022 component score of 47 in Domain 1. This will be a move from 82-B to 91-A). Please note that in 2021 the campus has a component score in Domain I of 28. This is a 3 point drop from 2018-2019 accountability.

Approaches Component Score Goal: 88

Meets Component Score Goal: 38

Masters Component Score Goal: 15

Overall Component Score Goal: 47

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 "A" in Domain 1 for the STAAR component. (Current Domain I STAAR Performance as of 2018-2019 accountability is a "B" at 82% 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.) Please note that in 2021 the campus has a component score in Domain I of 28. This is a 3 point drop from 2018-2019 accountability.

It is important to note that in the "Student Data" section of the plan, some of our goals 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 thos students that test this year (only applicable to Algebra I and English II for TPHS RGV). 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 RGV McAllen meets the campus level performance targets established, the Domain 3 scaled score of 30% - F (meaning no subgroups were met previously in 2021) will improve to a scaled score of 80% - B.

This would be accomplished by meeting the following;

ELA Subgroup Targets (Our Goal is to Meet 3 out of 5):

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

Math Subgroup Targets (Our Goal is to Meet 5 out of 5):

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

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

Rationale: The performance goals are set to be aggressive and to push the campus to higher accountability scores in Domain 3 as well as Domain 2A, and Domain 1. We utilized previous data to establish the aggressive performance target. 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 RGV McAllen 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 3 of 5 Domain 3 academic achievement targets in ELA and meeting all 5 targets in mathematics.) We do anticipate based on current enrollment being eligible for evaluation in 10 different target areas in Domain 3 Academic Achievement.

It is important to note that in the "Student Data" section of the plan, some of our goals 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 8 out of 10 subgroup targets, then the campus would move from a 30% - F (in 2021) to an 93% - A in this academic year.

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

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

At this campus, the all students group is almost identical to the Hispanic subgroup and the Eco. Dis subgroup. However, the campus wants to continue a very purposeful focus on Eco Dis. and EL subgroups. This has been the two groups at the campus' with the lowest performance and will need specific focus to ensure they make progress and in turn the campus shows progress on the accountability system in Domain 1, 2A and 3. If we meet our established Domain 8 out of 10 subgroup targets, then the campus would move from a 30% - F (in 2021) to an 93% - A in this academic year.

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

CCMR

What goals has your campus set for CCMR?

Board Adopted/Approved CCMR targets for TPHS RGV McAllen:

- Our goal for CCMR is 35%.
  - Progress Measure #1: College Readiness 18%
  - Progress Measure #2: Career Readiness 22%
  - Progress Measure #3: Military Readiness 5%

Board adopted/approved CCMR targets for TPHS RGV McAllen 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 RGV 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 RGV McAllen federal graduation rate goal will be 75% for all students and all subgroups (Hispanic, Eco Dis, SPED, EL, 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: Beginning Implementation
Key Practices:

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

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Planning for Implementation
Key Practices:

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

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Partial Implementation
Key Practices:

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

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Beginning Implementation
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation
Key Practices:

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

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: English met the performance goals for Cycle 1: 47% at approaches, 34% at meets and 9% at Masters. The implementation of GBF increased student progress monitoring have helped ensure we meet our performance goals. Domain 3 student performance goals were also met in English for the ECO DIS subgroup at 28%, due to a focus on helping EBL students with instruction. Algebra 1, US History and Biology performance goals were not met. There was some gaps in the Algebra 1 instruction due to a vacancy for the math teacher position. A math teacher was hired in mid October. Biology and US History will focus on targeting and implementing strategies for special population students. CCMR and campus graduations rates were met at expected goals. We will continue with CLT meetings and we will continue to ensure that lessons plans will target EL and special populations. There will be a continued usage of the data tracking tools to monitor student progress.

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

Implementation Level: Beginning Implementation

Rationale: The Campus Leadership Team (CLT) members need to focus on bite-sized coaching of teachers to improve instructional delivery at the campus. There has been improvement in teacher instructional delivery in the 2020-2021 academic year; however, there remains a need to ensure that effective coaching be delivered on a routine and consistent basis to teachers in order to ensure student performance improves on the campus and to fill student learning gaps due to the COVID-19 pandemic.

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 Observation and Feedback. 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 1 and TPHS RGV McAllen have a Observation and Feedback 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 Observation and Feedback focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the agreement is signed, district and campus leadership will attend two days of face-to-face TIL Observation and Feedback training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Observation and Feedback processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. 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 the principal or the identified Master Teacher will provide weekly coaching to teachers using the TIL Observation and Feedback cycles as evidenced in weekly calendars showing scheduled time for observations/feedback and coaching of teachers following the TIL Observation & Feedback model.

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

Desired 90-day Outcome: By the end of the first 90-days, the TIL Observation and Feedback module will be launched and teacher, Master Teacher, Principal, and DCSI coaching will begin. This will be accomplished by completing initial training for TIL Observation and Feedback training from ESC 1 for all CLT members and DCSI, weekly coaching of content teachers is conducted by Master Teacher, and one cycle of Master Teacher, Principal, and DCSI coaching will be completed. Revised on 12/2021 based on

TEA TIP Phone Call Feedback.

District Actions: District staff will ensure that contracts for ESC 1 TIL Observation & Feedback system are signed and that the initial training is calendared and conducted during this 90-day cycle. Also, DCSI will conduct bimonthly meetings with Principal to assist in any barriers that are being experienced. DCSI will ensure that there is a share GDrive and Google Calendar so that monitoring of activities can be efficiently and effectively managed. Finally, DCSI will have ongoing communication between Master Teacher monthly via Zoom.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The Principal attended pre meeting to clarify goals, expectations, outlines, support and review ESF Diagnostics & Assessment results on August 5, 2021. The TIL team completed the two day observation and feedback training sessions and the use of common language before campus implementation on September 10,2021 and the TIL team attended a giving effective feedback training session. On November 30, 2021 the TIL team attended RTF strategies for teachers. The Master teacher has provided weekly GBF observations to teachers and feedback sessions. The Principal and Master teacher have met for Principal action steps giving effective feedback coaching for the see it, name it, do it model.

Step 1 Details	Formative Reviews
Action Step 1: Engage with Texas Instructional Leadership (TIL) Observation and Feedback Module. **Evidence Used to Determine Progress:** Signed and executed TIL Observation and Feedback ESC 1 Agreement **Person(s) Responsible:** DCSI **Resources Needed:** 2021-2022 SIG Funds and 2020-2021 SIG Carryover Funds **Addresses an Identified Challenge:** No **Start Date:** August 23, 2021 - **Frequency:** One Time - **Evidence Collection Date:** September 10, 2021 **Funding Sources:** TIL Observation & Feedback Agreement - 6200-Professional and contracted services - $14,285	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 2 Details	Formative Reviews
Action Step 2: Attend the TIL Observation and Feedback introduction session and two days of face-to-gace training for CLT Members and for DCSI at ESC 1. **Evidence Used to Determine Progress:** ESC 1 certificates of all CLT members attending including DCSI. **Person(s) Responsible:** DCSI & Principal **Resources Needed:** TIL Observation & Feedback Team from ESC 1 **Addresses an Identified Challenge:** Yes **Start Date:** September 7, 2021 - **Frequency:** One Time - **Evidence Collection Date:** September 17, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 3 Details	Formative Reviews
Action Step 3: Development of the TPHS RGV McAllen TIL Observation & Feedback Roll Out Plan. **Evidence Used to Determine Progress:** Roll out plan with required steps. **Person(s) Responsible:** DCSI, Principal, Instructional Officer, and CLT **Resources Needed:** TIL Observation & Feedback Initial 2 day face-to-face training. (ESC 1 Catalina Requenez) **Addresses an Identified Challenge:** Yes **Start Date:** September 7, 2021 - **Frequency:** One Time - **Evidence Collection Date:** September 17, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 4 Details	Formative Reviews
Action Step 4: Calendar the TIL Observation & Feedback -- Coaching/Feedback cycles. **Evidence Used to Determine Progress:** Master calendar with meetings and timeframes. **Person(s) Responsible:** Principal & Master Teacher **Resources Needed:** Master Calendar **Addresses an Identified Challenge:** Yes **Start Date:** September 13, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** October 1, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 5 Details	Formative Reviews
Action Step 5: Conduct 4 cycles of coaching with teachers, conduct 2 Master Teacher coaching cycles, conduct 2 Principal coaching cycles, and 2 DCSI coaching cycles. **Evidence Used to Determine Progress:** Coaching videos and TIL Coaching Scripts/Plans **Person(s) Responsible:** DCSI, Principal, Master Teacher **Resources Needed:** TIL Observation and Feedback resources (manual and templates provided at training) **Addresses an Identified Challenge:** Yes **Start Date:** September 20, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 6 Details	Formative Reviews
Action Step 6: Monthly Master Teacher and DCSI Meetings to review TIL Observation & Feedback Implementation including lesson planning and lesson alignment support (two meetings in this 90-day cycle). **Evidence Used to Determine Progress:** Agenda and meeting summary. **Person(s) Responsible:** DCSI **Resources Needed:** Videoconference capabilities (Zoom). **Addresses an Identified Challenge:** Yes **Start Date:** September 7, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 7 Details	Formative Reviews
Action Step 7: Meetings with Principal to address challenges and check in on TIL Observation & Feedback implementation. (every two weeks) **Evidence Used to Determine Progress:** Agenda and meeting summaries. **Person(s) Responsible:** DCSI **Resources Needed:** Videoconferencing capabilities (Zoom) **Addresses an Identified Challenge:** Yes **Start Date:** August 23, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 8 Details	Formative Reviews
Action Step 8: CLT Meetings to measure progress towards meeting student performance goals and review implementation of TIL Observation & Feedback. **Evidence Used to Determine Progress:** Student performance goals progress charts and meeting summaries. **Person(s) Responsible:** Principal, Master Teacher & CLT **Resources Needed:** Calendared meeting time and space along with system processes such as agendas, data collection/reports, and meeting summary notes. **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Potential challenges include the following: adhering to the calendar that is established for TIL Observation and Feedback and supporting new teachers so that they don't get overwhelmed.

What specific action steps address these challenges?: Specific action steps include the following: having a strong clearly communicated calendar that identifies TIL

Observation & Feedback coaching cycles as a priority, introduction of TIL Observation & Feedback to staff as a means to develop and support new teachers, DCSI bimonthly meetings with the principal to support TIL implementation, and DCSI monthly meetings with Master Teacher to support TIL implementation.

Cycle 1 - (Sept – Nov)

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

Implementation Level: Planning for Implementation

Rationale: Campus Leadership Team (CLT) needs to ensure that teachers are submitting lesson plans that are objective driven and meet all the quality planning requirements. During the 2020-2021 academic year as a result of primarily remote instruction the district shifted to utilizing Google Classroom as the platform for lesson delivery and lesson organization. Due to this shift, there was a loss of planning that meets the ESF 5.1 key practices. There is a need on the campus to return to traditional lesson planning template and resources to ensure quality planning in a collaborative format prior to lesson delivery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use Region 1 ESC as the basis for building capacity in this essential action. TPHS RGV McAllen will also be engaging with TIL Observation and Feedback in which training and support will be provided to campus and district leaders. TIL Observation and Feedback does support 5.1 but not fully and that is why we are utilizing ESC 1 support to ensure capacity is fully built for this essential action. The ESC and TIL Observation and Feedback 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 Observation and Feedback 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 Observation and Feedback module through TIL addresses the lesson planning process and internalizing lesson plans as well as differentiated pathways of instruction. We will leverage and extend the learning of TIL Observation and Feedback to support this essential action. ESC 1 and TPHS has a Observation and Feedback implementation plan addressing the training schedule, coaching component, and support touchpoints. The TIL Observation and Feedback 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 Teacher, 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 McAllen 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 including 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 from TEA Phone Conference Recommendation

District Actions: Sign ESC 1 TIL Observation and Feedback implementation agreement. DCSI will attend the two-day face-to-face TIL Observation and Feedback training with the CLT and the one-day Observation and Feedback DCSI specific training from ESC 1. DCSI will meet monthly with the Master Teacher to address specific needs in

lesson planning and address potential challenges.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Master Teacher supports lesson planning with all teachers on a weekly basis. During this collaborative planning time the Master Teacher ensures strong lesson objectives based on a deep understanding of the standards (K/S Charts), and aligned lesson activities. TIL Observation and Feedback also support lesson planning and instructional deliver with the management and rigor trajectory support. Teachers value the collaborative lesson planning time and we are seeing teacher growth and teacher change in behavior. There was extraordinary progress in ELA. In fact, this is the strongest ELA pre-indicator performance that the campus has ever had in regarding to success on the ELA EOC. There is still specific intentionality in Science and US History as well moving into the 2nd 90-day cycle.

Step 1 Details	Formative Reviews
Action Step 1: DCSI will roll out new instructional/lesson planning systems during the TPHS Summer Conference. **Evidence Used to Determine Progress:** Summer Conference Schedule, Summer Conference Agenda, Summer Conference presentation notes and summaries. **Person(s) Responsible:** DCSI **Resources Needed:** Videoconferencing capabilities (Google Meets) **Addresses an Identified Challenge:** No **Start Date:** July 19, 2021 - **Frequency:** One Time - **Evidence Collection Date:** August 2, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 2 Details	Formative Reviews
Action Step 2: Calendar collaborative lesson planning time on the master calendar. **Evidence Used to Determine Progress:** Master Calendar **Person(s) Responsible:** Principal & Master Teacher **Resources Needed:** Master Calendar **Addresses an Identified Challenge:** Yes **Start Date:** August 23, 2021 - **Frequency:** One Time - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 3 Details	Formative Reviews
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. **Evidence Used to Determine Progress:** Meeting Summaries **Person(s) Responsible:** Principal & Master Teacher **Resources Needed:** Lesson planning checklist, lesson alignment tools provided by the DCSI. **Addresses an Identified Challenge:** Yes **Start Date:** August 23, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** We feel that based on the collaborative lesson planning, K/S charts needs to continue to be implemented in the 2nd 90 day cycle as well. The barrier is that Master Teacher and teachers continue to need support in completing the K/S charts. Currently there is not fluency in completing the charts so there is a continue need to focus in this area.

Step 4 Details	Formative Reviews
Action Step 4: Identify specific staff needs in utilizing Eduphoria Forethought and provide training during teacher conference period. **Evidence Used to Determine Progress:** Training notes and meeting notes with teachers. **Person(s) Responsible:** Principal & Master Teacher **Resources Needed:** Eduphoria Support and Resources from ESC and Vendor **Addresses an Identified Challenge:** Yes **Start Date:** September 20, 2021 - **Frequency:** One Time - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

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, 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 Master Teacher, introducing the TIL Observation and Feedback process and expectations to staff to explain what Observation and Feedback is and how it works, communicating to staff about how Observation and Feedback 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 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: There were a lot of highlights on achieving our student performance data for our Cycle 2 goals. English not only met but performed better than the the expected meet and masters cycle 2 goals . Although English did not meet the approaches cycle 2 goal, there was an 11% increase in overall approaches percentage, from 47% in Cycle 1 and to 58% in Cycle 2, resulting in only a 2% difference in meeting the goal. Mathematics did not meet Cycle 2 performance goals but this was due to our math teacher starting late October. There was a big performance jump from 30% to 53% in the approaches level. In Biology Cycle 2 goals, only the master Cycle 2 performance goal was met. However for the meets goal, there was only a 1% difference from meeting our target. Student performance for the meets level was 31%, and approaches was 75%. This was an increase of 13% for approaches and 17% for the meets level. For US History none of the cycle 2 goals were meet, however there were increases of at least 10% for the approaches and meets level. Our CCMR Cycle 2 goal was met, with an expected 78% of seniors on track to receive a CCMR point.

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

Implementation Level: Beginning Implementation

Rationale: The Campus Leadership Team (CLT) members need to focus on bite-sized coaching of teachers to improve instructional delivery at the campus. There has been improvement in teacher instructional delivery in the 2020-2021 academic year; however, there remains a need to ensure that effective coaching be delivered on a routine and consistent basis to teachers in order to ensure student performance improves on the campus and to fill student learning gaps due to the COVID-19 pandemic.

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 Observation and Feedback. 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 1 and TPHS RGV McAllen have a Observation and Feedback 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 Observation and Feedback focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the agreement is signed, district and campus leadership will attend two days of face-to-face TIL Observation and Feedback training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Observation and Feedback processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. 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 the principal or the identified Master Teacher will provide weekly coaching to teachers using the TIL Observation and Feedback cycles as evidenced in weekly calendars showing scheduled time for observations/feedback and coaching of teachers following the TIL Observation & Feedback model.

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

Desired 90-day Outcome: By the end of the second 90-day cycle, all teachers will receive weekly feedback and coaching with specific action steps. This will be accomplished by using the Get Better Fast (GBF) protocol in TIL Observation and Feedback focusing on Phase 1 or Phase 2 as of the GBF Scope and Sequence or "Waterfall" as evidenced by coaching scripts and coaching videos. Revised on 12/2021 based on TEA TIP Phone Call Feedback.

District Actions: District will ensure that Master Teacher receives coaching and feedback on implementation of TIL Observation and Feedback coaching protocol and growing

Master Teacher coaching skills. twice monthly. Campus principal will receive twice monthly coaching from the DCSI to support implementation of TIL Observation and Feedback. DCSI will receive monthly coaching to ensure implementation of TIL Observation and Feedback module. DCSI will also support the campus with some on-site visits during this 90-day cycle.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The implementation of the TIL Observation and Feedback protocol has been implemented with fidelity at the campus level. The master teacher attends weekly meetings regarding lesson alignment and coaching practices that reflect back to the TIL coaching model.

Step 1 Details	Formative Reviews
Action Step 1: CLT Meetings to measure progress towards meeting student performance goals and review implementation of TIL Observation & Feedback. **Evidence Used to Determine Progress:** Student performance goals progress charts and meeting summaries. **Person(s) Responsible:** Principal, Master Teacher & CLT **Resources Needed:** Calendared meeting time and space along with system processes such as agendas, data collection/reports, and meeting summary notes. **Addresses an Identified Challenge:** Yes **Start Date:** December 6, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** The CLT will continue to meet and measure progress towards meeting student performance goals and the implementation of the TIL observation and feedback. Next steps will be to meet more frequently regarding state accountability targets for the end of course exams and CCMR targets. The implementation of weekly senior tracking progress will be enforced.

Step 2 Details	Formative Reviews
Action Step 2: Conduct "real-time feedback" training from ESC 1 TIL Observation and Feedback Staff **Evidence Used to Determine Progress:** Completed training sign-in documentation for original CLT members who attended initial TIL training. **Person(s) Responsible:** DCSI **Resources Needed:** ESC 1 TIL Observation and Feedback Module Contract/Agreement **Addresses an Identified Challenge:** No **Start Date:** November 29, 2021 - **Frequency:** One Time - **Evidence Collection Date:** December 3, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 3 Details	Formative Reviews
Action Step 3: DCSI will provide professional development to the Principal and Master Teacher training on Get Better Faster Phase 2 and Phase 3 Coaching Blueprint and Action Step Sequence **Evidence Used to Determine Progress:** Completed training, DCSI travel site-visit information, coaching scripts with action steps from Phase 2 or Phase 3. **Person(s) Responsible:** DCSI **Resources Needed:** Get Better Faster Book, GBF training videos, GBF success criteria, and ESC 1 TIL Observation and Feedback Resources. **Addresses an Identified Challenge:** Yes **Start Date:** January 3, 2022 - **Frequency:** One Time - **Evidence Collection Date:** January 31, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 4 Details	Formative Reviews
Action Step 4: TIL Observation and Feedback with ESC 1 Coaching Labs and Site Visits **Evidence Used to Determine Progress:** Feedback from ESC 1 on site-visits and sign in documentation for Coaching Lab. **Person(s) Responsible:** DCSI & Principal **Resources Needed:** ESC 1 TIL Observation and Feedback Contract/Agreement **Addresses an Identified Challenge:** Yes **Start Date:** January 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** January 31, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 5 Details	Formative Reviews
Action Step 5: Master Teacher Monthly C&I Meeting led by DCSI via Zoom. **Evidence Used to Determine Progress:** Agenda and summary notes from the meeting. **Person(s) Responsible:** DCSI **Resources Needed:** Videoconferencing facilities and TIL Observation & Feedback resources **Addresses an Identified Challenge:** Yes **Start Date:** December 6, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 6 Details	Formative Reviews
Action Step 6: Every two-week Principal Support Zoom calls to monitor implementation and focus on TIP and TIL Observation and Feedback implementation. **Evidence Used to Determine Progress:** Agenda and summary notes from the call. Also any identified interventions. **Person(s) Responsible:** DCSI **Resources Needed:** Zoom Video Conferencing **Addresses an Identified Challenge:** Yes **Start Date:** December 6, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 7 Details	Formative Reviews
Action Step 7: Weekly coaching and feedback for content teachers by Master Teacher. Twice monthly coaching of the Master Teacher by the Principal. Twice monthly coaching of the Principal by DCSI. Twice monthly coaching of the DCSI by ESC 1 TIL Observation and Feedback Staff. **Evidence Used to Determine Progress:** TIL Observation and Feedback Coaching Scripts **Person(s) Responsible:** DCSI, Principal, Master Teacher **Resources Needed:** TIL Observation and Feedback Contract/Agreement and resources/videos from GBF and Leverage Leadership 2.0 **Addresses an Identified Challenge:** No **Start Date:** December 6, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** Weekly coaching by the Master Teacher for core content teachers has been consistent and more frequent. Benchmark weeks and staffing issues caused some observation/feedback delay during those weeks, however the delay did not slow down the TIL coaching model.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenge of staying true to a coaching calendar is always important. Having a plan on how to organize time and keep interruptions from not allowing coaching will be imperative. Giving quality feedback based on the Principal Action Steps from the DCSI will also be important.

What specific action steps address these challenges?: Specifically during this 90-days, DCSI will leverage the ongoing Mater Teacher monthly meetings to monitor implementation of weekly teacher coaching and provide support to Master Teachers. DCSI will also leverage Principal Support Calls on a b-weekly basis to ensure that campus principals are prioritizing the coaching over other duties for the Master Teacher. (Action Steps #2, 3, 4,and 5 address the specific challenges identified)

Cycle 2 - (Dec – Feb)

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

Implementation Level: Planning for Implementation

Rationale: Campus Leadership Team (CLT) needs to ensure that teachers are submitting lesson plans that are objective driven and meet all the quality planning requirements. During the 2020-2021 academic year as a result of primarily remote instruction the district shifted to utilizing Google Classroom as the platform for lesson delivery and lesson organization. Due to this shift, there was a loss of planning that meets the ESF 5.1 key practices. There is a need on the campus to return to traditional lesson planning template and resources to ensure quality planning in a collaborative format prior to lesson delivery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use Region 1 ESC as the basis for building capacity in this essential action. TPHS RGV McAllen will also be engaging with TIL Observation and Feedback in which training and support will be provided to campus and district leaders. TIL Observation and Feedback does support 5.1 but not fully and that is why we are utilizing ESC 1 support to ensure capacity is fully built for this essential action. The ESC and TIL Observation and Feedback 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 Observation and Feedback 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 Observation and Feedback module through TIL addresses the lesson planning process and internalizing lesson plans as well as differentiated pathways of instruction. We will leverage and extend the learning of TIL Observation and Feedback to support this essential action. ESC 1 and TPHS has a Observation and Feedback implementation plan addressing the training schedule, coaching component, and support touchpoints. The TIL Observation and Feedback 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 Teacher, 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 McAllen 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 including 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 based on TEA TIP Phone Call Feedback.

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

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

Did you achieve your 90 day outcome?: Yes

Why or why not?: Campus teachers get support and feedback from the leadership team, including special population support teachers. Lesson plan feedback is given to teachers weekly and there is time built in to collaborate with other teachers during conference time. During weekly meetings the master teacher and campus teacher discuss student progress and share best practices. The master teacher turned around a PLC for rigorous exit tickets and exemplar responses for campus teachers after receiving the training from our DCSI.

Step 1 Details	Formative Reviews
Action Step 1: Carryover: (Reworded based challenges due when completing cycle 1 reflection) DCSI will support Master Teacher with professional development and practice in teaching staff how to complete K/S charts and assessment item analysis. **Evidence Used to Determine Progress:** DCSI calendar, meeting agendas, meeting summary notes. **Person(s) Responsible:** DCSI **Resources Needed:** Lesson planning checklist, lesson alignment tools provided by the DCSI. **Addresses an Identified Challenge:** Yes **Start Date:** December 6, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 2 Details	Formative Reviews
Action Step 2: Master Teacher will continue to work collaboratively with content teachers to develop automaticity in developing K/S charts and analyzing assessment items. **Evidence Used to Determine Progress:** Collaborative lesson planning feedback tools and meeting summaries. **Person(s) Responsible:** Principal and Master Teacher **Resources Needed:** Lesson Alignment tools from DCSI and a collaborative lesson planning time calendared on master calendcar. **Addresses an Identified Challenge:** Yes **Start Date:** December 6, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 3 Details	Formative Reviews
Action Step 3: DSCI will provide professional development to Principal and Master teacher on quality exit tickets and developing exemplar responses. **Evidence Used to Determine Progress:** Professional development dates, dates of travel for PD for DCSI, and meeting agenda/notes. **Person(s) Responsible:** DCSI **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. **Addresses an Identified Challenge:** No **Start Date:** January 3, 2022 - **Frequency:** One Time - **Evidence Collection Date:** January 31, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 4 Details	Formative Reviews
Action Step 4: Continue collaborative lesson planning with content teacher and the master teacher. **Evidence Used to Determine Progress:** Lesson planning checklist and lesson plan documents created as a result of the collaborative planning. **Person(s) Responsible:** Principal and Master Teacher **Resources Needed:** Calendared planning time for content teachers and TIL Lesson Alignment resources for exit tickets and exemplar resonses. **Addresses an Identified Challenge:** No **Start Date:** December 6, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Potential challenges that will be faced during this 90-day cycle will be teachers who still may be struggling with K/S charts and item analysis in adding on the next components of lesson alignment processes.

What specific action steps address these challenges?: DCSI will support the Master Teacher and CLT with professional development, monthly check-ins with Master Teacher, and a site-visit to support the implementation and address any concerns or barriers that are hindering the change in teacher/professional behavior. (Action Steps #1 and 2 address the specific challenges identified)

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: There were a lot of highlights for our campus cycle 3 performance data goals. Our campus was -9 away from meeting the approaches target ,we met our summative goal for meets with a +4 over the goal, and +1 percent for the masters. In comparison from last year to this year our English went up across all levels of mastery. In 2021, with the only required meets target of 39%, our campus did not meet the goal and were 26% away. This improvement in domain 1 goals, is due to the implementation of observation and feedback for teacher growth, leading to student growth. Continuation of observation and feedback with the addition of DDI to ensure teacher growth is growing with achieving student goals.

For Algebra 1 the meet goal was -19 away from meeting the target of 50%. This was up from the previous year (2021) of -35 , -2 percent and -20 on masters. Due to not having a math teacher for until the last week of October this created a learning gap for our students. Ongoing observation and feedback with the implementation of DDI to ensure teacher growth which will lead to student growth to meet and or succeed state assessment goals.

We did not meet campus Biology goals, however there was a 29% growth in the meets target from the 2021 data. Our meets rose from 8% in 2021 to 37% in 2022. There was also a growth in our masters level at 4%.

The campus did not meet required set goal for US History and did not observe growth. To ensure we meet our goals and growth for next the year, the campus will induct a new teacher, ensuring the implementation of Observation and Feedback and Data Driven Instruction with fidelity.

We exceeded our CCMR target for this, by +46. We met the board target set at 35%. Since this year was not a Covid year, the student and family services coordinator was able to meet the acquired CCMR board goals.

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

Implementation Level: Beginning Implementation

Rationale: The Campus Leadership Team (CLT) members need to focus on bite-sized coaching of teachers to improve instructional delivery at the campus. There has been improvement in teacher instructional delivery in the 2020-2021 academic year; however, there remains a need to ensure that effective coaching be delivered on a routine and consistent basis to teachers in order to ensure student performance improves on the campus and to fill student learning gaps due to the COVID-19 pandemic.

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 Observation and Feedback. 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 1 and TPHS RGV McAllen have a Observation and Feedback 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 Observation and Feedback focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the agreement is signed, district and campus leadership will attend two days of face-to-face TIL Observation and Feedback training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Observation and Feedback processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. 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 the principal or the identified Master Teacher will provide weekly coaching to teachers using the TIL

Observation and Feedback cycles as evidenced in weekly calendars showing scheduled time for observations/feedback and coaching of teachers following the TIL Observation & Feedback model.

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

Desired 90-day Outcome: By the end of the third 90-day cycle, all teachers will receive weekly feedback and coaching with specific action steps. This will be accomplished by using the Get Better Fast (GBF) protocol in TIL Observation and Feedback focusing on Phase 2 or Phase 3 on the rigor trajectory only from the GBF Scope and Sequence or "Waterfall" as evidenced by coaching scripts and coaching videos. Revised on 12/2021 based on TEA TIP Phone Call Feedback.

District Actions: District will ensure that Master Teacher receives coaching and feedback on implementation of TIL Observation and Feedback coaching protocol and growing Master Teacher coaching skills. twice monthly. Campus principal will receive twice monthly coaching from the DCSI to support implementation of TIL Observation and Feedback. DCSI will receive monthly coaching to ensure implementation of TIL Observation and Feedback module. DCSI will also support the campus with some on-site visits during this 90-day cycle.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All content teachers received weekly Observation/Feedback based on the TIL model.

Did you achieve your annual outcome? Why or why not?: Yes we did achieve our annual outcome. All content teachers received weekly observation/feedback from the master teacher.

Step 1 Details	Formative Reviews
Action Step 1: Weekly coaching and feedback for content teachers by Master Teacher. Twice monthly coaching of the Master Teacher by the Principal. Twice monthly coaching of the Principal by DCSI. Twice monthly coaching of the DCSI by ESC 1 TIL Observation and Feedback Staff. **Evidence Used to Determine Progress:** TIL Observation and Feedback Coaching Scripts **Person(s) Responsible:** DCSI, Principal, Master Teacher **Resources Needed:** TIL Observation and Feedback Contract/Agreement and resources/videos from GBF and Leverage Leadership 2.0 **Addresses an Identified Challenge:** No **Start Date:** March 4, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 3, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** Get Better Faster feedback will continue weekly for content teachers for the 2022-2023 school year.

Step 2 Details	Formative Reviews
Action Step 2: Increased coaching and instructional support for math teacher on a weekly basis to ensure students are reaching "meets" and "masters" level of performance in the Algebra I classroom. **Evidence Used to Determine Progress:** Academic performance will meet or exceed student performance targets established in the TIP. **Person(s) Responsible:** Master Teacher, Principal, DCSI **Resources Needed:** TIL Coaching and GBF resources including lesson planning tools and resources **Addresses an Identified Challenge:** Yes **Start Date:** March 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** June 3, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** Due to our math teacher relocating, we will continue weekly support for our new math content teacher.

Step 3 Details	Formative Reviews
Action Step 3: Master Teacher will deliver "real-time feedback" to core content teachers on a weekly basis focusing on identified teacher "bite-sized" action step. **Evidence Used to Determine Progress:** Master Teacher coaching calendar, observation/feedback schedules **Person(s) Responsible:** DCSI, Principal, and Master Teacher **Resources Needed:** ESC 1 TIL Observation and Feedback Module Contract/Agreement & Resources **Addresses an Identified Challenge:** No **Start Date:** March 7, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** June 3, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** The master teacher will continue with real time feedback into the 2022-2023 school year.

Step 4 Details	Formative Reviews
Action Step 4: DCSI will provide professional development to the Principal and Master Teacher training on Get Better Faster Phase 4 Coaching Blueprint including the management and rigor trajectories. The training will be in three meetings via Zoom. **Evidence Used to Determine Progress:** Completed training with Master Teachers and Principals over GBF Phase 4. **Person(s) Responsible:** DCSI **Resources Needed:** Get Better Faster Book, GBF training videos, GBF success criteria, and ESC 1 TIL Observation and Feedback Resources. TPHS Zoom meeting resources. **Addresses an Identified Challenge:** Yes **Start Date:** March 21, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** April 22, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** The phase 4 coaching blueprint training was provided.

Step 5 Details	Formative Reviews
Action Step 5: DCSI will provide professional development to the Principal and Master Teacher training on Get Better Faster Phase "Stretch It" Phase specifically focusing on rigor. This training will be provided via Zoom in a single meeting **Evidence Used to Determine Progress:** Completed training with Master Teachers and Principals over GBF "Stretch It" rigor. **Person(s) Responsible:** DCSI **Resources Needed:** Get Better Faster Book, GBF training videos, GBF success criteria, and ESC 1 TIL Observation and Feedback Resources. TPHS Zoom meeting resources. **Addresses an Identified Challenge:** Yes **Start Date:** April 11, 2022 - **Frequency:** One Time - **Evidence Collection Date:** April 29, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** The DCSI provided training for Phase 4 rigor, TIL will continue into the next year.

Step 6 Details	Formative Reviews
Action Step 6: Conduct one (1) TIL Observation and Feedback with ESC 1 Coaching Labs and Site Visit in April 2022 to focus on Principal coaching of Master Teacher and DCSI coaching of Principal. **Evidence Used to Determine Progress:** Feedback from ESC 1 on site-visits and sign in documentation for Coaching Lab. **Person(s) Responsible:** DCSI & Principal **Resources Needed:** ESC 1 TIL Observation and Feedback Contract/Agreement **Addresses an Identified Challenge:** Yes **Start Date:** April 4, 2022 - **Frequency:** One Time - **Evidence Collection Date:** April 29, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 7 Details	Formative Reviews
Action Step 7: CLT Meetings to measure progress towards meeting student performance goals and review implementation of TIL Observation & Feedback on a monthly basis. **Evidence Used to Determine Progress:** Student performance goals progress charts and meeting summaries. **Person(s) Responsible:** Principal, Master Teacher & CLT **Resources Needed:** Calendared meeting time and space along with system processes such as agendas, data collection/reports, and meeting summary notes. **Addresses an Identified Challenge:** Yes **Start Date:** March 7, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 3, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** The CLT will continue their bi-weekly meetings to ensure student performance goals are on track.

Step 8 Details	Formative Reviews
Action Step 8: Master Teacher Monthly C&I Meeting led by DCSI via Zoom. **Evidence Used to Determine Progress:** Agenda and summary notes from the meeting. **Person(s) Responsible:** DCSI **Resources Needed:** Videoconferencing facilities and TIL Observation & Feedback resources **Addresses an Identified Challenge:** Yes **Start Date:** March 7, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 3, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** Master Teacher Monthly C&I meetings will continue into the next year.

Step 9 Details	Formative Reviews
Action Step 9: Every two-week Principal Support Zoom calls to monitor implementation and focus on TIP and TIL Observation and Feedback implementation. **Evidence Used to Determine Progress:** Agenda and summary notes from the call. Also any identified interventions. **Person(s) Responsible:** DCSI **Resources Needed:** Zoom Video Conferencing **Addresses an Identified Challenge:** Yes **Start Date:** March 7, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 3, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** Principal support calls will continue into 2022-2023 school year.

Step 10 Details	Formative Reviews
Action Step 10: Master Teacher will conduct data meetings every two-weeks to review student artifacts and follow the TIL DDI process as described in Phase 3 of the GBF book. Specifically Master Teacher and teacher will review the K/S chart, assessment item analysis, exemplar response, and student work to determine potential conceptual or perceptual error and then reteach at the point of error. **Evidence Used to Determine Progress:** Master Teacher Calendars, results of data meetings, reteach plans. **Person(s) Responsible:** Master Teacher, Principal, DCSI **Resources Needed:** GBF Book Phase 3 **Addresses an Identified Challenge:** No **Start Date:** March 7, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 3, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** K/S charts were introduced and implemented with English and Math students, however History and Biology did not introduce K/S charts. Exemplar analysis were included in lesson plans for every core content. The implementation of the Teacher Instructional Leadership Data Driven Instruction Module will be introduced for the 2022-2023 school year.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenge of staying true to a coaching calendar is always important. Having a plan on how to organize time and keep interruptions from not allowing coaching will be imperative. Giving quality feedback based on the Principal Action Steps from the DCSI will also be important. Finding time for the additional professional development on GBF Phase 4 and Stretch It portions will be a challenge due to EOC testing and the intense focus on end of year activities to wrap up the year. Finally, there is a special challenge with addressing student performance of the math teacher in reaching Domain 3 targets at "meets" and "masters" performance.

What specific action steps address these challenges?: Staying true to the calendar and the implementation of coaching on a weekly basis, DCSI will coordinate monthly C&I

visits with Master Teachers and Principals as well as twice monthly meetings with Principals to address any concerns or barriers to the implementation of TIL Observation & Feedback with fidelity. TPHS will also provide targeted coaching, support, and resources for math teacher to ensure student performance meets end of year targets established. Professional development provided by DCSI around Phase 4 of GBF and the Stretch It section will ensure quality rigor is being delivered to teachers and students. Finally, ESC 1 TIL Team and DCSI site-visits will ensure that TIL Observation and Feedback systems are fully in place and being implemented with fidelity. Coaching and feedback will be provided at the ESC 1 and DCSI site visits.

Cycle 3 - (Mar – May)

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

Implementation Level: Planning for Implementation

Rationale: Campus Leadership Team (CLT) needs to ensure that teachers are submitting lesson plans that are objective driven and meet all the quality planning requirements. During the 2020-2021 academic year as a result of primarily remote instruction the district shifted to utilizing Google Classroom as the platform for lesson delivery and lesson organization. Due to this shift, there was a loss of planning that meets the ESF 5.1 key practices. There is a need on the campus to return to traditional lesson planning template and resources to ensure quality planning in a collaborative format prior to lesson delivery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use Region 1 ESC as the basis for building capacity in this essential action. TPHS RGV McAllen will also be engaging with TIL Observation and Feedback in which training and support will be provided to campus and district leaders. TIL Observation and Feedback does support 5.1 but not fully and that is why we are utilizing ESC 1 support to ensure capacity is fully built for this essential action. The ESC and TIL Observation and Feedback 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 Observation and Feedback 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 Observation and Feedback module through TIL addresses the lesson planning process and internalizing lesson plans as well as differentiated pathways of instruction. We will leverage and extend the learning of TIL Observation and Feedback to support this essential action. ESC 1 and TPHS has a Observation and Feedback implementation plan addressing the training schedule, coaching component, and support touchpoints. The TIL Observation and Feedback 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 Teacher, 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 McAllen 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 including 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 collaborative working with 100% of teachers on differentiated instructional pathways that are aligned to lesson objective and lesson assessment during collaborative lesson planning time. This will be accomplished by using TEKS Resource System (TRS) and other instructional delivery resources available at the campus during collaborative lesson planning time between content teacher and Master Teacher. Revised on 12/2021 based on TEA TIP Phone Call Feedback.

District Actions: Ensure campus staff all have access to TEKS Resource System and that necessary training has been provided to CLT and teachers to access and utilize resources. Ensure that access and training for other instructional resources is provided to CLT and content teachers. Provide necessary GBF training via Zoom as well as

accountability, follow-up, support, and resources needed to implement all action steps in Cycle 3.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Campus teachers met weekly with the Master Teacher and the special population team to collaborate on lesson plans. Turnaround trainings were given to campus teachers on Know/Show Charts, rigorous exit tickets and exemplar responses.

Did you achieve your annual outcome? Why or why not?: Yes we met our annual outcome. Campus teachers were provided with weekly support from the Master Teacher and the special population support team. Weekly meetings were held to discuss how to keep lesson objectives at the rigor of the STAAR.

Step 1 Details	Formative Reviews
Action Step 1: Continue collaborative lesson planning with core content teachers and the master teacher focusing on using the previous lesson alignment tools of K/S charts, item assessment analysis, quality exit tickets, and exemplar responses. **Evidence Used to Determine Progress:** Lesson planning checklist and lesson plan documents created as a result of the collaborative planning. **Person(s) Responsible:** Principal and Master Teacher **Resources Needed:** Calendared planning time for content teachers and TIL Lesson Alignment resources for exit tickets and exemplar resonses. **Addresses an Identified Challenge:** No **Start Date:** March 7, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** June 3, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** The master teacher and special education collaborated with teachers on lesson plans weekly, however the majority of the focus was on developing quality exit tickets and exemplar responses. Developing K/S charts and item assessment analysis will be a focus for the 2022-2023 school year.

Step 2 Details	Formative Reviews
Action Step 2: Implement data meetings with core content teachers that review high, medium, and low student performance to target errors in conceptual or perceptual understanding and reteach at the point of error for students using either guided discourse or modeling/think aloud. **Evidence Used to Determine Progress:** Summary of data meetings, master teacher calendar, reteach plans, and student performance data **Person(s) Responsible:** Master Teacher, Principal, and DCSI **Resources Needed:** GBF Phase 4 resources. **Addresses an Identified Challenge:** Yes **Start Date:** March 7, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 3, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** Data meetings were help at the campus level biweekly and quarterly however targeting conceptual or perceptual understanding at the depth of the Teacher Instructional Leadership Data Driven Instruction module will be implemented next ever 2022-2023.

Step 3 Details	Formative Reviews
Action Step 3: DCSI campus site-visit to review the fidelity of implementation of the collaborative lesson planning processes and the use of lesson alignment tools. DCSI will make one (1) site visit during this cycle. DCSI will focus on giving feedback and correction as necessary to principal and master teacher. **Evidence Used to Determine Progress:** Implementation site-visit summary, site-visit coaching/feedback, and DCSI schedule/calendar. **Person(s) Responsible:** DCSI **Resources Needed:** Travel resources and GBF book. **Addresses an Identified Challenge:** Yes **Start Date:** April 4, 2022 - **Frequency:** One Time - **Evidence Collection Date:** April 29, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 4 Details	Formative Reviews
Action Step 4: Master Teacher collaborative lesson planning will focus on alignment of instructional activities and pathways that ensure the lesson objective and exit ticket are aligned and that students are prepared to be successful on the daily objective at the defined level of rigor. **Evidence Used to Determine Progress:** Exemplar Lesson Plans and Master Teacher calendar of collaboration. **Person(s) Responsible:** Master Teacher and Principal **Resources Needed:** Lesson Alignment Tools **Addresses an Identified Challenge:** No **Start Date:** March 7, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 3, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Calendaring time and staying on track with the focus when there are daily interruptions at the campus.
Also, ensuring that Master Teachers and Principals continue to refine their lesson alignment skills and implement the systems that are in place with fidelity.

What specific action steps address these challenges?: In order to address the identified challenges, DCSI will have monthly C&I visits with Master Teachers and Principals to address any challenges, barriers, or concerns. DCSI will also meet to discuss TIP implementation fidelity every two-weeks. Finally, DCSI site-visit to monitor implementation of collaborative lesson planning focusing on using lesson alignment tools and strengthening the instructional pathways will be completed in April 2022.

Cycle 4 - (Jun – Aug)

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

Rationale: TPHS RGV McAllen Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in January 2022, to determine that daily lesson plans are submitted on a bi-weekly basis and interim assessments are administered at least 3-4 times per year for all; however, there is no evidence of high-quality instructional materials that include key ideas, essential questions, recommended resources, and no evidence of consistent daily lesson-level formative assessments. 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 RGV McAllen campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Data Driven Instruction (DDI) and Lesson Alignment (LA). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Master Teacher. Ongoing implementation support will be provided to the DCSI, Principal, and Master Teacher to ensure implementation. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS RGV McAllen have a Data Driven Instruction 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 Data Driven Instruction and Lesson Alignment focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the agreement is signed, district and campus leadership will attend three days of face-to-face TIL Data Driven Instruction training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Data Driven Instruction 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
Action Step 1: Campus will select and purchase the high quality instructional materials for mathematics, English Language Arts, science, and social studies. **Evidence Used to Determine Progress:** Completed purchase orders and all high quality instructional materials are available at the campus and online resources are available. **Person(s) Responsible:** DCSI & Principal **Resources Needed:** TPHS Finance Team processing of purchase orders, DCSI & Principal contact with Vendors. **Addresses an Identified Challenge:** Yes **Start Date:** June 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** August 1, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 2 Details	Formative Reviews
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) **Evidence Used to Determine Progress:** Completed training by all math teachers teaching Algebra I. **Person(s) Responsible:** DCSI & Principal **Resources Needed:** Vendor: Ms. HIlda May, Math Made Easy, training location, travel accommodations, and training materials. **Addresses an Identified Challenge:** Yes **Start Date:** June 20, 2022 - **Frequency:** One Time - **Evidence Collection Date:** August 1, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 3 Details	Formative Reviews
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) **Evidence Used to Determine Progress:** Completion of training by Carnegie Math Solutions. **Person(s) Responsible:** DCSI/Principal **Resources Needed:** Vendor: Carnegie Learning Solutions, training location, travel accommodations, and training supplies and materials. **Addresses an Identified Challenge:** Yes **Start Date:** August 26, 2022 - **Frequency:** One Time - **Evidence Collection Date:** August 26, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 4 Details	Formative Reviews
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) **Evidence Used to Determine Progress:** Completion of training by Odell English Language Arts program. **Person(s) Responsible:** DCSI and Principal **Resources Needed:** Vendor: Odell, training location, travel accommodations, and training supplies and materials. **Addresses an Identified Challenge:** Yes **Start Date:** June 17, 2022 - **Frequency:** One Time - **Evidence Collection Date:** August 26, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 5 Details	Formative Reviews
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) **Evidence Used to Determine Progress:** Completed virtual training for science and social studies teachers. **Person(s) Responsible:** DCSI/Principal **Resources Needed:** HQIM Selected Vendors and technology resources. **Addresses an Identified Challenge:** Yes **Start Date:** June 13, 2022 - **Frequency:** One Time - **Evidence Collection Date:** July 29, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

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 DDI training (TIL DDI) and with 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 RGV McAllen Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in January 2022, to determine that campus instructional leaders review disaggregated data to track and monitor the progress of all students. In addition, teachers use a corrective instruction action planning process in PLCs to identify trends in student misconceptions. However, missing from the corrective instruction action planning process is the following success criteria: unpacking the standards and create an exemplar, identify the conceptual and procedural gaps, plan and practice the reteach, write the corrective instruction action plan, and plan the date and method of reassessment and follow up for the reassessment reviews.

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 Data Driven Instruction (DDI). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal, and Master Teacher. Ongoing implementation support will be provided to the DCSI, Principal, and Master Teacher to ensure implementation. One-on-one coaching will be provided to the DCSI., Principal, and Master Teacher The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS RGV McAllen have a Data Driven Instruction implementation plan addressing the training schedule, coaching component, and on-site 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 and Lesson Alignment focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the agreement is signed, district and campus leadership will attend three days of face-to-face TIL Data Driven Instruction training that will build understanding and capacity. During the three days of face-to-face training, leadership team will focus on change management and how to effectively address the high leverage principal action steps and communication plan for launching in August 2022. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Data Driven Instruction 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 student engagement is the use of the modeling and/or the guided discourse reteach models in classrooms addressing specific success criteria and for individual objectives and standards.

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 three (3) days of TIL DDI professional development and one (1) day of Lesson Alignment professional development and a prepared DDI/LA roll out plan.

District Actions: District staff will ensure that contracts for ESC 1 TIL Data Driven Instruction contract is signed and that the initial training is calendared and conducted during this 90-day cycle. Also, DCSI will conduct bimonthly meetings with Principal to assist in any barriers that are being experienced. DCSI will ensure that there is a share Google Drive and Google Calendar so that monitoring of activities can be efficiently and effectively managed. Finally, DCSI will have ongoing communication between Master Teacher 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
Action Step 1: DCSI, Principal, Master Teacher, and Campus Leadership Team will attend Texas Instructional Leadership Data Driven Instruction training provided by the ESC 1 TIL team on June 1st, June 13th, and June 17th. **Evidence Used to Determine Progress:** Completed training certificates for all identified staff members. **Person(s) Responsible:** DCSI & Principal **Resources Needed:** Signed Agreement with ESC 1 TIL Team **Addresses an Identified Challenge:** Yes **Start Date:** June 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 24, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Formative Reviews
Action Step 2: DCSI will provide a one (1) day Lesson Alignment training to Principal, Master Teacher and Campus Leadership Team in writing strong lesson objectives, writing exemplar responses, identifying success criteria, writing quality exit tickets based on TIL exit ticket success criteria , and identifying high, medium and low student work. **Evidence Used to Determine Progress:** Completed training materials and sign-in documentation. **Person(s) Responsible:** DCSI **Resources Needed:** TIL Lesson Alignment Resources **Addresses an Identified Challenge:** Yes **Start Date:** June 20, 2022 - **Frequency:** One Time - **Evidence Collection Date:** July 29, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Formative Reviews
Action Step 3: Ongoing virtual (Zoom) meetings with Principal and Master Teachers to review training, identify challenges/barriers, and plan next steps. Meetings will be bi-weekly for the Principal and monthly for the Master Teachers. **Evidence Used to Determine Progress:** Meeting agenda and minutes of meeting. **Person(s) Responsible:** DCSI **Resources Needed:** Zoom Meetings, calendared dates, DDI resources from training. **Addresses an Identified Challenge:** Yes **Start Date:** June 13, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** August 26, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 4 Details	Formative Reviews
Action Step 4: Develop, continue to refine, and revise as necessary a campus TIL DDI and Lesson Alignment roll out plan that addresses new systems and processes for all campus stakeholders including teachers, parents, and students. **Evidence Used to Determine Progress:** Completed roll out plan for DDI and Lesson Alignment. **Person(s) Responsible:** DCSI, Principal, Master Teacher **Resources Needed:** Zoom Meetings, calendared dates, DDI resources from training. **Addresses an Identified Challenge:** Yes **Start Date:** June 17, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** July 8, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

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 and Lesson Alignment 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 & Master Teacher) in creating and managing campus specific instructional focus calendar to meet all the areas will be 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	DCSI
Administrator	Patricia Jasso	Principal
Region 1 ESC Staff Member	Francene Phoenix	ESC SI Support Representative
Classroom Teacher	Beatrice Romero	Master Teacher
Special Programs/ARD Facilitator	Melba Ayala	Campus Level Staff Member -- Special Populations
Non-classroom Professional	Stephanie Garcia	Family & Student Services Coordinator

Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	TIL Observation & Feedback Agreement		$14,285.00
				Sub-Total	$14,285.00
				Budgeted Budget Object Code Amount	$14,285.00
				+/- Difference	$0.00
				Grand Total Budgeted	$14,285.00
				Grand Total Spent	$14,285.00
				+/- Difference	$0.00

Student Data

Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments									
							2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
										Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Student Achievement	# of Students at Approaches, Meets, and Masters	All	All	Reading	Approaches	STAAR	44	40	82	Released STAAR	44	47	Released STAAR	60	58	75	67
		All	All	Reading	Meets	STAAR	24	13	82	Released STAAR	24	34	Released STAAR	32	47	39	43
		All	All	Reading	Masters	STAAR	1	0	82	Released STAAR	1	9	Released STAAR	3	6	5	6
		All	All	Mathematics	Approaches	STAAR	85	77	80	Released STAAR	70	30	Released STAAR	80	53	85	83
		All	All	Mathematics	Meets	STAAR	45	15	80	Released STAAR	25	0	Released STAAR	38	0	50	31
		All	All	Mathematics	Masters	STAAR	20	0	80	Released STAAR	10	0	Released STAAR	15	0	20	0
		All	All	Science	Approaches	STAAR	75	83	74	Released STAAR	80	62	Released STAAR	85	75	90	78
		All	All	Science	Meets	STAAR	21	8	74	Released STAAR	20	14	Released STAAR	32	31	40	37
		All	All	Science	Masters	STAAR	8	0	74	Released STAAR	5	3	Released STAAR	8	10	10	4
		All	All	Social Studies	Approaches	STAAR	79	70	88	Released STAAR	80	48	Released STAAR	85	60	89	67
		All	All	Social Studies	Meets	STAAR	39	32	88	Released STAAR	20	19	Released STAAR	40	33	50	31
		All	All	Social Studies	Masters	STAAR	9	11	88	Released STAAR	5	4	Released STAAR	10	5	15	4
2. Closing the Gaps	Focus 1 Academic Achievement	All	Econ Disadv	Reading	N/A	STAAR	24	13	85	Released STAAR	20	28	Released STAAR	30	41	39	43
	Focus 2 Academic Achievement	All	All Students	Mathematics	N/A	STAAR	45	15	80	Released STAAR	25	0	Released STAAR	38	0	50	31
	Focus 3 School Quality/College & Career Readiness	All	ELL	All	N/A	Graduation Rate	30	22	100	Other	36	39	Other	36	78	35	85

Addendums

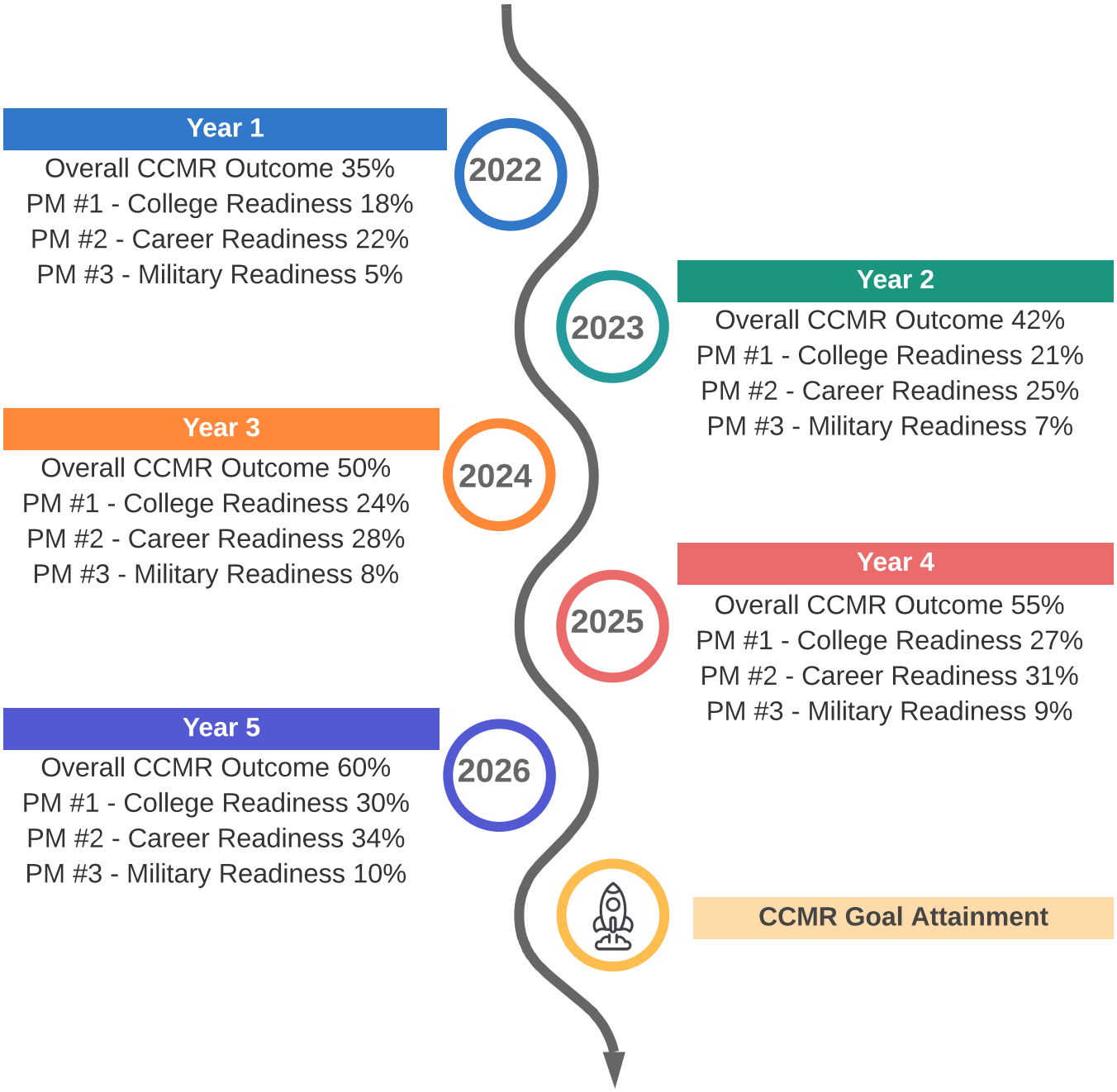
2021-2022 Academic Performance Goals

TPHS RGV McAllen

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

Triumph Public High Schools Rio Grande Valley
Board Approved CCMR Targets

Charter Holder Board Approved | August 7, 2021



PM = Progress Measure

Targets above are established for the following student populations for <u>both</u> the district and individual campuses:

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

TEXAS INSTRUCTIONAL LEADERSHIP

Observation and Feedback

Prepared for: Triumph Academies - RGV

By Region One Education Service Center
July 13, 2021

Texas Instructional Leadership Approach

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

Audience

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

Texas Instructional Leadership Components

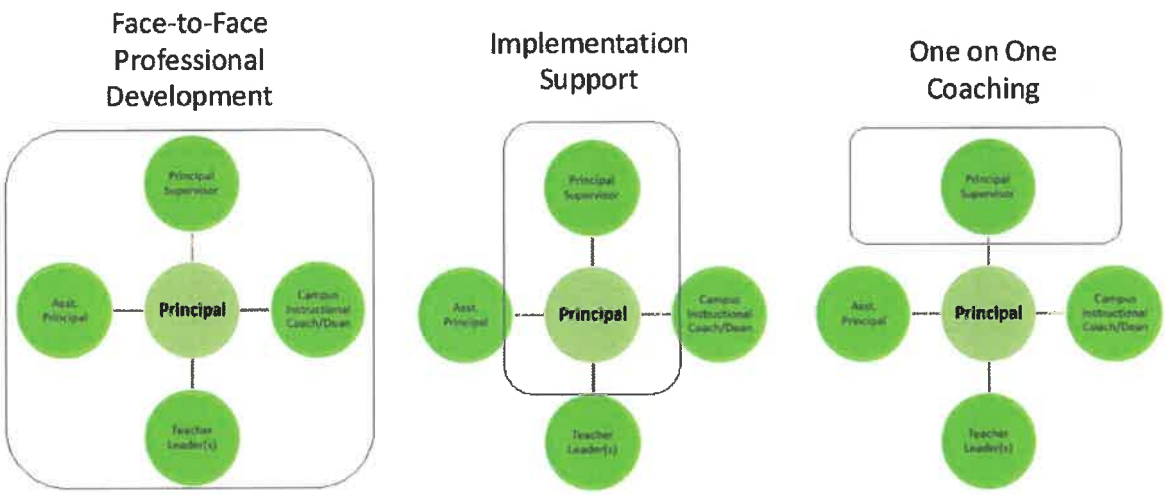
The TIL approach-includes three pillar of support that include: face to face professional development, implementation support and one on one coaching. Each module utilizes a job-embedded approach through three key pillars to ensure successful implementation.

Face-to-Face/Virtual Professional Development

Implementation Support

One-on-One Coaching

Structure of Texas Instructional Leadership Training Structure



Required Expectations and District Commitment

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

Grant Proposal of Investment

RGV	Components	Audience	Investment
Observation & Feedback (Year One) $12,0000 x 4 campuses	A. Professional Development	Campus Instructional Team, Principal Supervisor, and Principal	$48,000
	B. Implementation Support Sessions (6)	Principal Supervisor and Principal	
	C. Coaching Sessions (6)	Principal Supervisor	
	D. Resource Binder and Books	Campus Instructional Team, Principal Supervisor, and Principal	
Combined Investment (RGV)			**Total: $48,000**

Frances Berrones-Johnson

Superintendent of Schools or Designee

210-227-0295

Contact Number

Signature of Superintendent of Schools or Designee

07/27/2021

Date

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

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Triumph Public High Schools Rio Grande Valley
McAllen Campus

Targeted Improvement Plan December 17, 2021 Artifact Submission

Artifacts Included:

1. Video of Master Teacher Coaching
2. Lesson Plan Checklist 11/15/21
3. Coaching Script from 9/28/21
4. Coaching Script from 12/2/21
5. Lesson Plan Checklist from 11/15/21
6. Coaching Script from 11/1/21

Master Teacher Coaching Video Clip Utilizing TIL Observation and Feedback model:
https://drive.google.com/file/d/1nkhN2Cogcxm0J9wMS1oit8WfxHlBuHsh/view?usp=sharing

Salazar

week: 11.15 – 11.18

Triumph Public High School

Lesson Plan Checklist

FOCUS	QUESTION	YES	NO	COMMENTS
Bell Ringer	Does the bell ringer align to the lesson? Or is their relevance to past lessons, TEKS, or STAAR format.	✓		Bell Ringers align to Standards/ objectives of the week.
Alignment to Standards	Is the lesson aligned to the TEKS?	✓		
Vocabulary	Is academic vocabulary present	✓		Similes/ Metaphors/ Personification/ Author/ figurative language.
Accommodations Modifications Ellevation Strategies	Have I stated support for the Special Pops/ELL Which Strategy do you plan to use? What does this strategy look like, and sound like? Explain the purpose of using this strategy.	✓		Yes, IEP's will be followed. (Sequence/ Chunking...)
Checking for understanding	Are my methods stated?	✓		Mentimeter/ Class Polling
Performance Tasks	Checking for Understanding • cold calling • random questioning • whole-class discussion • Graffiti desktops • Plickers	✓		Yes students will work on google Slides journal entry.
Rigor Trajectory based off of Exemplar Responses	• "Tell me more" • "What makes you think that" • "How do you know" • "Why is that important" • Close the loop: after correcting their errors, go back to	✓		I added variety to your essential questions using Bloom's stems. this helps add Rigor!

	students with wrong answers to have them revise their answers.			
Evidence of Differentiation	How will the instructional strategies address all students' learning needs? How does the differentiation lead to special education and EL population success? Ex: Auditory;Tactile;Visual	✓		visuals / reading / reflection Students will have listening / reading / writing / speaking opportunities

Notes

I attached an author study / sketch that might help this week.

I also attached Bloom's question STEMS.

Nice lesson flow for primaries!

Good use of technology.

Plans for Monday, November 15, 2021

By: Daniel Salazar

English II

Unit Overview

Unit Title:	ENG 2PT: Unit 02: Analyzing and Composing Literary Text ENG 2RT: Unit 01: Persuasive rhetorical strategies	# of days in Unit:	25
Lesson Title:	ENG 2 PT: Thematic genre comparison ENG 2 RT: Review of Poetry (cont.)	This is day #:	3
Objective(s):	ENG 2 PT: Students will perform a thematic genre comparison that is related to our class reading of POTS ENG 2 RT: Students will continue reviewing the genre of poetry (figurative language review cont.)		

Preparation for Learning & Desired Results

Goal(s)/ Student will learn.....	ENG 2 PT: more about one of the central themes of our class novel POTS ENG 2 RT: about similes, metaphors, and personification
Essential Question(s):	ENG 2 PT: "What does the phrase "change is inevitable" mean to you? ENG 2 RT: "What characteristics/elements are unique to the genre of poetry?"
Students will be able to ...	ENG 2 PT: Identify differing perspectives of authors that talk about the idea that "change is inevitable" ENG 2 RT: Identify the differences between simile, metaphor, and personification examples

Can you explain the phrase.... → tie to other genre of reading...

Assessment & Evaluation Evidence

Do Now/ Bell Ringer:	ENG 2 PT: Mentimeter: What does the phrase "change is inevitable" mean to you? ENG 2 RT: Mentimeter: Identify the following example	Time Allotted:	5-10 mins.
Performance Task(s):	ENG 2 PT: Thematic genre comparison: "Change is inevitable" /Google Slides reading journal entry ENG 2 RT: Figurative language practice #2	Time Allotted:	40-45 mins.
Benchmarks/ Test/Quizzes:	N/A	Time Allotted:	N/A
Daily Formative Assessment/ Exit Ticket:	ENG 2 PT: After performing today's genre comparison, how has others' perspectives of the phrase "change in inevitable" changed your view of the topic? Regardless if it caused a change in your thinking or not, explain why or why not. ENG 2 RT: What are you still struggling with regarding simile, metaphor, and personification?	Time Allotted:	5-15 mins.
*Formative Assessment	ENG 2 PT: GC open-ended response - "The different pieces that I read regarding the phrase "change is inevitable" changed my perspective because..."		

Exemplar Response:	ENG 2 RT: I'm still struggling with telling the difference between simile and metaphor."		

*Must include example of exemplar response.

Learning Plan

*Connection to Previous Learning:	ENG 2 PT: Connecting to prior learning experiences of author's perspectives and reading genres ENG 2 RT: Prior knowledge of elements of poetry	Time Allotted:	1-2 mins.
Instructional Activities:	ENG 2 PT: Mentimeter, Google Classroom, Google Slides, PDFS ENG 2 RT: Mentimeter, Google Classroom, Boom Cards	Time Allotted:	40-45 mins.

*Review daily assessment/exit ticket feedback.

Differentiated Instructional Plan

	Accommodations	Modifications
*EL	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time
*SPED	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time
*504	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time
*RtI	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time

*Actual activity must be included/described.

Plans for Tuesday, November 16, 2021

By: Daniel Salazar

English II

Unit Overview

Unit Title:	ENG 2PT: Unit 02: Analyzing and Composing Literary Text ENG 2RT: Unit 01: Persuasive rhetorical strategies	# of days in Unit:	25
Lesson Title:	ENG 2 PT: Thematic genre comparison (cont.) + NRI extension activity ENG 2 RT: Review of Poetry (cont.)	This is day #:	3
Objective(s):	ENG 2 PT: Students will perform a thematic genre comparison that is related to our class reading of POTS (cont.) ENG 2 RT: Students will continue reviewing the genre of poetry (figurative language review cont.)		

Preparation for Learning & Desired Results

Goal(s)/ Student will learn.....	ENG 2 PT: more about one of the central themes of our class novel POTS ENG 2 RT: about similes, metaphors, and personification
Essential Question(s):	ENG 2 PT: "What does the phrase "change is inevitable" mean to you? ENG 2 RT: "What characteristics/elements are unique to the genre of poetry?"
Students will be able to ...	ENG 2 PT: Identify differing perspectives of authors that talk about the idea that "change is inevitable" ENG 2 RT: Identify the differences between simile, metaphor, and personification examples

Assessment & Evaluation Evidence

Do Now/ Bell Ringer:	ENG 2 PT: Mentimeter: What was one of the pieces that you read yesterday talking about regarding the phrase "change is inevitable"? ENG 2 RT: Mentimeter: Identify the following as an example of simile, metaphor, or personification	Time Allotted:	5-10 mins.
Performance Task(s):	ENG 2 PT: Thematic genre comparison: "Change is inevitable" /Google Slides reading journal entry + NRI extension activity ENG 2 RT: Figurative language practice #3	Time Allotted:	40-45 mins.
Benchmarks/ Test/Quizzes:	N/A	Time Allotted:	N/A
Daily Formative Assessment/ Exit Ticket:	ENG 2 PT: What effect does reading three different genres that cover the same topic/concept have on the reader? ENG 2 RT: What are you still struggling with regarding simile, metaphor, and personification?	Time Allotted:	5-15 mins.
*Formative Assessment	ENG 2 PT: GC open-ended response - "Reading three different genres that cover the same topic, really allows me to see how the		

Elaborate on what you read and connect it to the phrase change is inevitable

what is NOT an example...

To further thinking why do you think this is?

Exemplar Response:	different genres allow authors to present ideas about the concept/topic in slightly different ways." ENG 2 RT: I'm still struggling with telling the difference between simile and metaphor."		

*Must include example of exemplar response.

Learning Plan

*Connection to Previous Learning:	ENG 2 PT: Connecting to prior learning experiences of author's perspectives and reading genres ENG 2 RT: Prior knowledge of elements of poetry	Time Allotted:	1-2 mins.
Instructional Activities:	ENG 2 PT: Mentimeter, Google Classroom, Google Slides, PDFS ENG 2 RT: Mentimeter, Google Classroom, Boom Cards	Time Allotted:	40-45 mins.

*Review daily assessment/exit ticket feedback.

Differentiated Instructional Plan

	Accommodations	Modifications
*EL	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time
*SPED	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time
*504	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time
*RtI	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time

*Actual activity must be included/described.

Plans for Wednesday, November 17, 2021

By: Daniel Salazar

English II

Unit Overview

Unit Title:	ENG 2PT: Unit 02: Analyzing and Composing Literary Text ENG 2RT: Unit 01: Persuasive rhetorical strategies	# of days in Unit:	25
Lesson Title:	ENG 2 PT: Introduction to Octavia Butler and Parable of the Sower + NRI quick write over major themes ENG 2 RT: Review of Poetry (cont.)	This is day #:	3
Objective(s):	ENG 2 PT: Students will be introduced to the class novel for this semester: Octavia Butler's Parable of the Sower! (Octavia Butler overview/historical context/major themes) ENG 2 RT: Students will continue reviewing the genre of poetry (figurative language review)		

Preparation for Learning & Desired Results

Goal(s)/ Student will learn.....	ENG 2 PT: about the life of Octavia Butler and the historical context surrounding the novel Parable of the Sower, its connection to dystopian fiction, and the novels major themes ENG 2 RT: about the form and characteristics of the genre of poetry
Essential Question(s):	ENG 2 PT: "Who was Octavia Butler and why are we going to read Parable of the Sower?" "How does Parable of the Sower relate to dystopian fiction" "How do I relate to the major themes of POTS" ENG 2 RT: "What characteristics/elements are unique to the genre of poetry?"
Students will be able to ...	ENG 2 PT: Identify important aspects of Butler's life that influenced her writing and the historical contexts surrounding the novel Parable of the Sower ENG 2 RT: Identify key characteristics/elements of poetry

Assessment & Evaluation Evidence

Do Now/ Bell Ringer:	ENG 2 PT: Mentimeter: Make a prediction: Think back to when we learned about parables. What do you think the title of the book means in this context? ENG 2 RT: Mentimeter: What elements should you be noting on your Cornell notes as you read a poem?	Time Allotted:	5-10 mins.
Performance Task(s):	ENG 2 PT: Google Slides - Octavia Butler Introduction/Historical context of the novel/Major Themes (+ No Red Ink quick write over major themes) ENG 2 RT: Common Lit poetry assignment #2	Time Allotted:	40-45 mins.
Benchmarks/ Test/Quizzes:	N/A	Time Allotted:	N/A
Daily Formative Assessment/ Exit Ticket:	ENG 2 PT: Make a prediction based off of the title. What do you think's going to happen throughout the book? ENG 2 RT: Do you have a better understanding of the elements of poetry texts?	Time Allotted:	5-15 mins.

*Formative Assessment Exemplar Response:	ENG 2 PT: GC open-ended response - "I think the main character will face a great calamity one day and be forced to figure out how to survive on her own." ENG 2 RT: Menti poll question		

*Must include example of exemplar response.

Learning Plan

*Connection to Previous Learning:	ENG 2 PT: Connecting to prior learning experiences regarding dystopian fiction ENG 2 RT: Prior knowledge of elements of poetry	Time Allotted:	1-2 mins.
Instructional Activities:	ENG 2 PT: Mentimeter, Google Classroom, Google Slides, No Red Ink ENG 2 RT: Mentimeter, Google Classroom, Google Slides, Common Lit	Time Allotted:	40-45 mins.

*Review daily assessment/exit ticket feedback.

Differentiated Instructional Plan

	Accommodations	Modifications
*EL	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time
*SPED	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time
*504	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time
*RtI	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time

*Actual activity must be included/described.

Plans for Thursday, November 18, 2021

By: Daniel Salazar

English II

Unit Overview

Unit Title:	ENG 2PT: Unit 02: Analyzing and Composing Literary Text ENG 2RT: Unit 01: Persuasive rhetorical strategies	# of days in Unit:	25
Lesson Title:	ENG 2 PT: Parable of the Sower (chapters 1&2) ENG 2 RT: Review of Poetry (cont.)	This is day #:	4
Objective(s):	ENG 2 PT: The class will begin reading Octavia Butler's Parable of the Sower! ENG 2 RT: Students will continue reviewing the genre of poetry		

Preparation for Learning & Desired Results

Goal(s)/ Student will learn.....	ENG 2 PT: about Octavia Butler's Parable of the Sower ENG 2 RT: about poetry and elements of poetry
Essential Question(s):	ENG 2 PT: "What are the settings, characters, and conflicts that are established in chapters 1&2 of POTS? ENG 2 RT: "What are the characteristics that I should note on my Cornell note regarding poetry?"
Students will be able to ...	ENG 2 PT: Identify the settings, characters, and major conflicts that are established in chapters 1&2 of POTS ENG 2 RT: Identify key characteristics/elements of poetry

→ what can you infer about reading.

What are the advantages of using this?

Assessment & Evaluation Evidence

Do Now/ Bell Ringer:	ENG 2 PT: Mentimeter: Make a prediction: What do you think will happen in chapters 1&2 of POTS ENG 2 RT: Mentimeter: What do you think the title of the poem means?"	Time Allotted:	5-10 mins.
Performance Task(s):	ENG 2 PT: Guided Reading - POTS Ch. 1&2 + Google Slides reading journal entry ENG 2 RT: CommonLit: Poetry assignment #3	Time Allotted.	40-45 mins.
Benchmarks/ Test/Quizzes:	N/A	Time Allotted:	N/A
Daily Formative Assessment/ Exit Ticket:	ENG 2 PT: GC question: Very briefly describe what happened in Ch 1&2 of POTS ENG 2 RT: GC question: Do you have a better understanding of poetry in general?	Time Allotted:	5-15 mins.
*Formative Assessment	ENG 2 PT: GC open-ended response - "In chapters 1&2 of POTS, the reader was introduced to the main character Lauren Olamina,		

→ why do think this is?

Exemplar Response:	who is a teenager living in a near future dystopian Los Angeles suburb." ENG 2 RT: "Yes, the strategies you've taught in class regarding poetry will be useful on STAAR."		

*Must include example of exemplar response.

Learning Plan

*Connection to Previous Learning:	ENG 2 PT: Connecting to prior learning experiences regarding background knowledge of POTS as well as to parables and to the epistolary novel ENG 2 RT: Prior knowledge of elements of poetry and figurative language	Time Allotted:	1-2 mins.
Instructional Activities:	ENG 2 PT: Mentimeter, Google Classroom, POTS PDF, Audible audio book, Google Slides ENG 2 RT: Mentimeter, Google Classroom, Google Slides, CommonLit	Time Allotted:	40-45 mins.

*Review daily assessment/exit ticket feedback.

Differentiated Instructional Plan

	Accommodations	Modifications
*EL	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time
*SPED	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time
*504	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time
*RtI	Digital resources/visuals/sequenced steps/chunking into smaller tasks	Not necessary at present time

*Actual activity must be included/described.

GIVING EFFECTIVE FEEDBACK:

See it. Name it. Do it.

9/28/2021

	See it: Success Model, & Gap
See It 2-8 mins	See the success: Good afternoon Mr. Salazar, thank you for meeting with me today. I just want to start off the meeting by highlighting some of the things that I saw in your classroom and one of the things that I do want to commend you on is your entrance routine procedures. As your students entered your classroom I saw how smooth and timely they were able to sit down and get to what they had to do. From this I could tell that your class is very structured and you have a great culture. What impact do you think this routine has on your classroom? *Students know exactly what to do and how to start off class and it builds a common purpose on what we are there to do.* How did you make this routine become successful? *I set strong expectations since the beginning and have reiterated the expectations. I have pre class instructions on the board and I ensure students are following the instructions. I also redirect students who are not meeting those expectations*. See the model: Today I want to dive into the dialogue you had with your students after you reviewed the Bell Ringer, and specifically the overall engagement you had with them participating as you asked them to share. What did you ideally want to see regarding the participation? I loved to see several students want to highlight their own contributions and explain more of what they meant. *Students who are eager, not anonymously but share out in the community and shared purpose of the classroom. I would like to see that participation with them being comfortable.* What was the purpose of having them share their responses? *I suppose to build self confidence in their thoughts and how they contribute to what they are learning that day. To have them feel like their thoughts are valued and important.* Great, thank you very much for your responses. I now want to look at a strong model video clip from the Get Better Faster video collection. As we watch this clip, I want you to identify the strategies that the teacher uses to keep all students engaged. Show video on think pair share: What actions did the teacher take to get all students involved in engagement? He offered them a keyword to start off their response. Clip 23 See the gap: What was the gap between the video and what happened in your class today? How would this impact student learning?

Name It 2 mins	Action Step: What & How Name the action step: Okay Mr. Salazar, so based on what we discussed today, what do you think your action step should be? *Implementing a turn and talk before we share out the results of discussion or bell ringer so students can discuss what and why they contributed so that they will want to share what they put to the class.* What are key steps you need to take to address this gap? Punch it: Great, now I want you to write this down for your future coaching. WHAT: Your action step will be to engage all students and ensure they participate. HOW: You will do this by 1. Providing 2-3 minutes of think time and 2. Doing a turn and talk.

Do It Rest of meeting	Plan, Practice, & Follow Up
	Plan before practice: Now that we have identified your action step, let's take some time to plan it out. Our focus is to ensure that all students are engaged during your lesson. Let's take 5 minutes to plan how you will implement think time and a turn and talk during your lesson. Teacher and coach will share. Now let's discuss how/where the turn and talk will work in your lesson. Practice: Let's take it live and practice. Round 1: Stand up and present the turn and talk plan. I will be the students. Give Feedback Round 2: Let's practice this again. This time I want you to consider what you would do if a student did not want to participate. Practice and then give feedback. Great, what impact do you think giving think time and opportunities to share with each other and the class will have on the students? Follow up: Great work today Mr. Salazar, I just want to commend you on what you are doing for our students and campus. Thank you for participating in this coaching session with me. Just to recap, your action step will be to engage all students by using a turn and talk. What time will be good for me to come observe your action step? *Thursday @ 9:00AM* Great, thank you. I look forward to seeing this in action.

GIVING EFFECTIVE FEEDBACK:

See it. Name it. Do it.

12/2/2021

	See it: Success Model, & Gap
See It 2-8 mins	See the success: Good afternoon Mr. Salazar, thank you for meeting with me today. I just want to start off the meeting by highlighting some of the things that I saw in your classroom and one of the things that I do want to commend you on is your classroom culture and the impact you have while narrating the positive. The classroom vibe was very positive and welcoming . Q: What impact do you think the routine of narrating the positive has on your classroom? *Ideal Response: Focusing on the positive over the negative is beneficial to both our students and our own well-being as educators. By noticing and verbally acknowledging the positive over the negative, our thoughts become more positive, our actions more caring, and our presence more joyous* Q: How did you make this routine become successful? *Ideal Response: I continue to focus on making the classroom student centered, so that no matter what kind of day I am having, the students are always first.* Q*:* In what ways are students empowered to build a positive classroom culture that they own and respect? *Students are asked for their input and I try to communicate to them that their concerns/opinions are valued in the classroom* See the model: Today I want to dive into the questions you were asking students during your checks for understanding. More specifically, after the class was done reading the text and you paused and asked them questions about the text. Q: What was the purpose of questioning students about the reading? *Ideal response: Questioning helps the reader to clarify and comprehend what he is reading.* Q: When you ask questions about the text, what is the importance of citing evidence in answering a question? *Ideal response:Citing evidence requires students to think more deeply about the text, analyze the author, source etc.* Great, thank you very much for your responses. See the gap: Let's recall your lesson from yesterday. After the class whole group read, students were asked clarifying questions regarding the text. *Q:* What kinds of questions were you asking students? *Ideal Response: Teacher would be able to answer that he asked open ended/yes and no questions as well as clarifying questions.* Q: After you asked them questions, did you ask them to cite any evidence for their answers: *Ideal Response: No* Q: After discussing where in your lesson could students have been asked to cite their evidence more clearly/effectively? *Ideal response: After I asked them a check for understanding*

	Q How would this impact student learning? *Ideal Response: It would give students a better understanding as they are having to reflect back on the text. I also feel like it would help me become a better teacher for them because their responses would be a more accurate gauge of how well they comprehend text.*
Name It 2 mins	Action Step: What & How Name the action step: Okay Mr. Salazar, so based on what we discussed today, what do you think your action step should be? *Ideal Response: I think my action step is to ask students to cite key text evidence when answering questions.* Punch it: Great, now I want you to write this down for your future coaching. WHAT: You action step will be habits of evidence HOW: Teach and prompt students to cite key evidence in their responses - Practice prompting students to use sentence starters when they don't cite key evidence.

Do It Rest of meeting	Plan, Practice, & Follow Up
	Plan before practice: Now that we have identified your action step, let's take some time to plan it out. Our focus is to ensure that all students cite key evidence using sentence starters when answering questions. Let's take 5 minutes to plan how you will prompt students to cite key evidence after they answer a question from the text. *Plan/Or discuss Sample sentence starters: The author describes . . . For instance, . . . According to the text . . . Readers can tell that . . . In the text, . . . Practice: Let's take it live and practice. Round 1:Practice Give Feedback Round 2: Let's practice this again. This time I want you to consider what you would do if a student answered without using a sentence starter. Practice and then give feedback. Follow up: Great work today Mr. Salazar, I just want to commend you on what you are doing for our students and campus. Thank you for participating in this coaching session with me. Just to recap, your action step will be habits of evidence teach and prompt students to cite key evidence in their responses by using sentence starters. What time will be good for me to come observe your action step? Punch it Great, thank you. I look forward to seeing this in action. https://youtu.be/LVSl6jID0G8

Herrera

Week: 11.15 - 11.18

Triumph Public High School

Lesson Plan Checklist

FOCUS	QUESTION	YES	NO	COMMENTS
Bell Ringer	Does the bell ringer align to the lesson? Or is their relevance to past lessons, TEKS, or STAAR format.	✓		Bell Ringers tie into STAAR content / 2 whats throughout the week.
Alignment to Standards	Is the lesson aligned to the TEKS?	✓		All lessons aligned to TEKS
Vocabulary	Is academic vocabulary present	✓		Genetics / DNA / RNA / Protein Synthesis / Evolution
Accommodations Modifications Ellevation Strategies	Have I stated support for the Special Pops/ELL Which Strategy do you plan to use? What does this strategy look like, and sound like? Explain the purpose of using this strategy.	✓		IEP's will be implemented Listening / Speaking / Reading Writing Opportunities.
Checking for understanding	Are my methods stated?	✓		Students will be asked question during discussion
Performance Tasks	Checking for Understanding • cold calling • random questioning • whole-class discussion • Graffiti desktops • Plickers	✓		Discussion questions
Rigor Trajectory based off of Exemplar Responses	• "Tell me more" • "What makes you think that" • "How do you know" • "Why is that important" • Close the loop: after correcting their errors, go back to	✓		I added questions to your L.P that added rigor to the essential question. I got these using Bloom's stems.

	students with wrong answers to have them revise their answers.			
Evidence of Differentiation	How will the instructional strategies address all students' learning needs? How does the differentiation lead to special education and EL population success? Ex: Auditory;Tactile;Visual	✓		There will be listening, speaking, reading and writing opportunities. Students will have time to analyze their data.

Notes: I added some variety to the weeks essential questions. This helps the rigor!

I also added the question stems I used.

Attachments

I attached a prediction worksheet that might help w/ Wed + Thursday's lessons.

I also attached some Active Lecture Strategies that you might be able to use during lectures!

Plans for Monday, November 15, 2021

By: Jorge Herrera

Biology

Learning Standards:

[Integrated] use prior knowledge and experiences to understand meanings in English.[ELP.1A]

[Integrated] distinguish sounds and intonation patterns of English with increasing ease.[ELP.2A]

[Integrated] use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.[ELP.2E]

[Integrated] express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.[ELP.3G]

[Integrated] analyze, evaluate, make inferences, and predict trends from data; and[B.2G]

[Integrated] communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports.[B.2H]

[Integrated] analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;[B.3A]

[Integrated] identify and illustrate changes in DNA and evaluate the significance of these changes;[B.6E]

[Integrated] predict possible outcomes of various genetic combinations such as monohybrid crosses, dihybrid crosses, and non-Mendelian inheritance; and[B.6F]

[Integrated] recognize the significance of meiosis to sexual reproduction.[B.6G]

[Integrated] recognize that gene expression is a regulated process;[B.6D]

[Integrated] describe the roles of DNA, ribonucleic acid (RNA), and environmental factors in cell differentiation; and[B.5B]

[Integrated] analyze the levels of organization in biological systems and relate the levels to each other and to the whole system.[B.10C]

[Integrated] compare the functions of different types of biomolecules, including carbohydrates, lipids, proteins, and nucleic acids;[B.9A]

Unit Overview

Unit Title:	Genetics & Epigenetics	# of days in Unit:	20
Lesson Title:	Genetics Exam Post Review & Reflection	This is day #:	11
Objective(s):	Students will be reflecting on their performance of being able to identify DNA/RNA structures, sequence protein synthesis, define genetics/heredity terms, and analyze Mendelian genetics processes.		

Preparation for Learning & Desired Results

Goal(s)/ Student will learn.....	How to analyze their content mastery of DNA, RNA/Protein Synthesis, heredity terms, monohybrid and dihybrid crosses, and genetics data analysis by reflecting on the Genetics Exam.
Essential Question(s):	What areas of the Genetics Exam did I perform well in? Which areas do I need to improve on?
Students will be able to ...	Analyze and reflect on their content mastery of DNA, RNA/Protein Synthesis, heredity terms, monohybrid and dihybrid crosses, and genetics data analysis.

Assessment & Evaluation Evidence

Do Now/ Bell Ringer:	Which area(s) of the Genetics Exam did you find the most challenging?	Time Allotted:	2-5min
Performance Task(s):	Students will be reading, analyzing, speaking, and listening as they complete their reflection worksheet over the Genetics Exam.	Time Allotted:	40-50min
Benchmarks/ Test/Quizzes:	N/A	Time Allotted:	N/A
Daily Formative Assessment/ Exit Ticket:	Which area(s) were you most successful in?	Time Allotted:	5-10min
*Formative Assessment Exemplar Response:	"Based on the reflection worksheet and my Genetics Exam scores, the areas I was most successful in were sequencing protein synthesis and creating monohybrid crosses."		

(1) why do you think you were successful in the areas....

(2) what alternative would you suggest for a higher score?

*Must include example of exemplar response.

Learning Plan

*Connection to Previous Learning:	Grade 7 7.14A – Define heredity as the passage of genetic instructions from one generation to the next generation. 7.14C – Recognize that inherited traits of individuals are governed in the genetic material found in the genes within chromosomes in the	Time Allotted:	60min

	nucleus.		
Instructional Activities:	I will be facilitating the Genetics Exam reflection analysis by guiding students as they identify their areas of strength and improvement.	Time Allotted:	60min

*Review daily assessment/exit ticket feedback.

Differentiated Instructional Plan

	Accommodations	Modifications
*EL	Will implement ELPS instructional strategy to target Listening, Speaking, Reading and Writing.	Instructional activities that will allow the teacher to observe listening, speaking, reading and writing levels.
*SPED	Will implement IEP	What is noted on IEP
*504	Will implement learning plan	What is noted on 504 learning plan
*RtI	Will implement learning plan	What is noted on RtI learning plan

*Actual activity must be included/described.

Plans for Tuesday, November 16, 2021

By: Jorge Herrera

Biology

Learning Standards:

[Integrated] know that hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories;[B.2B]

[Integrated] know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed;[B.2C]

[Integrated] distinguish between scientific hypotheses and scientific theories;[B.2D]

[Integrated] analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;[B.3A]

[Integrated] analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a finite supply of environmental resources, result in differential reproductive success;[B.7D]

[Integrated] analyze and evaluate the relationship of natural selection to adaptation and to the development of diversity in and among species; and[B.7E]

[Integrated] monitor oral and written language production and employ self-corrective techniques or other resources.[ELP.1B]

[Integrated] use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.[ELP.2E]

[Integrated] express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.[ELP.3G]

Unit Overview

Unit Title:	Evolution	# of days in Unit:	15
Lesson Title:	Intro to Evolution	This is day #:	1
Objective(s):	Students will be analyzing evolutionary theories, such as evolution and natural selection, set by Charles Darwin.		

Preparation for Learning & Desired Results

Goal(s)/ Student will learn.....	How evolutionary theories have been proven true through fossil evidence, patterns found in different species, and graphs.
Essential Question(s):	How has evolution played a factor in the survival of organisms over time?
Students will be able to ...	Learn and apply evolutionary theories to real world examples and events.

- How is evolution connected to the survival of organisms over time?

Assessment & Evaluation Evidence

Do Now/ Bell Ringer:	Do the 2Whats on the STAAR problem.	Time Allotted:	5-10min
Performance Task(s):	Students will be reading, writing, listening, and speaking throughout the evolution lecture; discussing how these theories can be found true in real world examples and events.	Time Allotted:	40-50min
Benchmarks/ Test/Quizzes:	N/A	Time Allotted:	N/A
Daily Formative Assessment/ Exit Ticket:	Watch the time lapse video and note 2-3 changes in the faces of the organisms, and at least one feature that did not change.	Time Allotted:	5-10min
*Formative Assessment Exemplar Response:	"I noticed that the shape of the nose changed and the amount of hair on the face became less. One feature that did not change were the cheek and jaw bones; they remained consistent from species to species"		

What can you point out about the changes in faces?

*Must include example of exemplar response.

Learning Plan

*Connection to Previous Learning:	Grade 7 7.11B – Explain variation within a population or species by comparing external features, behaviors, or physiology of organisms that enhance their survival such as migration, hibernation, or storage of food in a bulb. 7.11C – Identify some changes in genetic traits that have occurred over several generations through natural selection and selective	Time Allotted:	40-50min

	breeding such as the Galapagos Medium Ground Finch (Geospiza fortis) or domestic animals and hybrid plants. Grade 8 8.11B – Explore how short- and long-term environmental changes affect organisms and traits in subsequent populations.		
Instructional Activities:	I will be providing lecture, notes, and guiding students in discussion of evolutionary theories and how they can be observed in real world events and examples. I will also be playing a time lapse video of human evolution.	Time Allotted	5-10min

*Review daily assessment/exit ticket feedback.

Differentiated Instructional Plan

	Accommodations	Modifications
*EL	Will implement ELPS instructional strategy to target Listening, Speaking, Reading and Writing.	Instructional activities that will allow the teacher to observe listening, speaking, reading and writing levels.
*SPED	Will implement IEP	What is noted on IEP
*504	Will implement learning plan	What is noted on 504 learning plan
*RtI	Will implement learning plan	What is noted on RtI learning plan

*Actual activity must be included/described.

Plans for Wednesday, November 17, 2021

By: Jorge Herrera

Biology

Learning Standards:

[Integrated] use prior knowledge and experiences to understand meanings in English.[ELP.1A]

[Integrated] use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.[ELP.1C]

[Integrated] internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.[ELP.1E]

[Integrated] analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a finite supply of environmental resources, result in differential reproductive success;[B.7D]

[Integrated] analyze and evaluate the relationship of natural selection to adaptation and to the development of diversity in and among species; and[B.7E]

[Integrated] communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports.[B.2H]

[Integrated] analyze, evaluate, make inferences, and predict trends from data; and[B.2G]

Unit Overview

Unit Title:	Testing Strategy	# of days in Unit:	2
Lesson Title:	Predictions Strategy	This is day #:	1
Objective(s):	Students will be learning a new strategy to implement on STAAR problems. The problems will be based on Reporting Category 3: Evolution.		

Preparation for Learning & Desired Results

Goal(s)/ Student will learn.....	How to analyze a STAAR problem and formulate their own answer or at least opinion in hopes of finding their answer in the multiple choice questions.
Essential Question(s):	Can I read a STAAR problem and correctly answer it without seeing the multiple choice answers?
Students will be able to ...	Predict the answer of STAAR problems by reading, analyzing, and collaborating with classmates to formulate an answer.

Assessment & Evaluation Evidence

Do Now/ Bell Ringer:	Watch the video and write down what you believe will happen in the end.	Time Allotted:	5-10min
Performance Task(s):	Students will be reading, writing, speaking, and listening as they analyze several STAAR problems. Students will have opportunities to work together and independently so as to hone in the ability to make accurate predictions to answer STAAR problems.	Time Allotted:	40-50min
Benchmarks/ Test/Quizzes:	N/A	Time Allotted:	N/A
Daily Formative Assessment/ Exit Ticket:	Tell a classmate a 1-2min story and have them predict how your story ends. → Written.	Time Allotted:	5-10min
*Formative Assessment Exemplar Response:	"One time as a lifeguard, I was draining the Cascade Pool and when the shallow floor was exposed, my guards and I decided to run and slide into the deep end. What do you think happened next?"		

*Must include example of exemplar response.

Learning Plan

*Connection to Previous Learning:	Students had previously spent a day learning The 2Whats in preparation for STAAR problems, and a method to build confidence when taking assessments.	Time Allotted:	60min
Instructional Activities:	I will be guiding and facilitating students as they practice the skill of analyzing STAAR problems and creating predictions for them.	Time Allotted:	40-50min

*Review daily assessment/exit ticket feedback.

Differentiated Instructional Plan

	Accommodations	Modifications
*EL	Will implement ELPS instructional strategy to target Listening, Speaking, Reading and Writing.	Instructional activities that will allow the teacher to observe listening, speaking, reading and writing levels.

*SPED	Will implement IEP	What is noted on IEP
*504	Will implement learning plan	What is noted on 504 learning plan
*RtI	Will implement learning plan	What is noted on RtI learning plan

*Actual activity must be included/described.

Plans for Thursday, November 18, 2021

By: Jorge Herrera

Biology

Learning Standards:

[Integrated] use prior knowledge and experiences to understand meanings in English.[ELP.1A]

[Integrated] use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.[ELP.1C]

[Integrated] internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.[ELP.1E]

[Integrated] analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a finite supply of environmental resources, result in differential reproductive success;[B.7D]

[Integrated] analyze and evaluate the relationship of natural selection to adaptation and to the development of diversity in and among species; and[B.7E]

[Integrated] communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports.[B.2H]

[Integrated] analyze, evaluate, make inferences, and predict trends from data; and[B.2G]

Unit Overview

Unit Title:	Testing Strategy	# of days in Unit:	2
Lesson Title:	Predictions Strategy	This is day #:	2
Objective(s):	Students will be learning a new strategy to implement on STAAR problems. The problems will be based on Reporting Category 3: Evolution.		

Preparation for Learning & Desired Results

Goal(s)/ Student will learn.....	How to analyze a STAAR problem and formulate their own answer or at least opinion in hopes of finding their answer in the multiple choice questions.
Essential Question(s):	Can I read a STAAR problem and correctly answer it without seeing the multiple choice answers?
Students will be able to ...	Predict the answer of STAAR problems by reading, analyzing, and collaborating with classmates to formulate an answer.

To further thinking: why do you think this is?

Assessment & Evaluation Evidence

Do Now/ Bell Ringer:	Tell a classmate a 1-2min story and have them predict how your story ends.	Time Allotted:	5-10min
Performance Task(s):	Students will be reading, writing, speaking, and listening as they analyze several STAAR problems. Students will have opportunities to work together and independently so as to hone in the ability to make accurate predictions to answer STAAR problems.	Time Allotted:	40-50min
Benchmarks/ Test/Quizzes:	N/A	Time Allotted:	N/A
Daily Formative Assessment/ Exit Ticket:	Complete a prediction on the following STAAR problem.	Time Allotted:	5-10min
*Formative Assessment Exemplar Response:	"Based on the STAAR problem talking about salmon populations after an oil spill, I believe the oil spill affected the salmon population for nearly a decade but didn't cause them to go extinct because the graph shows an increase after a couple of years."		

*Must include example of exemplar response.

Learning Plan

*Connection to Previous Learning:	Students had previously spent a day learning The 2Whats in preparation for STAAR problems, and a method to build confidence when taking assessments.	Time Allotted:	60min
Instructional Activities:	I will be guiding and facilitating students as they practice the skill of analyzing STAAR problems and creating predictions for them.	Time Allotted:	40-50min

*Review daily assessment/exit ticket feedback.

Differentiated Instructional Plan

	Accommodations	Modifications
*EL	Will implement ELPS instructional strategy to target Listening, Speaking, Reading and Writing.	Instructional activities that will allow the teacher to observe listening, speaking,

		reading and writing levels.
*SPED	Will implement IEP	What is noted on IEP
*504	Will implement learning plan	What is noted on 504 learning plan
*RtI	Will implement learning plan	What is noted on RtI learning plan

*Actual activity must be included/described.

GIVING EFFECTIVE FEEDBACK:

Principal: Patricia Jasso

See it. Name it. Do it.

Master Teacher: Beatriz Romero Date: 11/01/2021 Time: 3:00 PM – 4:00 PM

	See it: Success Model, & Gap
See It 2-8 mins	See the success: Good Afternoon Mrs. Romero, I wanted to start by identifying a success that I observed in your coaching video with Mr. Gomez when providing feedback; you identified the Mr. Gomez provided clarity of content when delivering his instruction and the implementation of real world examples. Reflective Question Asked: Why do you feel real world examples is important in the lesson? Teacher Response: It is important for students to know in order to transition into the Workforce; skills that they will need. Your Response: Throwing in the relevancy and this created authentic engagement. See the model: So let's narrow the focus: Today I want to dive into the action step identified for Mr. Gomez's lesson; which is a high leverage action step that will improve student achievement. The Teacher Radar (scan hot spots and circulate with purpose). This will be measurable by the continuous observation & feedback GBF and student engagement. So now we are going to watch the video of you coaching Mr. Gomez and I want you to reflect on the following questions: [Time Stamp 6:00] What is the purpose of identifying this gap? B.Romero Having good teacher radar is fundamental to effective behavior management. What end results do you want to see next time you observe Mr. Gomez? B.Romero I want him moving around the desks/perimeter during his lecture instead of standing. I want him to be aware of the students on/off behaviour. You showed Teacher a clip on Teacher Radar. [Time Stamp: 5:59] The Action Step you developed with the Teacher: The teacher will practice Teacher Radar and circulate the room with purpose. The Teacher Radar technique of scan for hotspot and circulates with purpose success through the arrangement of the desks and you yourself will be moving around the perimeter. [Time Stamp: 10:18]

See the gap:

Now we are going to view a video clip from the GBF of a master teacher coaching a teacher in the area of Teacher Radar (scan for hotspots). Clip 1 - Teacher Radar Scan.

The key leadership move (Plan/Practice)

Principal Questions:
What is the purpose of planning and practicing the Teacher Radar Scan with the teacher?

B.Romero

The purpose of planning and practicing the teacher radar scan is to get the teacher to be comfortable with teacher radar. We would be able to address mistakes and be preemptive about any areas of improvement.

What is the gap between what you just saw and what you did?

B.Romero

I did not get to practice/plan with Mr. Gomez

I think it is important to plan with Mr. Gomez because he needs these routines and procedures. I think that sometimes he does not know how to do what we are asking, it will get him comfortable.

Name It
2 mins

Action Step: What & How

Name the action step:
Okay Mrs. Romero, I am going to give you some time to script out your action step before you start the practice and between rounds of practice.

The action step:
The master teacher will plan/practice teacher radar scan for hotspots and circulate with purpose.
My action step will be to plan/practice teacher radar with the teacher.

Punch it:
B. Romero
What: My action step will be to plan/practice teacher radar with the teacher.
Teacher Radar Scan for Hotspots and Circulate with Purpose.

How:
B. Romero
By planning and practicing with the teacher, in practicing the gap (here anticipate what teacher or student might say/do incorrectly during the practice and plan for those mistakes), then go from simple to more complex (complexity student noncompliance)

How: By practicing moving around the classroom and providing feedback. I will do this by practicing rounds with the teacher in his/her classroom.

	Plan, Practice, & Follow Up
Do It Rest of meeting	Plan before practice: Okay Mrs. Romero now I am going to give you time to plan out your action steps: Romero Script: Plan before practice: Great, I think we have a great plan to help ensure that all students are on task. Let's take a look at your classroom and practice moving around the room and through desks. CFU: Mr. Gomez, can you repeat back to me what we will be doing? Practice: 1. Circulate around the room. Move among the desks and around the perimeter. Round 1 practice: Gomez will practice lecturing and moving around the desks. Give feedback if necessary Round 2 practice: Gomez will practice lecturing and moving around the desks. Give feedback if necessary Round 3 practice: Be an off task student while he is lecturing/moving around the desks. Practice: At this time which of the following would you like to do? 1. We can take the action step that you are about to sit down and give feedback to a teacher and create a script for it with questions in it? 2. We can go back, look at the meeting that you had with the teacher, and redesign that script? - B. Romero and I will do this. Now you and I are going to practice Teacher Radar Plan/Practice (Script we developed) 1. We are going to practice the gap. 2. We are then going to move from simple to more complex. Follow up: Date: Thursday 11/11/2021 Time: 9:00 AM Principal Follow up: Friday 11/12/2021 3:00 PM - 4:16PM The identified gap: Plan/Practice for high leverage student engagement through Teacher Radar Scan for hotspots and circulating the perimeter with a purpose.

Beatriz Romero, TPHS CLT McAllen 2021-2022

Dec 2021 (Central Time - Chicago)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	1 GBF Feedback GBF Observation 8:45am - 2pm - CCMR Tracker 3:45pm -	2 GBF Feedback GBF Observation GBF Observation GBF Observation 9:34am - Meet with 10:34am - Campus 11:01am - Lockdown 3:16pm - Lockdown 4:16pm -	3 10am - Attendance 3:30pm - GBF 4:45pm - GBF	4
5	6 Lesson Plan Check 10am - CLT Meeting 10am - CLT Meeting 10am - CLT Meeting 1:15pm - Teacher 2pm - CLT TIP 4:20pm - Plan Of	7 STAAR WEEK	8	9 2pm - Monthly:	10 11am - Attendance	11
12	13 Lesson Plan Check 4:16pm - Campus	14	15 TIP Collection of 1:15pm - Teacher	16 10am - Fire Drill 2pm - Fire Drill	17 TIP Artifacts due 11am - Attendance	18
19	20 Winter Break Lesson Plan Check	21	22	23	24 11am - Attendance	25
26	27 Winter Break Lesson Plan Check	28	29	30	31 11am - Attendance	1

Beatriz Romero, TPHS CLT McAllen 2021-2022

Jan 2022 (Central Time - Chicago)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27 Winter Break Lesson Plan Check	28	29	30	31 11am - Attendance	1
2	3 11am - Teaching 1:30pm - Mr. 2:45pm - J. Gomez - 4pm - J. Herrera -	4 Lesson Plan Check	5 9am - GBF 10am - Dual 11am - GBF 1pm - GBF Scripting 2:15pm - RGV 3pm - GBF Scripting 4:16pm - Benchmark	6 8am - ESF Artifacts 10am - Classroom 10:30am - ESF 1pm - Lesson plan 3pm - TPHS-McAllen 4:25pm - Lesson	7 12:30pm - Lesson 4:30pm - History	8
9	10 8am - Lesson Plan 11am - CLT Meeting 3:15pm -	11 GBF Observation GBF Observation GBF Scripting 3pm - TIL with Mrs.	12 GBF Observation 10am - Math IA : 3pm - Math IA : 4:25pm - Teacher	13 GBF Feedback 9am - Triumph 1:15pm - TPHS 2pm - Monthly:	14 GBF Feedback GBF Scripting 11am - Math IA :	15
16	17 Lesson Plan Check 2pm - Attendance 3pm - PD Mondays!	18 8:30am - GBF 10am - Gomez	19 9am - Gomez Lesson 4:45pm -	20 4:15pm - Data	21 10:30am - Lesson 1pm - RGV PD -- TIP 4:30pm - History	22
23	24 Lesson Plan Check 4:30pm - Data	25 GBF Observation GBF Observation GBF Observation	26 GBF Observation Walkthrough Walkthrough 8am - In class 2:15pm - Lesson	27 GBF Observation 9am - Meeting For 10am - January Fir 1pm - Initial 3pm - PD Mondays!	28 GBF Feedback GBF Feedback GBF Feedback 9:30am - GBF 10am - Know and 11am - CLT Meeting 12:15pm - GBF 2pm - Attendance	29
30	31 Lesson Plan Check 10:30am - ESF 1:30pm - Fire Drill 2:30pm - History 3pm - PD Mondays!	1 1pm - Math PLC	2 GBF Salazar 1pm - English PLC	3 GBF Feedback 1pm - Biology PLC	4 GBF Feedback Upload Exit Ticket 1pm - Attendance	5

Feb 2022 (Central Time - Chicago)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31 Lesson Plan Check 10:30am - ESF 1:30pm - Fire Drill 2:30pm - History 3pm - PD Mondays!	1 1pm - Math PLC	2 GBF Salazar 1pm - English PLC	3 GBF Feedback 1pm - Biology PLC	4 GBF Feedback Upload Exit Ticket 1pm - Attendance	5
6	7 Lesson Plan Check	8 GBF Scripting 9am - TO BE 1pm - Workshop 4:16pm - Parent	9 GBF Maldonado 2pm - CLT Meeting 4:25pm - Exit	10 GBF Feedback 10am - Math 2pm - Monthly:	11 8am - Region One 2pm - Attendance 4:15pm - Teacher	12
13	14 No School	15 GBF Estevis Walkthrough 8:30am - Workshop 2pm - CLT Meeting -	16 GBF Feedback RTF Salazar 8am - TPHS RGV	17 GBF Feedback GBF Feedback 4:15pm - Teacher	18 Feedback Herrera 2pm - Attendance 2pm - TPHS RGV -	19
20	21 Lesson Plan Check Lesson Plan Feed 1pm - RGV PD -- TIP 4pm - PD Mondays!	22 GBF Herrera GBF Salazar Lesson Plan 10am - GBF 4:15pm - Teacher	23 GBF Estevis GBF Scripting 1:15pm - Salazar 1:30pm - GBF 2:30pm - 3pm - STAAR	24 GBF Feedback GBF Feedback GBF Scripting 1:30pm - CLT TIP	25 GBF Feedback GBF Feedback 2pm - Attendance 4:30pm - Email	26
27	28 Lesson Plan Check 9am - Fire Drill 1pm - Fire Drill	1	2	3	4	5

TPHS CLT McAllen 2021-2022, Patricia Jasso

Dec 2021 (Central Time - Chicago)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	1 6:51am - Check In - 7:51am - Finalizing 8:45am - 9:45am - MOY for 11:30am - Lunch 12:30pm - 1 LPAC 2pm - CCMR Tracker 3pm - Reviewing 3:45pm -	2 6:34am - Check In - 7:34am - LPAC and 9:34am - Meet with 10:34am - Campus 11:01am - Lockdown 11:01am - Lockdown 12:01pm - Lunch 1:01pm - MOY Files 3:16pm - Lockdown	3 6:42am - Check In - 7:45am - Working 10am - Attendance 11:04am - Fall 12:05pm - Lunch 1:10pm - Working 3pm - A.Olibares	4
5	6 7:03am - Check In - 8:03am - MOY EOC 10am - CLT Meeting 10am - CLT Meeting 11am - Continuation 12pm - Working 12:30pm - L.Salinas 1:30pm - Continue	7 6:45am - Check In - 1:15pm - Lunch 2:15pm - Pre- 4:16pm - Parent /	8 6:45am - Check In - 7:45am - STAAR EOC 8:45am - Completed 9:45am - Monitoring 10:45am - Working 11:45am - Assisting 12:45pm - Speaking 1pm - Continuation	9 7:15am - Check In - 8:15am - Ensuring 9:30am - Home Visit 10am - Working on 12:07pm - Assisted	10 Office 6:37am - Checking 7:37am - Working 10:07am - Speaking 11am - Attendance 12pm - Lunch 1pm - Jasso:	11
12	13 Office 7:04am - Check In - 8:04am - Working 9:04am - Went to 9:04am - Working 12:04pm - Lunch 1:04pm - Checking 2:04pm - Working 4:16pm - Campus	14 Office 7am - Check In - 8am - Met with Mrs. 9am - Working on 10:01am - Fall 11:01am - Checking 12:01pm - Lunch 1:01pm - Meeting 2:01pm -	15 Office 7am - Arrived at 7: 8am - Meet With 9am - Working on	16 Office 7am - Check In - 8am - Observation 10am - Fire Drill 11am - Met With 12pm - Lunch 1pm - Stepped off 2pm - Fire Drill 3pm - Observation	17 Office 6:40am - Check In - 7:40am - Feedback 11am - Attendance	18
19	20 Office	21 Office	22 Office	23 Office	24 Office 11am - Attendance	25
26	27 Office	28 Office	29 Office	30 Office	31 Office 11am - Attendance	1

TPHS CLT McAllen 2021-2022, Patricia Jasso

Jan 2022 (Central Time - Chicago)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27 Office	28 Office	29 Office	30 Office	31 Office	1
2	3 Office 7:47am - Check In - 8:47am - Met Master 9:30am - Teachers 11am - Teaching 11:30am - Working 1:30pm - Mr.	4 Office 7:45am - Check In - 8:45am - Working 9am - Met with Mr. 10:45am - Meeting 11am - Working on 12pm - Working on	5 Office 7:30am - Check In - 8:30am - Reviewing 9:30am - Working 12pm - Lunch 1pm - Working on 4:25pm - Campus	6 Office 7:45am - Check In - 8:45am - I am 8:45am - Working 10am - Andric 10:30am - 11am - Continue	7 Office 7:27am - Check In - 8:27am - Working 8:45am - Home Visit 9:39am - Continuing 9:45am - Covid 12pm -	8 11:45am - Work in 2pm - House bill 3
9	10 Office 7:30am - View Video 8am - Administer 9:30am - Finalizing	11 Office 7:54am - Check In - 8:45am - 8:54am - Working	12 Office 6:50am - Check In - 7:50am - Working 10am - Math IA :	13 Office 7:50am - Check In - 8:45am - 8:50am - Prep and	14 Office 7am - Out Sick - PTO 8:30am - TPHS 11am - Math IA :	15
16	17 Office 7:03am - Check In - 8:03am - Continued 9:03am - Working 11:33am - Lunch -	18 Office 7:01am - Check In - 8:01am - Met With 8:30am - 8:45am - Working	19 Office 10am - Jasso TPESS	20 Office 6am - Check In - 7am - Prepare for 8am - ESF Site Visit 8:30am - Leadership	21 Office 9:30am - Check In - 10:30am - Assisting 1pm - RGV PD -- TIP 3pm - Meeting with	22
23	24 Office 7:07am - Check In - 8:07am - Reports 9:07am - Speaking 9:37am - New	25 Home 7am - PTO - Out Sick	26 Office 6:47am - Check In - 7:47am - Working 8:47am - Prep and 9am - CAT Meeting	27 Office 7am - Check In - 8am - Completing 9am - Meeting For 10am - January Fire	28 Office 8am - LPAC New 10am - A.Gonzalez 11am - CLT Meeting 1pm - MOY for	29
30	31 Office 7:37am - Check In - 8:30am - Working 9am - TPHS McAllen 10:30am - ESF 10:30am - Working 11:30am - LPAC New	1 Office 6:50am - Arrival and 7am - Meeting with 8am - Emails, 8:30am - Meeting 9am - LPAC 12pm - Lunch	2 Office 7:09am - Work on 8:09am - 10:09am - Working 12:39pm - 1:39pm - Working 2:39pm - LPAC and	3 Office 7:09am - Check In - 8:09am - Meeting 9:30am - McAllen 10am - Orientation 10:30am - 11am - LPAC	4 Office 7:09am - Check In - 7:30am - 8am - Zoom with FBJ 9am - Continue 10:30am - Patricia 11:30am - Meeting	5

TPHS CLT McAllen 2021-2022, Patricia Jasso

Feb 2022 (Central Time - Chicago)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31 Office 7:37am - Check In - 8:30am - Working 9am - TPHS McAllen 10:30am - ESF 10:30am - Working 11:30am - LPAC New 1:30pm - Fire Drill 2pm - Met with Mr. 2:30pm - History	1 Office 6:50am - Arrival and 7am - Meeting with 8am - Emails, 8:30am - Meeting 9am - LPAC 12pm - Lunch 1pm - LPAC	2 Office 7:09am - Work on 8:09am - 10:09am - Working 12:39pm - 1:39pm - Working 2:39pm - LPAC and 2:45pm - Spoke to a 4:40pm - Travel 5:15pm - Home	3 Office 7:09am - Check In - 8:09am - Meeting 9:30am - McAllen 10am - Orientation 10:30am - 11am - LPAC 12:30pm - Lunch 1pm - Counselors 3pm - Checking	4 Office 7:09am - Check In - 7:30am - 8am - Zoom with FBJ 9am - Continue 10:30am - Patricia 11:30am - Meeting 12:30pm - 1pm - Attendance 2pm - K.Flores-	5
6	7 TPHS EL Paso West	8 TPHS EL Paso West 4:16pm - Parent	9 EL Paso West 2pm - CLT Meeting	10 Office 10am - Math 2pm - Monthly:	11 Region One - 9am - Workshop 2pm - Attendance	12
13	14 7am - Bad	15 Office 7:05am - Check In - 8:05am - Meeting 9:05am - Working 10:30am - 11:15am - Calling a 11:30am - Met with 11:45am - 12:45pm - Lunch 1:45pm - Reviewing	16 Office 7:15am - Check In - 8:15am - 9am - Orientation 9:30am - Continuing 10am - Returning 10:40am - New 11:15am - 11:45am - Lunch 12:45pm - Prep for	17 Office 7am - Check In - 8am - New 8:30am - 9am - Working on 9:30am - Canceled 10am - Reviewing 10:30am - New 11am - Working on 11:30am - New	18 Office 7:33am - Arrived at 8:30am - 9am - STC - Dual 11am - Continue 12pm - Lunch 1pm - Finalizing 2pm - Attendance 2pm - TPHS RGV - 4pm - Reviewing	19
20	21 Office 7:15am - Check In - 8am - Orientation - 9am - Working on 10am - Jasso:	22 Home 7am - PTO - Out Sick	23 Office 7:05am - Check In - 8:05am - Meeting 9:05am - LPAC New 9:30am - New	24 Office 7:15am - Check In - 8:15am - LPAC New 9:55am - Prep for 11:01am - Working	25 Office 7am - Travel To San 2pm - Attendance	26
27	28 Office 9am - Fire Drill	1	2	3	4	5

Stephanie Garcia, MATH 1414 - DUAL ENROLLMENT, TIL/Get Better Faster Observation & Feedback Calendar

Dec 2021 (Central Time - Chicago)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	1 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs. 2pm - CCMR Tracker	2 Office 9am - Morning 10:34am - Campus 12:07pm - Afternoon 1:55pm - Email Mrs. 3:16pm - Lockdown 3:16pm - Lockdown	3 Office 8:30am - UPDATE 9am - Morning 10am - Attendance 12:07pm - Afternoon 1:55pm - Email Mrs. 3pm - A.Olibares REED	4
5	6 Office 9am - Morning 10am - CLT Meeting - 10am - CLT Meeting - 12:07pm - Afternoon 12:30pm - L.Salinas	7 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	8 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	9 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	10 Office 8:30am - UPDATE 9am - Morning 11am - Attendance 12:07pm - Afternoon 1:55pm - Email Mrs.	11
12	13 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs. 4:15pm - Get Schedule 4:16pm - Campus	14 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	15 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	16 Office 9am - Morning 10am - Fire Drill 12:07pm - Afternoon 1:55pm - Email Mrs. 2pm - Fire Drill	17 Office 8:30am - UPDATE 9am - Morning 11am - Attendance 12:07pm - Afternoon 1:55pm - Email Mrs.	18
19 11pm - Out of office	20 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs. 4:15pm - Get Schedule	21 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	22 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	23 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	24 Office 8:30am - UPDATE 9am - Morning 11am - Attendance 12:07pm - Afternoon 1:55pm - Email Mrs.	25
26 Out of office	27 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs. 4:15pm - Get Schedule	28 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	29 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	30 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	31 Office 8:30am - UPDATE 9am - Morning 11am - Attendance 12:07pm - Afternoon 1:55pm - Email Mrs.	1

Stephanie Garcia, MATH 1414 - DUAL ENROLLMENT, TIL/Get Better Faster Observation & Feedback Calendar — Jan 2022 (Central Time - Chicago)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26 Out of office	27 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs. 4:15pm - Get Schedule	28 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	29 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	30 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	31 Office 8:30am - UPDATE 9am - Morning 11am - Attendance 12:07pm - Afternoon 1:55pm - Email Mrs.	1
2 Out of office	3 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs. 4:15pm - Get Schedule	4 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs.	5 Office 9am - Morning 12:07pm - Afternoon 1:55pm - Email Mrs. 4:25pm - Campus	6 Office 10am - Andric Gonzalez 3pm - TPHS-McAllen	7 Office 8:30am - UPDATE	8
9	10 Office 11am - CLT Meeting - 3:15pm - Attendance 4:15pm - Get Schedule	11 Office	12 Office	13 Office 9am - #1067: TELPAS	14 Office 8:30am - UPDATE	15
16	17 Office 2pm - Attendance 4:15pm - Get Schedule	18 Office	19 Office	20 Office	21 Office 8:30am - UPDATE 3:30pm - D.Saldana	22
23	24 Office 4:15pm - Get Schedule	25 Office	26 Office	27 Office 9am - Meeting For Re- 10am - January Fire 1pm - Initial Planning 3pm - TELPAS	28 Office 8:30am - UPDATE 10am - A.Gonzalez 11am - CLT Meeting - 2pm - Attendance	29
30	31 Office 1:30pm - Fire Drill Jan 4:15pm - Get Schedule	1 Office	2 Office	3 Office 1pm - Counselors PLC	4 Office 8:30am - UPDATE 1pm - Attendance 2pm - K.Flores-	5

Stephanie Garcia, MATH 1414 - DUAL ENROLLMENT, TIL/Get Better Faster Observation & Feedback Calendar

Feb 2022 (Central Time - Chicago)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31 Office 1:30pm - Fire Drill Jan 4:15pm - Get Schedule	1 Office	2 Office	3 Office 1pm - Counselors PLC	4 Office 8:30am - UPDATE 1pm - Attendance 2pm - K.Flores-	5
6	7 Office 2:30pm - TELPAS 4:15pm - Get Schedule	8 Office 4pm - FRONT OFFICE 4:16pm - Parent Night	9 Office 8:10am - Pledge & 12:15pm - Pledge & 2pm - CLT Meeting To 2pm - Restroom Dutie 4pm - FRONT OFFICE	10 Office 8:10am - Pledge & 12:15pm - Pledge &	11 Office 8am - Input GCFs for 8:10am - Pledge & 8:30am - Update "Official 12pm - FRONT OFFICE 12:15pm - Pledge &	12
13 TELPAS	14 Office 8:10am - Pledge & 12:15pm - Pledge & 2pm - Restroom Dutie 4:15pm - Get Schedule	15 Office 8:10am - Pledge & 9am - Workshop 12:15pm - Pledge & 2pm - CLT Meeting -	16 Office 8:10am - Pledge & 12:15pm - Pledge & 2pm - Restroom Dutie 4:15pm - Calibration	17 Office 8:10am - Pledge & 12:15pm - Pledge & 4:15pm - Calibration	18 Office 8am - Input GCFs for 8:10am - Pledge & 8:30am - Update "Official 12:15pm - Pledge & 2pm - Attendance	19
20 TELPAS	21 Office 8:10am - Pledge & 12:15pm - Pledge & 2pm - Restroom Dutie 4:15pm - Get Schedule	22 FAFSA Assistance Office 8:10am - Pledge & 12:15pm - Pledge &	23 Office 8:10am - Pledge & 12:15pm - Pledge & 2pm - Restroom Dutie	24 Office 8:10am - Pledge & 12:15pm - Pledge & 1:30pm - CLT TIP	25 Office STAAR 360 DEADLINE 8am - Input GCFs for 8:10am - Pledge & 8:30am - Update "Official 12:15pm - Pledge &	26 BOARD MEETING
27 TELPAS	28 Office 8:10am - Pledge & 9am - Fire Drill Track 1 12:15pm - Pledge & 1pm - Fire Drill Track 2 2pm - Restroom Dutie 4:15pm - Get Schedule	1	2	3	4	5