

Triumph Public High Schools - RGV
Triumph Public High Schools RGV Mercedes - TIP
2021-2022 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Ms. Frances Berrones-Johnson
Mr. Michael Scott Carothers

Principal: Ms. Mischellene Pemelton
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. Mischellene Pemelton

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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 Mercedes meets the established student performance targets for 2021-2022, the campus will increase our Domain 1 STAAR performance from a scaled score of 74-C to a scaled score of 90-A by increasing the percentage of students who perform at the Meets grade level or above. (Component Score Calculation: If TPHS RGV Mercedes is successful at achieving the targets, the campus will move from a 2018-2019 component score of 24 to a 2021-2022 component score of 40 in Domain 1. This will be a move from 74-C to 90-A). Please note that in 2021 the campus has a component score in Domain I of 17. This is a 7 point drop from 2018-2019 accountability.

Approaches Component Score Goal: 80

Meets Component Score Goal: 30

Masters Component Score Goal: 10

Overall Component Score Goal: 40

Rationale: The performance goals are set to be aggressive and to push the campus to higher accountability scores in Domain 1, as well as 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 an "A" in Domain 1 for the STAAR component. (Current Domain I STAAR Performance as of 2018-2019 accountability is a "C" at 74% 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 17. This is a 7 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 those students that test this year (only applicable to Algebra I and English II for TPHS RGV Mercedes). 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 Mercedes 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 Mercedes 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 80 (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 97% - 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 97% - 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 Mercedes:

- 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 Mercedes 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 Mercedes federal graduation rate goal will be 70% 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: Planning for Implementation

Key Practices:

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

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices:

Cycle 4

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

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: Fully Implemented

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Fully Implemented

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: No, we did not achieve most of our student performance data goals. However, we did meet each target for Social Studies and our approaches target for Biology. The reason for failing to achieve ELA performance goals is due to the lack of an English 2 teacher that did not get hired until October and significant absences for the only other ELA teacher at the campus. There have been significant staffing issues with ELA staff at the campus in the first 90-day cycle and as a result, TIL coaching and student performance suffered. The campus does have plans to ensure that the semester 2 starts with strong highly competent teachers and targeted coaching and support by the Master Teach for ELA will be implemented. We were unable to meet the Algebra 1 performance goal. There is a need to intensify coaching for the mathematics teacher to assist them in meeting cycle 2 targets and getting back on pace with district established benchmarks throughout the academic year. Action steps being implemented in Cycle 2 will address the focused coaching intensity in ELA and Mathematics.

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

Implementation Level: Planning for Implementation

Rationale: Campus instructional leaders have struggled to maintain an effective instructional coaching model. 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 and Master Teacher attended the initial training for TIL Observation and Feedback on September 10th and 14th. One cycle of Master Teacher, Principal, and DCSI coaching was completed in October.

Step 1 Details	Formative Reviews
<p>Action Step 1: Engage with Texas Instructional Leadership (TIL) Observation and Feedback Module.</p> <p>Evidence Used to Determine Progress: Signed and executed TIL Observation and Feedback ESC 1 Agreement</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: 2021-2022 SIG Funds and 2020-2021 SIG Carryover Funds</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 23, 2021 - Frequency: One Time - Evidence Collection Date: September 10, 2021</p> <p>Funding Sources: TIL Contract with ESC - 6200-Professional and contracted services - \$14,285</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Attend the TIL Observation and Feedback introduction session and two days of face-to-face training for CLT Members and for DCSI at ESC 1.</p> <p>Evidence Used to Determine Progress: ESC 1 certificates of all CLT members attending including DCSI.</p> <p>Person(s) Responsible: DCSI & Principal</p> <p>Resources Needed: TIL Observation & Feedback Team from ESC 1</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: One Time - Evidence Collection Date: September 17, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: Development of the TPHS RGV McAllen TIL Observation & Feedback Roll Out Plan.</p> <p>Evidence Used to Determine Progress: Roll out plan with required steps.</p> <p>Person(s) Responsible: DCSI, Principal, Instructional Officer, and CLT</p> <p>Resources Needed: TIL Observation & Feedback Initial 2 day face-to-face training. (ESC 1 Catalina Requenez)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: One Time - Evidence Collection Date: September 17, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will need to revise the Observation & Feedback roll out plan for the next semester due to staff changes.</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Calendar the TIL Observation & Feedback -- Coaching/Feedback cycles.</p> <p>Evidence Used to Determine Progress: Master calendar with meetings and timeframes.</p> <p>Person(s) Responsible: Principal & Master Teacher</p> <p>Resources Needed: Master Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 2021 - Frequency: One Time - Evidence Collection Date: October 1, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: Conduct 4 cycles of coaching with teachers, conduct 2 Master Teacher coaching cycles, conduct 2 Principal coaching cycles, and 2 DCSI coaching cycles.</p> <p>Evidence Used to Determine Progress: Coaching videos and TIL Coaching Scripts/Plans</p> <p>Person(s) Responsible: DCSI, Principal, Master Teacher</p> <p>Resources Needed: TIL Observation and Feedback resources (manual and templates provided at training)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 20, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 6 Details	Formative Reviews
<p>Action Step 6: Monthly 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).</p> <p>Evidence Used to Determine Progress: Agenda and meeting summary.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Videoconference capabilities (Zoom).</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 7 Details	Formative Reviews
<p>Action Step 7: Meetings with Principal to address challenges and check in on TIL Observation & Feedback implementation. (every two weeks)</p> <p>Evidence Used to Determine Progress: Agenda and meeting summaries.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Videoconferencing capabilities (Zoom)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 8 Details	Formative Reviews
<p>Action Step 8: CLT Meetings to measure progress towards meeting student performance goals and review implementation of TIL Observation & Feedback.</p> <p>Evidence Used to Determine Progress: Student performance goals progress charts and meeting summaries.</p> <p>Person(s) Responsible: Principal, Master Teacher & CLT</p> <p>Resources Needed: Calendared meeting time and space along with system processes such as agendas, data collection/reports, and meeting summary notes.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Quarterly - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: 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: The lesson planning process was significantly altered during the 2020-2021 school year due to COVID-19 and remote instruction disruptions. 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. Campus Leadership Team (CLT) needs to ensure that teachers are submitting lesson plans that are objective driven and meet all the quality planning requirements.

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?: Teachers received collaborative lesson planning time, feedback, and training on the lesson alignment process to include assessment item analysis and objective development. Continued work on the K/S charts will continue into Cycle 2 as there is still a new to work on this portion of the collaborative planning for teachers.

Step 1 Details	Formative Reviews
<p>Action Step 1: DCSI will roll out new instructional/lesson planning systems during the TPHS Summer Conference.</p> <p>Evidence Used to Determine Progress: Summer Conference Schedule, Summer Conference Agenda, Summer Conference presentation notes and summaries.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Videoconferencing capabilities (Google Meets)</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: July 19, 2021 - Frequency: One Time - Evidence Collection Date: August 2, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Calendar collaborative lesson planning time on the master calendar.</p> <p>Evidence Used to Determine Progress: Master Calendar</p> <p>Person(s) Responsible: Principal & Master Teacher</p> <p>Resources Needed: Master Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: One Time - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: During collaborative lesson planning focus on lesson alignment activities including unpacking standards, K/S charts, alignment to assessment items, and identifying objectives to ensure quality daily lesson objectives.</p> <p>Evidence Used to Determine Progress: Meeting Summaries</p> <p>Person(s) Responsible: Principal & Master Teacher</p> <p>Resources Needed: Lesson planning checklist, lesson alignment tools provided by the DCSI.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Weekly - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We will continue to implement the K/S charts in Cycle 2. The biggest challenge was the lesson alignment resources and training from DCSI.</p>

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

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?: We did not achieve most of our student performance data goals. However, we did meet each performance target for Science. We also saw significant improvements in our Reading scores at the approaches and meets level in comparison to Cycle 1. Our campus struggled to fill the English teacher position, but we were able to improve scores with the help of our newly hired ELA Interventionist. We saw slight improvements in our Mathematics scores at the approaches and masters level in comparison to Cycle 1. There is still a need to intensify coaching for the mathematics teacher to assist the teacher in meeting Cycle 3 targets and getting back on pace with district-established performance targets. Additionally, we will have support from an intervention/specialist to support our mathematics teacher in preparing for the EOC exams. Our Social Studies scores decreased at all levels. A significant portion of students that scored well in Cycle 1 fulfilled course requirements and passed the EOC exam in December. This means that the total number of students decreased; therefore, the weight of each failing student affected our social studies scores even more. There is a need to transition into Phase 3 of the Get Better Faster Scope and Sequence, AKA "Waterfall", as evidenced by coaching scripts, observations, and a need to analyze individual student data to support intervention strategies.

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

Implementation Level: Planning for Implementation

Rationale: Campus instructional leaders have struggled to maintain an effective instructional coaching model. 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?: Staffing and Covid-19 issues delayed the implementation of the coaching cycle after the winter break. Additionally, several teachers were out for extended periods of time throughout the month of January due to Covid-19. As of this month, all teachers are currently being observed and given feedback by the Master Teacher. The focus continues to be on Phase 1 and Phase 2, however, some teachers are moving closer to Phase 3.

Step 1 Details	Formative Reviews
<p>Action Step 1: Conduct "real-time feedback" training from ESC 1 TIL Observation and Feedback Staff</p> <p>Evidence Used to Determine Progress: Completed training sign-in documentation for original CLT members who attended initial TIL training.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: ESC 1 TIL Observation and Feedback Module Contract/Agreement</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: November 29, 2021 - Frequency: One Time - Evidence Collection Date: December 3, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: 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.</p> <p>Evidence Used to Determine Progress: Completed training, DCSI travel site-visit information, coaching scripts with action steps from Phase 2 or Phase 3.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Get Better Faster Book, GBF training videos, GBF success criteria, and ESC 1 TIL Observation and Feedback Resources.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: One Time - Evidence Collection Date: January 31, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: TIL Observation and Feedback with ESC 1 Coaching Labs and DCSI Site Visits</p> <p>Evidence Used to Determine Progress: Feedback from ESC 1 on site-visits and sign in documentation for Coaching Lab.</p> <p>Person(s) Responsible: DCSI & Principal</p> <p>Resources Needed: ESC 1 TIL Observation and Feedback Contract/Agreement & DCSI Travel</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Master Teacher Monthly C&I Meeting led by DCSI via Zoom.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the meeting.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Videoconferencing facilities and TIL Observation & Feedback resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 6, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: Every two-week Principal Support Zoom calls to monitor implementation and focus on TIP and TIL Observation and Feedback implementation.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the call. Also any identified interventions.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Zoom Video Conferencing</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 6, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 6 Details	Formative Reviews
<p>Action Step 6: 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.</p> <p>Evidence Used to Determine Progress: TIL Observation and Feedback Coaching Scripts</p> <p>Person(s) Responsible: DCSI, Principal, Master Teacher</p> <p>Resources Needed: TIL Observation and Feedback Contract/Agreement and resources/videos from GBF and Leverage Leadership 2.0</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 6, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Coaching and feedback have been significantly more frequent by the Master Teacher. However, due to staffing and Covid-19 issues observation and feedback were delayed in the month of January.</p>

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

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: The lesson planning process was significantly altered during the 2020-2021 school year due to COVID-19 and remote instruction disruptions. 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. Campus Leadership Team (CLT) needs to ensure that teachers are submitting lesson plans that are objective driven and meet all the quality planning requirements.

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 standards.

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. Through all of the site visits and Zoom calls, DCSI will ensure that content areas are staying focused on Cycle 2 goals and that one content area is not falling short in goals without appropriate intervention.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Masters Teacher has been meeting with teachers and providing lesson plan feedback. The focus during this cycle of instruction has been on daily quality formative assessments. All teachers are including two-component formative assessments consisting of multiple-choice and open-ended items that test student mastery. Staffing issues delayed the implementation in ELA, but we are still on pace to implement this practice in all courses before the start of the next cycle.

Step 1 Details	Formative Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: DCSI calendar, meeting agendas, meeting summary notes.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Lesson planning checklist, lesson alignment tools provided by the DCSI.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 6, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Collaborative lesson planning feedback tools and meeting summaries.</p> <p>Person(s) Responsible: Principal and Master Teacher</p> <p>Resources Needed: Lesson Alignment tools from DCSI and a collaborative lesson planning time calendared on master calendar.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 6, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: DCSI will provide professional development to Principal and Master teacher on quality exit tickets and developing exemplar responses.</p> <p>Evidence Used to Determine Progress: Professional development dates, dates of travel for PD for DCSI, and meeting agenda/notes.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: TIL Lesson Alignment resources specific to success criteria for exit tickets and success criteria for crafting an exemplar response to an exit ticket.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 3, 2022 - Frequency: One Time - Evidence Collection Date: January 31, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Continue collaborative lesson planning with content teacher and the master teacher.</p> <p>Evidence Used to Determine Progress: Lesson planning checklist and lesson plan documents created as a result of the collaborative planning.</p> <p>Person(s) Responsible: Principal and Master Teacher</p> <p>Resources Needed: Calendared planning time for content teachers and TIL Lesson Alignment resources for exit tickets and exemplar responses</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 3, 2022 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Potential challenges 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?: In ELA: did not meet target -18% Approaches, did not meet target -9% Meets, did not meet -6% Masters.

In Mathematics: did not meet target -3% Approaches, did not meet target -32% Meets, did not meet target -6% Masters.

In Science: met target +2% Approaches, did not meet target -9% Meets, did not meet target -3% Masters.

In Social Studies: met target +6% Approaches, met target +4% Meets, met target +8% Masters.

Focus 1 Academic Achievement did not meet -9%

Focus 2 Academic Achievement did not meet -32%

Graduation rate was met +25%

School Quality/College & Career Readiness was met +35%

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

Implementation Level: Planning for Implementation

Rationale: Campus instructional leaders have struggled to maintain an effective instructional coaching model. 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 teachers received weekly coaching and feedback on the implementation of TIL Observation and Feedback coaching protocol and growing Master Teacher coaching skills, twice monthly. The campus principal received twice-monthly coaching from the DCSI to support the implementation of TIL Observation and Feedback. DCSI will receive monthly coaching to ensure the implementation of TIL Observation and Feedback module. DCSI also conducted on-site visits during this 90-day cycle.

Did you achieve your annual outcome? Why or why not?: Yes. The Master Teacher provided weekly coaching to teachers using the TIL Observation and Feedback cycles as evidenced in weekly calendars showing scheduled times for observations/feedback and coaching of teachers following the TIL Observation and Feedback model.

Step 1 Details	Formative Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: TIL Observation and Feedback Coaching Scripts</p> <p>Person(s) Responsible: DCSI, Principal, Master Teacher</p> <p>Resources Needed: TIL Observation and Feedback Contract/Agreement and resources/videos from GBF and Leverage Leadership 2.0</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: March 4, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: 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.</p> <p>Evidence Used to Determine Progress: Academic performance will meet or exceed student performance targets established in the TIP.</p> <p>Person(s) Responsible: Master Teacher, Principal, DCSI</p> <p>Resources Needed: TIL Coaching and GBF resources including lesson planning tools and resources</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: Master Teacher will deliver "real-time feedback" to core content teachers on a weekly basis focusing on identified teacher "bite-sized" action step.</p> <p>Evidence Used to Determine Progress: Master Teacher coaching calendar, observation/feedback schedules</p> <p>Person(s) Responsible: CSI, Principal, and Master Teacher</p> <p>Resources Needed: ESC 1 TIL Observation and Feedback Module Contract/Agreement & Resources</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: March 7, 2022 - Frequency: Weekly - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 4 Details	Formative Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Completed training with Master Teachers and Principals over GBF Phase 4.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Get Better Faster Book, GBF training videos, GBF success criteria, and ESC 1 TIL Observation and Feedback Resources. TPHS Zoom meeting resources.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 21, 2022 - Frequency: Ongoing - Evidence Collection Date: April 22, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: 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</p> <p>Evidence Used to Determine Progress: Completed training with Master Teachers and Principals over GBF "Stretch It" rigor.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Get Better Faster Book, GBF training videos, GBF success criteria, and ESC 1 TIL Observation and Feedback Resources. TPHS Zoom meeting resources.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: April 11, 2022 - Frequency: One Time - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 6 Details	Formative Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Feedback from ESC 1 on site-visits and sign in documentation for Coaching Lab.</p> <p>Person(s) Responsible: DSCI & Principal</p> <p>Resources Needed: ESC 1 TIL Observation and Feedback Contract/Agreement</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: April 4, 2022 - Frequency: One Time - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 7 Details	Formative Reviews
<p>Action Step 7: CLT Meetings to measure progress towards meeting student performance goals and review implementation of TIL Observation & Feedback on a monthly basis.</p> <p>Evidence Used to Determine Progress: Student performance goals progress charts and meeting summaries.</p> <p>Person(s) Responsible: Principal, Master Teacher & CLT</p> <p>Resources Needed: Calendared meeting time and space along with system processes such as agendas, data collection/reports, and meeting summary notes.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 7, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 8 Details	Formative Reviews
<p>Action Step 8: Master Teacher Monthly C&I Meeting led by DCSI via Zoom.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the meeting.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Videoconferencing facilities and TIL Observation & Feedback resources.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 7, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 9 Details	Formative Reviews
<p>Action Step 9: Every two-week Principal Support Zoom calls to monitor implementation and focus on TIP and TIL Observation and Feedback implementation.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the call. Also any identified interventions.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Zoom Video Conferencing.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 7, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 10 Details	Formative Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Master Teacher Calendars, results of data meetings, reteach plans.</p> <p>Person(s) Responsible: Master Teacher, Principal, DCSI</p> <p>Resources Needed: GBF Book Phase 3</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: March 7, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Master Teacher conducted data meetings with ELA and Math teacher. K/S charts were completed with Science and History teacher.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenge of staying true to a coaching calendar is always important. Having a plan on how to organize time and keep interruptions from not allowing coaching will be imperative. Giving quality feedback based on the 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 teachers 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: The lesson planning process was significantly altered during the 2020-2021 school year due to COVID-19 and remote instruction disruptions. 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. Campus Leadership Team (CLT) needs to ensure that teachers are submitting lesson plans that are objective driven and meet all the quality planning requirements.

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 objectives 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 leadership collaborated with all teachers on differentiated instructional pathways that are aligned to lesson objectives and lesson assessment during collaborative lesson planning time. Teachers used TRS during collaborative lesson planning time.

Did you achieve your annual outcome? Why or why not?: Yes. Campus leaders provided weekly lesson planning feedback and correction. Teachers effectively develop and used lesson objectives and formative assessments aligned to the TEKS and are at the appropriate level of rigor.

Step 1 Details	Formative Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Lesson planning checklist and lesson plan documents created as a result of the collaborative planning.</p> <p>Person(s) Responsible: Principal and Master Teacher</p> <p>Resources Needed: Calendared planning time for content teachers and TIL Lesson Alignment resources for exit tickets and exemplar responses.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: March 7, 2022 - Frequency: Weekly - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Master Teacher and core content teachers collaborated to create K/S charts, quality exit tickets, and exemplar responses. However, not all teachers focused on item assessment analysis.</p>
Step 2 Details	Formative Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Summary of data meetings, master teacher calendar, reteach plans, and student performance data</p> <p>Person(s) Responsible: Master Teacher, Principal, and DCSI</p> <p>Resources Needed: GBF Phase 4 resources.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 7, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Implemented data meetings with Math and History 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 modeling/think aloud. However, not all teachers were able to get through Phase 4 of Get Better Faster.</p>

Step 3 Details	Formative Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Implementation site-visit summary, site-visit coaching/feedback, and DCSI schedule/calendar.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Travel resources and GBF book.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: April 4, 2022 - Frequency: One Time - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 4 Details	Formative Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Exemplar Lesson Plans and Master Teacher calendar of collaboration.</p> <p>Person(s) Responsible: Master Teacher and Principal</p> <p>Resources Needed: Lesson Alignment Tools</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: March 7, 2022 - Frequency: Ongoing - Evidence Collection Date: June 3, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: 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.

Implementation Level: Beginning Implementation

Rationale: TPHS RGV Mercedes Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment tool, 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 Mercedes 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 Mercedes 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
<p>Action Step 1: Campus will select and purchase the high quality instructional materials for mathematics, English Language Arts, science, and social studies.</p> <p>Evidence Used to Determine Progress: Completed purchase orders and all high quality instructional materials are available at the campus and online resources are available.</p> <p>Person(s) Responsible: DCSI & Principal</p> <p>Resources Needed: TPHS Finance Team processing of purchase orders, DCSI & Principal contact with Vendors.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Schedule and deliver 3 days of face-to-face Ms. Hilda May "Math Made Easy" Algebra I instructional strategy professional development to math teachers. (July 6, 7, and 8)</p> <p>Evidence Used to Determine Progress: Completed training by all math teachers teaching Algebra I.</p> <p>Person(s) Responsible: DCSI & Principal</p> <p>Resources Needed: Vendor: Ms. Hilda May, Math Made Easy, training location, travel accommodations, and training materials.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

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

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Potential challenges include the following: scheduling professional development prior to the first day of instruction based on other training needed for STAAR Redesign, and Texas Instructional Leadership 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.

Implementation Level: Planning for Implementation

Rationale: TPHS RGV Mercedes 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 Mercedes 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
<p>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.</p> <p>Evidence Used to Determine Progress: Completed training certificates for all identified staff members.</p> <p>Person(s) Responsible: DCSI & Principal</p> <p>Resources Needed: Signed Agreement with ESC 1 TIL Team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: DCSI will provide a one (1) day Lesson 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.</p> <p>Evidence Used to Determine Progress: Completed training materials and sign-in documentation.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: TIL Lesson Alignment Resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: July 1, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Formative Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Meeting agenda and minutes of meeting.</p> <p>Person(s) Responsible: DCSI</p> <p>Resources Needed: Zoom Meetings, calendared dates, DDI resources from training.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: Ongoing - Evidence Collection Date: August 31, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Formative Reviews
<p>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.</p> <p>Evidence Used to Determine Progress: Completed roll out plan for DDI and Lesson Alignment.</p> <p>Person(s) Responsible: DCSI, Principal, Master Teacher</p> <p>Resources Needed: Zoom Meetings, calendared dates, DDI resources from training.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: Ongoing - Evidence Collection Date: August 31, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Potential challenges include the following: Adhering to the calendar that is established for TIL 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	Mischellene Pemelton	Principal
Region 1 ESC Staff Member	Francene Phoenix	ESC SI Support Representative
Classroom Teacher	Gautier Tirado	Master Teacher
District-level Professional	Amanda Guzman	Counselor
Classroom Teacher	Carolina Gracia	SS Teacher
Non-classroom Professional	Geralyn Zuniga	SPED Facilitator

Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	TIL Contract with ESC		\$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

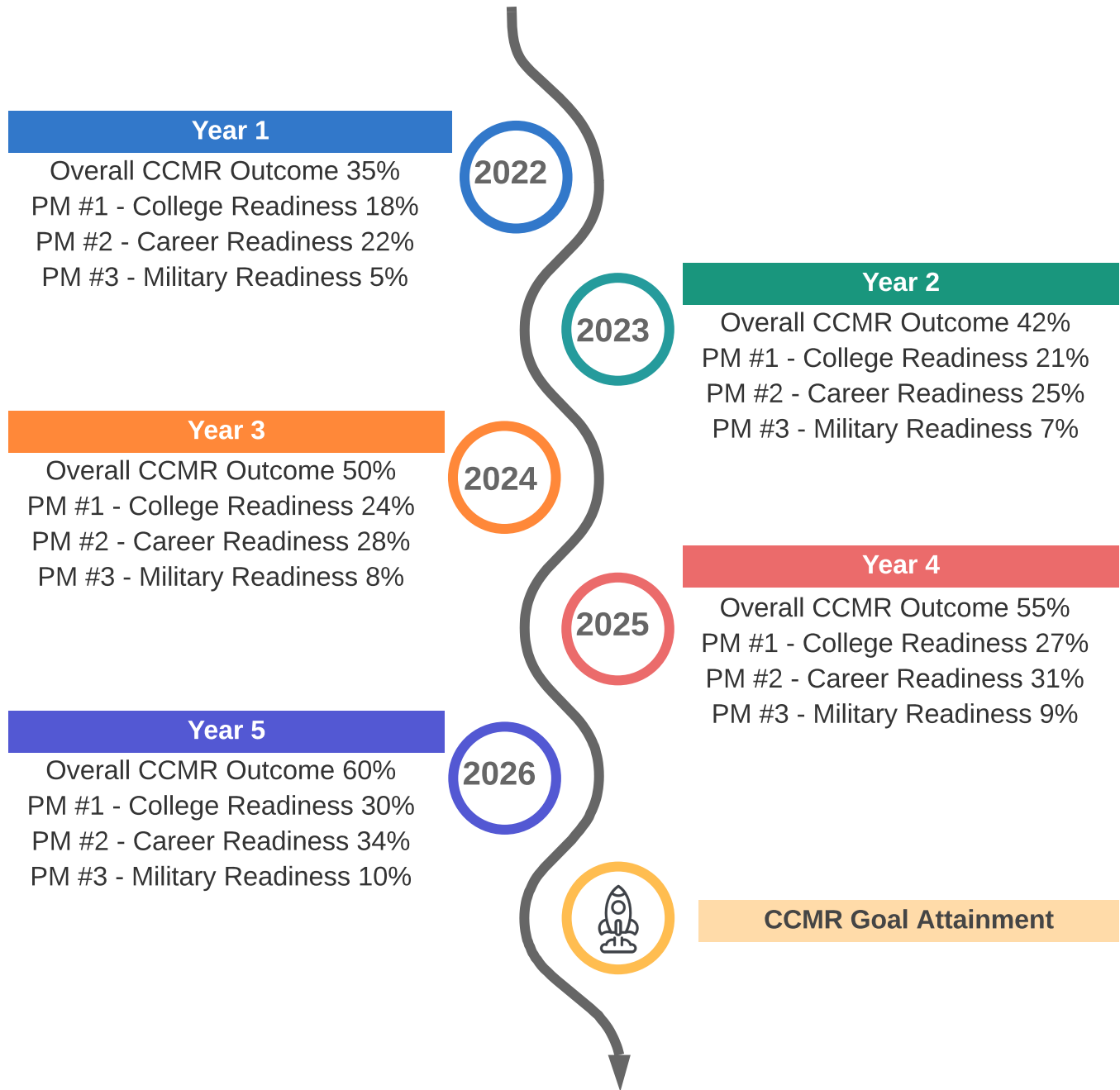
Student Data																		
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	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	28	29	56	Released STAAR	40	23	Released STAAR	55	40	70	52
			All	All	Reading	Meets	STAAR	12	9	56	Released STAAR	20	5	Released STAAR	30	20	39	30
			All	All	Reading	Masters	STAAR	0	0	56	Released STAAR	3	0	Released STAAR	8	4	10	4
			All	All	Mathematics	Approaches	STAAR	81	23	46	Released STAAR	50	28	Released STAAR	65	38	80	77
			All	All	Mathematics	Meets	STAAR	42	8	46	Released STAAR	25	10	Released STAAR	38	8	50	18
			All	All	Mathematics	Masters	STAAR	13	0	46	Released STAAR	5	3	Released STAAR	10	8	15	9
			All	All	Science	Approaches	STAAR	56	38	42	Released STAAR	45	69	Released STAAR	55	56	65	67
			All	All	Science	Meets	STAAR	3	15	42	Released STAAR	15	7	Released STAAR	22	22	28	19
			All	All	Science	Masters	STAAR	0	0	42	Released STAAR	3	0	Released STAAR	8	6	10	7
			All	All	Social Studies	Approaches	STAAR	77	70	45	Interim Assessment	65	78	Interim Assessment	75	35	85	91
			All	All	Social Studies	Meets	STAAR	28	26	45	Interim Assessment	25	44	Interim Assessment	35	15	49	53
			All	All	Social Studies	Masters	STAAR	13	0	45	Interim Assessment	5	11	Interim Assessment	8	0	13	21
2. Closing the Gaps	Focus 1	Academic Achievement	All	Econ Disadv	Reading	N/A	STAAR	12	9	56	Released STAAR	20	3	Released STAAR	30	20	39	30
	Focus 2	Academic Achievement	All	All Students	Mathematics	N/A	STAAR	42	8	46	Released STAAR	25	10	Released STAAR	38	8	50	18
	Focus 3	Graduation Rate Status	All	All Students	All	N/A	Graduation Rate	67	62	100	Other	70	85	Other	70	91	70	95
	Focus 4	School Quality/College & Career Readiness	All	All Students	All	N/A	Graduation Rate	14	14	100	Other	35	90	Other	35	65	35	70

Addendums

Triumph Public High Schools Rio Grande Valley

Board Approved CCMR Targets

Charter Holder Board Approved | August 7, 2021



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

PM =
Progress
Measure

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



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



Face-to-Face/Virtual
Professional Development

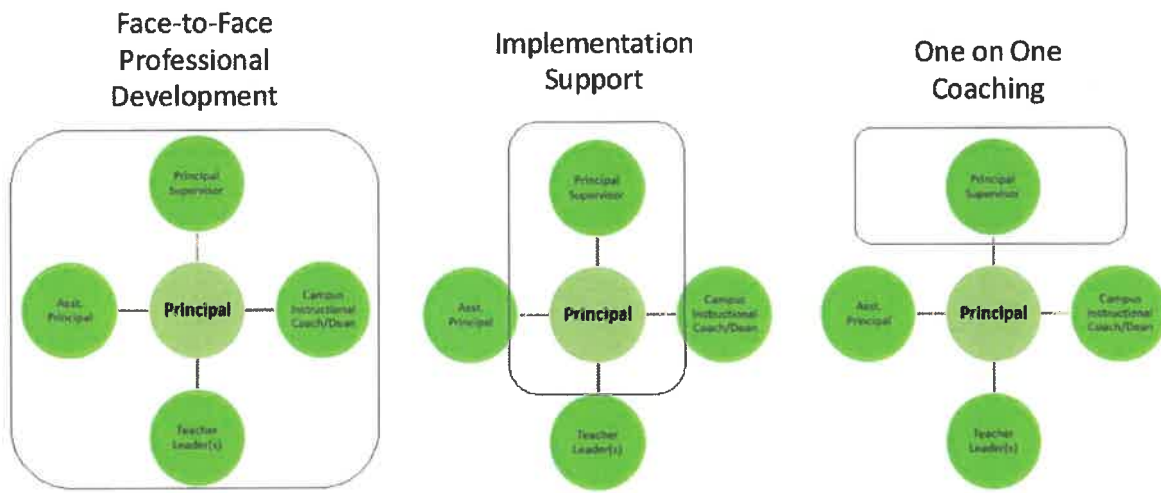


Implementation
Support



One-on-One
Coaching

Structure of Texas Instructional Leadership Training Structure



Required Expectations and District Commitment

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

Grant Proposal of Investment


RGV	Components	Audience	Investment
Observation & Feedback (Year One)	A. Professional Development	Campus Instructional Team, Principal Supervisor, and Principal	\$48,000
\$12,0000 x 4 campuses	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

210-227-0295

Superintendent of Schools or Designee

Contact Number


Signature of Superintendent of Schools or Designee

07/27/2021
Date

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

Region One Contacts

Office of Curriculum, Instruction, and Assessment

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

kkvanhee@esc1.net

(956) 984-6151

Catalina Requenez, Texas Instructional Leadership Coordinator

carquenez@esc1.net

(956) 984-6212

Laredo Extension Office

Dr. Darlene Rogers, Director

drogers@esc1.net

(956) 795-0000

Brownsville Extension Office

Anabel Rangel Director

arangel@esc1.net

(956) 984-6191

School Improvement, Accountability, and Compliance

Ruben Degollado, Director

rdegollado@esc1.net

(956) 984-6185

2021-2022 Academic Performance Goals

TPHS RGV Mercedes

1. TPHS RGV Mercedes ELA student performance will achieve 39% in the “meets” or above passing standard for All Students, Eco Dis, EL, and Hispanic subgroups on the 2020-2021 STAAR English I and English II assessments.
2. TPHS RGV Mercedes 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 2020-2021 STAAR Algebra I assessments.
3. TPHS RGV Mercedes Biology student performance will achieve 28% in the “meets” or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2020-2021 STAAR Biology assessment.
4. TPHS RGV Mercedes US History student performance will achieve 49% in the “meets” category or above for All Students, Eco Dis, and Hispanic subgroups on the 2020-2021 STAAR US History assessment.

Triumph Public High Schools Rio Grande Valley
Mercedes Campus

Targeted Improvement Plan December 17, 2021 Artifact Submission

Artifacts Included:

1. Video of Master Teacher Coaching
2. Lesson Plan Checklist from 9/7/21
3. Coaching Script from 10/5/21
4. Coaching Script from 11/3/21
5. Lesson Plan Checklist from 11/29/21

Master Teacher Coaching Video Clip Utilizing TIL Observation and Feedback model:

<https://drive.google.com/file/d/1A9i79hkP0nlaJTQqr0ixtfejnzcKZwOS/view?usp=sharing>

Lesson Plan Checklist

Teacher: Ms. Carolina Gracia-Solis Week of: 9/13 to 9/17

Date of Review: 9/7/21 Time: 1:19 PM Follow-Up Date: 9/7/21 Time: 4:20 PM

Lesson Plan Criteria					
 Fulfills all criteria  Fulfills some criteria. Might require follow-up.  Does not fulfill criteria or is not visible in the lesson plan. Will require follow-up.	Mon.	Tues.	Wed.	Thurs.	Fri.
Completed Plans: <ul style="list-style-type: none"> Are lesson plans submitted into Eduphoria Forethought? 					
Clear Objective(s): <ul style="list-style-type: none"> Does the objective include the use of action verbs (such as match, identify, describe, compare, explain, apply, and infer) relative to the student learning rather than classroom activity or teacher behaviors? Are the learning objectives appropriate, challenging, and do they align with the curriculum standards? 					
Opening Activities: <ul style="list-style-type: none"> Are bell ringers relevant and meaningful to the current lesson? Can you activate prior knowledge and relate it to the current lesson? 					
Time Allotment for Each Step: <ul style="list-style-type: none"> Is each section of the lesson plan (i.e. bell ringer, instructional activities, performance task(s), exit ticket) allotted an appropriate amount of time? 					
Multiple and Differentiated Paths of Instruction: <ul style="list-style-type: none"> Are there optimal instruction strategies/learning activities for accomplishing the learning objectives, given the resources (e.g., time, materials, technology) available? Will a variety of instructional strategies be used to increase student engagement and maximize learning? (For example, will there be a balance of lecturing, problem-solving, questioning, and practicing?) Does the lesson include differentiated instruction so that all students have good opportunities to learn and master the objectives (e.g., through grouping, different complexities in content, or different activities)? 					
Instructional Pathways to Meet Specific Needs of Students with Disabilities and EL Students <ul style="list-style-type: none"> Does the lesson plan allow for flexibility and adjustment when needed? What will you do if time is too short or too long? What will students do if they finish early? 					
Daily Formative Assessments with Exemplar Response <ul style="list-style-type: none"> Does the lesson closure revisit the learning objectives to reinforce and review key concepts, ideas, or principles? Are students given an opportunity to draw conclusions, rather than having teachers direct the summarizing? 					

Additional Comments:

- 9.13-9.17:
 - Include detailed teacher/student actions in the instructional activities.
 - Include an example of a Formative Assessment Exemplar Response
- 9.15-9.17 regarding the portfolio project:
 - How will students complete their portfolio?
 - How will you facilitate the completion of this assignment?
 - Will students work on sections of the portfolio each day?
- 9.17:
 - I've never seen this Exit Ticket, but it seems like a great way to gauge understanding and gather their input. Will **follow-up**.

Follow-Up Notes:

- T will include teacher/student actions in the instructional activities.
 - "I will go over _____ PowerPoint and...." Then include what the students will be doing. "Students will complete their guided notes and..."
 - T already includes teacher actions in I DO and students actions in WE DO.
 - Advised T to break up each section into Teacher and Student actions. Answered questions in the "Additional Comments" and transferred into the lesson plan.
- T detailed the portfolio activity:
 - T will cover new content for 3 days and students will use each day to create their portfolio.
 - Formative assessment taken from TEKS Resource System.

Teacher: Mrs. Cynthia Fuentes Obs. Date: 10/5/2021 From: 10:03 AM To: 10:18 AM

Feedback
Date: 10/6/2021 From: 4:20 PM To: 5:10 PM

	See it: Success, Model, & Gap
See It 2-8 min	<p>See the Success: “Before we get started I want to highlight the improvements I saw in the “I Do” of your lesson.” Q: “What was your process of internalizing your I Do sections of your lesson plans?” <i>Ideal Response:</i></p> <ul style="list-style-type: none"> Identify what students needed to know prior to learning new content and find a link Script how key information/processes will be taught Identified probing questions when going over new processes
	<p>See the Model: “Now that we’ve worked on internalizing lesson plans, I want to shift our focus to annotating with purpose. Specifically, during the I Do section of the lesson plan.” Narrow the Focus Q: “How can teachers help students annotate with purpose?” <i>Ideal Response: Modeling is key</i></p> <ul style="list-style-type: none"> Task them to highlight important/key information Ask them to write down their own examples Teach them to summarize key processes Note connections to previous content <p>Name the Exemplar If teacher is unable to articulate all specific keys of annotating with purpose:</p> <ul style="list-style-type: none"> “I’m glad you were able to name some of the keys to using annotating, but I want to push your thinking even deeper. I’m going to model how I would help my students annotate with purpose. As I model, I want you to keep note of what I’m saying, doing, and asking the students to do.” (Before I get started, repeat instructions.) <p>Yesterday we really focused on vocabulary words for this Unit. Today we’re going to really dive into Functions, one of your Key Vocabulary for this Unit. So, on the top of your Guided Notes you see the Word Functions. We’re going to see Functions from today until the end of this Unit, the next one, and even more units after that. That’s because the word Functions is very important in Algebra. So, I want everyone to go ahead and highlight this Blue – for vocabulary. And let’s put a STAR here, because this is key information for today and the Unit as a whole. Okay, so the definition we have for Functions is: a special relationship between values; each input (x) has exactly one output (y). Go ahead and highlight x with yellow and y with green. We’re going to start doing that in our notes, because as we keep going it’s going to be very important that we make that distinction between the two. So, let’s see if we can identify if a relation is a functions. I’m going to write a relation here: (0, 6), (5, -2), (7, 9), (11, 4) So, this relation tells me if I input 0 I’ll get 6. So, if this were the machine from the Bell Ringer and I typed 0 I would get 6. If I input 5 I’ll get an output of -2 and so on. Let’s go ahead and highlight our input values. Remember the color we used: <i>use yellow.</i> Next, let’s highlight our output: <i>use green.</i> Alright, so based on what I just said about functions and looking at this relation right here; I know that this is a function (<i>draw a checkmark</i>). And I know that because functions have exactly one output (y) for each input (x). Let’s look at a non-example. So, we already know that is not gonna be a function. (-4, 1), (-1, 7) (-1, -2), (5, 6) So, this is NOT a function because here I have -1, 7 and -1, -2. So this x-value -1, has two y-values 7 & -2. (<i>draw an X</i>)</p>

	<p>So, basically functions cannot have repeating x-values. So, the way I can find out if a relation is a functions, I just need to make sure that none of the x-values repeat. (<i>write NO repeating x-values underneath Functions</i>).</p> <p>Now, before we practice I want everyone to write down their own set of ordered pairs that represent a function. So, fill in the gaps for these ordered pairs. (__, 1) (__, 3) (__, 5)</p> <p>Q: “What did you notice about what I asked/told students to do?”</p> <ul style="list-style-type: none"> • <i>Task them to highlight important/key information</i> • <i>Provide a reason for annotating</i> • <i>Ask them to write down their own examples</i> • <i>Teach them to summarize key processes</i> • <i>Note connections to previous/future content</i> <p>If teacher is unable to articulate what Mr. Snider said/did, then ask probing questions:</p> <ul style="list-style-type: none"> • What did I tell the students to do with the x- and y-values? • What did I tell the students was the reason why we were annotating? • After I had gone over the new process, what did I tell students to do? • Why do you think I asked students to write NO repeating x-values under the word Functions? <p>“Awesome, I’m glad you were able to catch these things.”</p> <p>See the Gap:</p> <p>Q: “Okay, so what differences did you see in the model and what you did in the classroom?”</p> <p><i>Ideal Response:</i></p> <ul style="list-style-type: none"> • <i>Did not prompt students to highlight key information</i> • <i>Did not ask students to summarize</i> • <i>Did not ask students to write key notes</i> • <i>Did not ask them to write their own examples</i> <p>If teacher is unable to articulate the gap, then play Ms. Fuentes Obs. 1 video (6 min).</p> <ul style="list-style-type: none"> • Q: “So, what did differences did you see in the model and the clip we just saw of yourself in the classroom?” • <i>Ideal Response:</i> <ul style="list-style-type: none"> ○ <i>Did not prompt students to highlight key information</i> ○ <i>Did not ask students to summarize</i> ○ <i>Did not ask students to write key notes</i> ○ <i>Did not ask them to write their own examples</i> <p>Q: “Now that you’ve identified the gap, what do you think your action-step should focus on?”</p> <p><i>Ideal Response: Annotating with Purpose, Annotating, Taking Notes</i></p>
<p>Name It 2 min</p>	<p>Action Step: What & How</p>
	<p>Name the Action Step:</p> <p>Habits of Evidence: Annotate with Purpose</p> <ul style="list-style-type: none"> • Provide materials that you want students to use for annotating • Teach students to annotate with purpose: highlight, summarize, note. • Prompt students to reference their annotated notes
	<p>Punch it:</p> <p>“Now that we’ve identified an action step, let’s write it down.”</p> <p>Teacher will write/type the action step to me?</p> <p>Q: “Why do you think this action step is so important for your class?”</p> <p><i>Ideal Response:</i></p> <ul style="list-style-type: none"> • <i>It will allow students to grasp content faster</i> • <i>Students will have a reference when they are working independently</i> • <i>Easier for the students to study</i> • <i>Creates good habits for note-taking</i>
	<p>Action Step: What & How</p>

Do It
Rest of
meeting

Plan before Practice:

"We're going to practice this action step, but before we do, let's plan it out."

"Let's go into tomorrow's lesson plan. In the "I Do" section, let's identify the key terms/processes that students need to know by the end of the lesson."

"Let's take 3 minutes to list and describe the key terms or processes that students need to know by the end of tomorrow's lesson."

"Once we're finished, we'll compare what we've written and see if there's an opportunity to upgrade your plan before we plan what students need to learn?"

Q: "Can you repeat back to me what we're going to do during the next 3 minutes, before we plan the what students to learn?"

Ideal Response: List and define the key terms or processes students need to learn by the end of the lesson. Then we will compare what we've written and see if there's an opportunity to upgrade my plan.

"Great. I'm going to go ahead and start the timer for 2 minutes."

After the 3 minutes, ask if the teacher needs more time.

Teacher will share first.

"Thank you for sharing, I really liked that you listed _____."

Ask clarifying questions if needed.

Show my plan to the teacher.

Key Terms

Function – a relation with no repeating x-values; has only one output for each possible input value

Relation – a relationship between x- and y-values in ordered pairs

Graph – set of all ordered pairs on a coordinate plane

Ordered Pair – a pair of numbers written (x, y)

Vertical Line – a line that goes up and down

Process

Vertical Line Test – determines if a graph is a function or not by drawing a vertical line through the graph

Q: "So, now that we've both shared our list of what students will be learning during this lesson, is there anything you would like to add/change with your plan?"

"Okay, we've identified what students will be learning during this lesson. Now, let's script what we want students to annotate (ex. Highlight, summarize, note)."

"Let's take 2 minute to do this."

Q: "Are you ready?"

After the 2 minutes, ask if the teacher needs more time.

Teacher will share first.

"Thank you for sharing, I really liked that you listed _____."

Ask clarifying questions if needed.

Show my plan to the teacher.

Key Terms

Function – a relation with **no repeating x-values**; has only one output for each possible input value

Relation – a **relationship** between x- and y-values in **ordered pairs**

Graph – **set of all ordered pairs** on a **coordinate plane**

Ordered Pair – a pair of numbers written (x, y)

Vertical Line – a line that goes up and down

Process

Vertical Line Test – determines if a graph is a **function or not** by drawing a **vertical line** through the graph (*draw at least 3 examples of using the vertical line test, "Basically, does the vertical line touch the graph more than once? If yes, then it is NOT a function!"*)

Q: "So, now that we've both shared our list of what students should know prior to engaging with new content, is there anything you would like to change/add?"

Q: "How can you prompt students to annotate the way you want them to annotate throughout the class?"

Ideal Response:

	<ul style="list-style-type: none"> • <i>Task them to highlight important/key information</i> • <i>Ask them to write down their own examples</i> • <i>Teach them to summarize key processes</i> • <i>Note connections to previous content</i> <p>Q: “Lastly, what materials will students need in order for them to develop their annotation skills?” “Okay, we’ve identified what students need to learn by the end of the lesson. We’ve also identified how we want our students to annotate. Let’s practice how it would look in your classroom live.”</p> <p>Practice: (1 round or more)</p> <ul style="list-style-type: none"> • Teacher stands up and implements Annotating with Purpose action-step. <p>Look For:</p> <ul style="list-style-type: none"> • Deliver instructions for Turn and Talk (timeframe) • Keep track of the time • Prompting students to annotate: highlight, summarize, note, etc. • Cold-Call on a group to share after the Turn and Talk <p>Lock it in (Check for Mastery):</p> <p>Q: “How do you think this action step will impact your students?”</p> <p><i>Ideal Response:</i></p> <ul style="list-style-type: none"> • <i>It will allow students to grasp content faster</i> • <i>Students will have a reference when they are working independently</i> • <i>Easier for the students to study</i> • <i>Creates good habits for note-taking</i> <p>Follow up: “Alright, we saw the model, identified the gap and action-step along with it. And we even got some time to practice. This concludes our feedback session.”</p> <p>Q: “Before we close it off, I’d like to ask you when I can come back and watch you implement Turn and Talks to engage students?”</p> <p>Lock-in that date and time. Tuesday October 12th, 2021 “Thank you so much for taking the time to meet with me today. I look forward to seeing you in action next time!”</p>
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Teacher: Ms. Marcela Martinez Obs. Date: 11/3/2021 From: 11:01 AM To: 11:16 AM

Feedback
Date: 11/5/2021 From: 4:20 PM To: 5:00 PM

See It 2-8 min	See it: Success, Model, & Gap
	<p>See the Success: “Before we get into the coaching, I want to highlight your Bell Ringer from Wednesday.” Q: “What does it take to establish those routines in the classrooms?” <i>Ideal Response:</i></p> <ul style="list-style-type: none">• <i>Modeling</i>• <i>Repetition</i>• <i>Correcting behaviors as they occur</i>• <i>Plan openers that can be completed in about 5 min</i> <p>See the Model: Narrow the Focus “Now that we have set up students to successfully learn new content, I want to focus on Cold Calling students during instructional activities.” Name the Exemplar Q: “When Cold Calling students, what should a teacher make sure to do?” <i>Ideal Response:</i></p> <ul style="list-style-type: none">• <i>Give thinking time (not a gotcha!) or allot time for Cold Calling techniques to be implemented</i>• <i>Identify which students to Cold Call</i>• <i>Develop questions for the upcoming lesson in advance</i>• <i>Ask questions depending on student achievement levels</i> <p>If teacher is unable to articulate all specific keys of Cold Calling:</p> <ul style="list-style-type: none">• “I’m glad you were able to name some of the keys to Cold Calling students in the classroom, that’s great, but I want to push your thinking even further. I have a video of Mr. Rector, he’s a 7th grade Math Teacher. As we watch, I want you to think/write about:<ol style="list-style-type: none">1. What the teacher says and does while cold calling students.2. The impact this has on his practice <p>Q: “So, what did you notice the teacher saying and doing while Cold Calling?” <i>Ideal Response:</i></p> <ul style="list-style-type: none">• <i>Called on students by name</i>• <i>Waited for students to respond</i>• <i>Asked different DOK questions (varying rigor)</i>• <i>Affirmation when a student responded</i> <p>If teacher is unable to articulate what the teacher was saying and doing during the video:</p> <ul style="list-style-type: none">• “You mentioned _____, that’s great. There are additional behaviors/actions that are important, so I want to draw your attention to this part of the video, and let’s see what else is going on. <p>If teacher is still unable to articulate what the teacher was saying and doing during second video viewing:</p> <ul style="list-style-type: none">• “Before we continue, I want to ask you x more thing(s):<ol style="list-style-type: none">1. How did the students know they needed to answer?2. How long did each student have to answer the question?3. What did you notice about the rigor of each question?4. After a student answered a question, what did the teacher say? <p>Q: “What is the main purpose of cold-calling?” <i>Ideal Response:</i></p> <ul style="list-style-type: none">• <i>Ensures students maintain a certain level of engagement throughout the lesson</i>• <i>Students are held accountable for their focus</i>

	<ul style="list-style-type: none"> • <i>Encourages all students to think about each question</i> <p>See the Gap: Q: “With this exemplar in mind, what is the gap between how he called on students and how his students responded and your own methods in class today?” <i>Ideal Response: Did not call on students by name, did not provide wait time for students to think, questions were mostly answered by 1-2 students,</i> If teacher is unable to articulate the gap between how she gave directions and the video, go back to video lesson at</p> <ul style="list-style-type: none"> • Q: “Now that you’ve seen yourself call on students, what is the gap between how you and the teacher in the video called on students?” <i>Ideal Response: Did not call on students by name, did not provide wait time for students to think, questions were mostly answered by 1-2 students</i> <p>If teacher is still unable to articulate the gap, ask these probing questions:</p> <ul style="list-style-type: none"> • Calling by name: “How did students in the video know when to respond? And how did your students know to respond?” • Wait Time: “How did you respond when a student did not immediately answer a question? What did the teacher in the video do?” • Classroom participation: “How many students responded to your questions during the course of the video? How many students responded to the questions posed by the teacher in the video? What differences did you see?” <p>Q: “What are the potential challenges you can face if you do NOT Cold Call students?” <i>Ideal Response:</i></p> <ul style="list-style-type: none"> • <i>Some students might disengage when the I asks a questions, assuming that if they don’t raise their hands, they won’t have to answer.</i> • <i>Lack of focus on the lesson</i> • <i>Some students might disengage for certain questions and miss important information during the I Do</i> <p>Q: “What do you think your action-step should focus on?” <i>Ideal Response: Cold Calling students</i></p>
Name It 2 min	Action Step: What & How
	<p>Name the Action Step: Engage all Students: Cold call students</p> <ul style="list-style-type: none"> • Identify questions suitable for Cold Calling • Ask questions depending on student achievement (circle back if needed) • Offer wait time (if needed) <p>Punch it: “Now what we’ve identified an action step, let’s write it down.” Teacher will write down the action-step. “Can you repeat the action-step to me?” Q: “Why do you think this action-step is so important?” <i>Ideal Response:</i></p> <ul style="list-style-type: none"> • <i>Ensure students maintain a certain level of engagement</i> • <i>Students won’t disengage once they answer a question</i> • <i>Students will be more engaged during I Do or class discussion</i>
Do It Rest of meeting	<p>Action Step: What & How</p> <p>Plan before Practice: “We’re going to practice this action step, but before we do, let’s plan it out.” “Let’s go back to the lesson I observed, and for the video we just watched.” “Let’s take 3 minutes to identify and write down questions that are suitable for Cold Calling.” “Once we finish, we’ll compare what we’ve written and see if there’s an opportunity to upgrade your plan before we script our delivery.”</p>

Q: “Can you repeat back to me what we’re going to do during the next 3 minutes and then before we script our delivery?”

Ideal Response: Identify and write down questions that are suitable for Cold Calling. Then we will compare what we’ve written and see if there’s an opportunity to upgrade my plan before we script our delivery.”

Set the timer for 3 minutes.

After the 3 minutes, ask:

Q: “Do you need some more time?”

Teacher will then share first.

“Thank you for sharing, I really liked how you _____”

Show my plan to the teacher.

Q: “So, what differences do you see between what our plans?”

Ideal Response:

- *Call on students by name*
- *Identify which questions to ask specific students based on their achievement levels*
- *Plan for wait time*
- *Circle back to students already called on*

“Okay, now that we have planned how you will implement Cold Calling in your lesson, let’s practice it.”

Practice:

Round 1

- Teacher stands up and implements Cold Calling technique.

Look For:

- Stand up and formal register
- Saying student names alongside questions
- Affirmation for answering/sharing.
- Cold Calling multiple students
- Circling back to students already questioned

“Okay, that went well. Let’s try it one more time, but this time one of your students will be unable to answer a question.”

Round 2

- Teacher stands up and implements Cold Calling technique
 - During one cold-call question, student is unable to repeat accurately.
 - *Ideal Response: I will thank the student for sharing, and then I will ask for a volunteer to help the student. If nobody volunteers, then I will Cold Call another student. I will then rephrase the same question to the initial student to ensure they understood.*

Look For:

- Stand up and formal register
- Saying student names alongside questions
- Affirmation for answering/sharing.
- Cold Calling multiple students
- Circling back to students already questioned

Lock it in (Check for Mastery):

Q: “How did what we practice meet the action step we named?”

Ideal Response: We identified questions that were best suited for Cold Calling; we strategically questioned students based on student achievement; and we paused and allowed students to think about the questions.

Q: “What will be the impact on your students when implementing Cold Calling?”

Ideal Response:

- *Ensure students maintain a certain level of engagement*

	<ul style="list-style-type: none"> • <i>Students won't disengage once they answer a question</i> • <i>Students will be more engaged during I Do or class discussion</i>
	<p>Follow up: "Alright, we saw the model, identified the gap and action-step along with it. And we even got some time to practice. This concludes our feedback session."</p> <p>Q: "Before we close it off, I'd like to ask you when I can come back and watch you implement multiple methods of calling on students next?"</p> <p>Lock-in that date and time.</p> <p>Wednesday November 10th, 2021</p> <p>"Thank you so much for taking the time to meet with me today. I look forward to seeing you in action next time!"</p>

Lesson Plan Checklist

Teacher: Mr. Leny Alcocer Week of: 11/29 to 12/3

Date of Review: 11/30/2021 Time: 8:56 AM Follow-Up Date: 11/30/2021 Time: 4:30 PM

Lesson Plan Criteria					
 Fulfills all criteria  Fulfills some criteria. Might require follow-up.  Does not fulfill criteria or is not visible in the lesson plan. Will require follow-up.	Mon.	Tues.	Wed.	Thurs.	Fri.
Completed Plans: <ul style="list-style-type: none"> Are lesson plans submitted into Eduphoria Forethought? 					
Clear Objective(s): <ul style="list-style-type: none"> Does the objective include the use of action verbs (such as match, identify, describe, compare, explain, apply, and infer) relative to the student learning rather than classroom activity or teacher behaviors? Are the learning objectives appropriate, challenging, and do they align with the curriculum standards? 					
Opening Activities: <ul style="list-style-type: none"> Are bell ringers relevant and meaningful to the current lesson? Can you activate prior knowledge and relate it to the current lesson? 					
Time Allotment for Each Step: <ul style="list-style-type: none"> Is each section of the lesson plan (i.e. bell ringer, instructional activities, performance task(s), exit ticket) allotted an appropriate amount of time? 					
Multiple and Differentiated Paths of Instruction: <ul style="list-style-type: none"> Are there optimal instruction strategies/learning activities for accomplishing the learning objectives, given the resources (e.g., time, materials, technology) available? Will a variety of instructional strategies be used to increase student engagement and maximize learning? (For example, will there be a balance of lecturing, problem-solving, questioning, and practicing?) Does the lesson include differentiated instruction so that all students have good opportunities to learn and master the objectives (e.g., through grouping, different complexities in content, or different activities)? 					
Instructional Pathways to Meet Specific Needs of Students with Disabilities and EL Students <ul style="list-style-type: none"> Does the lesson plan allow for flexibility and adjustment when needed? What will you do if time is too short or too long? What will students do if they finish early? 					
Daily Formative Assessments with Exemplar Response <ul style="list-style-type: none"> Does the lesson closure revisit the learning objectives to reinforce and review key concepts, ideas, or principles? Are students given an opportunity to draw conclusions, rather than having teachers direct the summarizing? 					

Additional Comments:

- Complete the Thursday 12.2 and Friday 12.3 lesson plan.
 - Since students are working on a project over the course of two-days, include what you will teach before letting the students work on their assignment.
- Feel free to meet with me if you need help filling out these two plans.

Follow-Up Notes:**Focused on Instructional Activities:**

- Reviewed instructional activities notes.
- Advised T not to worry about the terms used in instructional activities section as long as it lists T and S actions

Objectives:

- Advised T to write daily objectives from the perspective of students.
 - "Students will..."
- Briefly went over bloom's taxonomy.
- Planning a Unit Formative Assessment on spreadsheets to administer to students on 12/6/2021.
- Backwards Design: Broke up final Unit Formative Assessment into smaller tasks, and these tasks will dictate the daily skills/objectives that will be taught for the next 10 days.
 - These skills include creating and managing a workbook, editing and formatting a spreadsheet, inserting tables, graphs, and hyperlinks, performing basic calculations (break-up relative and absolute cell references into separate days, performing calculations using functions, and finally performing logical operations.
 - Will still consult with MT about daily objectives.

SUN 28	MON 29	TUE 30	WED Dec 1	THU 2	FRI 3	SAT 4
	<div>● 8:05am Mr. Alcocer Obs</div>	<div>● 8:30am Triumph RGV Cycle 2 OF PD</div> <div>● 8:30am Workshop #214427: Triumph R</div> <div>● 4:20pm Mr. Alcocer Feedback</div>	<div>Credit by Exam and Retake Exams</div> <div>● 10am Ms. Fuentes Obs</div> <div>● 10:20am Mr. Gonzalez Obs</div> <div>● 3:30pm Ms. Gracia Obs.</div> <div>● 4:20pm Mr. Gonzalez Feedback</div>	<div>● 11am Ms. Salinas Obs</div> <div>● 11am Ms. Salinas Obs</div> <div>● 1:10pm Ms. Carranza Observation</div> <div>● 2:10pm Ms. Salinas Feedback</div>	<div>● 2:10pm TIP Updates</div> <div>● 4:20pm TIP Updates</div>	
5	6	7	8	9	10	11
		<div>STAAR Testing Window</div> <div>STAAR: Eng. I</div>	<div>STAAR Bio. & Alg.</div>	<div>STAAR: Eng. II</div> <div>○ 2pm Monthly: Campus C&I Staff Meetin</div>	<div>STAAR: USH</div> <div>● 3pm RGV Results Driven Accountability</div>	
12	13	14	15	16	17	18
	<div>● 9am Meeting w/Mrs. Guzman</div> <div>● 10am Ms. Fuentes Obs.</div> <div>● 2:10pm CLT Meeting</div> <div>● 4:15pm Ms. Fuentes Co-Planning</div>	<div>STAAR: Alg. Bio. USH. Window</div> <div>STAAR: Make-Up Day</div> <div>● 9am Pemelton: Ongoing Support Calls</div> <div>● 4:30pm Lesson Planning Procedures M</div>	<div>● 8:30am Victoria Macias - Interview</div> <div>● 9:30am Nicole MacKay - Interview</div>	<div>● 8:30am Norma Garcia - Interview</div> <div>● 1:30pm Eve Paradise-Gallardo - Intervie</div> <div>○ 2:30pm Mathew Betancourt - Interview</div>	<div>End of Second 9 Weeks</div>	
19	20	21	22	23	24	25
	<div>CHRISTMAS BREAK</div>					
26	27	28	29	30	31	Jan 1
<div>CHRISTMAS BREAK</div>						

SUN 26	MON 27	TUE 28	WED 29	THU 30	FRI 31	SAT Jan 1
CHRISTMAS BREAK						
2	3	4	5	6	7	8
	<div>NO SCHOOL: Staff Development</div> <div>1:30pm Teacher Meeting</div> <div>2:30pm Meeting: Lesson Plan</div>	<div>Start of Semester 2</div>	<div>8:15am PLATO Cycle Updates</div> <div>2:15pm RGV Master Teacher Meeting</div> <div>4:16pm Benchmark Scantron guidance</div>	<div>@Brownsville</div> <div>8am CBE List Updates</div> <div>10am Ms. Carranza Observation</div> <div>11am Ms. Salinas Observation</div> <div>3:15pm Ms. Salinas Co-Planning</div> <div>4:20pm Ms. Carranza Feedback</div>	<div>SEM 1 CYCLE 2 Grades Due</div> <div>8am Update PLATO Courses</div> <div>9am CBE Procedures</div>	
9	10	11	12	13	14	15
	<div>4pm Mr. Alcocer Co-Planning</div>	<div>9:05am Mrs. Fuentes Obs</div> <div>11am Ms. Gracia Obs</div> <div>4:20pm Mrs. Fuentes Feedback</div>	<div>Report Card Day</div> <div>10am Math IA :Interview - Sarah Vazquez</div> <div>3pm Math IA :Interview - Norma Garcia</div> <div>4:20pm Ms. Gracia Feedback</div> <div>6pm Local Managment Advisory Board</div>	<div>9am Triumph Public High Schools RGV</div> <div>10:05am Mr. Gonzalez Obs</div> <div>1pm Input Cycle Grades for English 1</div> <div>2pm Monthly: Campus C&I Staff Meeting</div> <div>3:20pm Mr. Gonzalez Feedback</div>	<div>11am Math IA :Interview - Lizzette Sanchez</div>	
16	17	18	19	20	21	22
	<div>2nd Benchmark</div> <div>3pm PD Mondays! -- Required TIP PD for</div>	<div>4:20pm Ms. Salinas Co-Planning</div>		<div>3:30pm @ Dr. Appt.</div>	<div>1pm RGV PD -- TIP Focus on Obs/Feed</div>	
23	24	25	26	27	28	29
	<div>9:10am Bio Data Analysis</div> <div>2:10pm Algebra 1 Data Analysis</div> <div>4:20pm USH Data Analysis</div>	<div>9:40am Mrs. Fuentes Obs</div> <div>11:10am Ms. Gracia Obs</div> <div>4:20pm Ms. Gracia Feedback</div>	<div>2:10pm ELA Data Analysis</div> <div>4:20pm Mrs. Fuentes Feedback</div>	<div>1pm Initial Planning for HB 4545 and TI</div> <div>3pm PD Mondays! -- Required TIP PD for</div> <div>5pm ESSER III Public Meeting</div>	<div>@Brownsville</div> <div>12:05pm Ms. Salinas Obs</div> <div>1:10pm Mrs. Carranza Obs</div> <div>2:10pm Ms. Salinas Feedback/Co-Plan</div>	
30	31	Feb 1	2	3	4	5
	<div>2nd Cycle PLCs</div> <div>8:05am Mrs. Carranza Feedback</div> <div>1:15pm Mrs. Fuentes Observation</div> <div>2:25pm Mr. Gonzalez Obs</div> <div>3pm PD Mondays! -- Required TIP PD for</div>	<div>@Brownsville</div> <div>1pm Math PLC</div>	<div>10:15am Ms. Gracia Obs</div> <div>1pm English PLC</div> <div>3:15pm Mrs. Fuentes Feedback</div>	<div>10am Mr. Padilla Session</div> <div>1pm Biology PLC (2/3/2022)</div> <div>2:20pm Ms. Gracia Feedback</div> <div>4:20pm Ms. Salinas Co-Planning</div>	<div>9am CLT Meeting</div> <div>11:10am Teacher Meeting</div> <div>2:15pm Ms. Salinas Co-Planning</div> <div>3:20pm Mr. Gonzalez Feedback</div>	

SUN 30	MON 31	TUE Feb 1	WED 2	THU 3	FRI 4	SAT 5
	2nd Cycle PLCs					
	<ul style="list-style-type: none"> 8:05am Mrs. Carranza Feedback 1:15pm Mrs. Fuentes Observation 2:25pm Mr. Gonzalez Obs 3pm PD Mondays! -- Required TIP PD for 	<div>@Brownsville</div> <ul style="list-style-type: none"> 1pm Math PLC 	<ul style="list-style-type: none"> 10:15am Ms. Gracia Obs 1pm English PLC 3:15pm Mrs. Fuentes Feedback 	<ul style="list-style-type: none"> 10am Mr. Padilla Session 1pm Biology PLC (2/3/2022) 2:20pm Ms. Gracia Feedback 4:20pm Ms. Salinas Co-Planning 	<ul style="list-style-type: none"> 9am CLT Meeting 11:10am Teacher Meeting 2:15pm Ms. Salinas Co-Planning 3:20pm Mr. Gonzalez Feedback 	
6	<ul style="list-style-type: none"> 9:30am Interview - Norma F. Garcia 12:05pm Ms. Garcia Obs 1:15pm Mrs. Fuentes Obs 2:10pm Ms. Garcia Co-Planning 3pm Interview - Raquel Jimenez 4:20pm Co-Planning 	<ul style="list-style-type: none"> 8:30am Interview - Rayford Galvan 9:30am Ms. Garcia Co-Planning 10:30am Out of office 2pm Interview - Laura Izaguirre 3:15pm Co-Planning 4:20pm K/S Chart 	<ul style="list-style-type: none"> 10:15am Ms. Gracia Observation 1:15pm Mrs. Fuentes Observation 2pm 2022 Senior Planning Meeting 4:20pm Ms. Gracia Feedback 	<ul style="list-style-type: none"> 9am Sub for Ms. Gracia 10am Math Educational Aide Interview 10:30am Mr. Gonzalez Obs 2pm Monthly: Campus C&I Staff Meeting 2:30pm TPHS Mercedes Project RISE N 4:20pm Mrs. Fuentes Feedback 	<div>@Brownsville</div> <ul style="list-style-type: none"> 9:10am Mr. Alcocer Obs 10am Parent Meeting w/Noe G. 12:15pm Ms. Salinas Obs 2:10pm Co-Planning w/Ms. Salinas 3:45pm Faculty and Staff Meeting 	12
13	<ul style="list-style-type: none"> 2pm HB 4545 Q&A Session 	<ul style="list-style-type: none"> 10:10am Ms. Gracia Obs 1:15pm Mrs. Fuentes Obs 	<ul style="list-style-type: none"> 8am TPHS RGV Site Visits 9:10am Mrs. Fuentes Feedback 10:10am Ms. Gracia Obs 	<div>@Brownsville</div> <ul style="list-style-type: none"> 11:10am Ms. Salinas Obs 12:30pm Ms. Salinas Obs 2:10pm Ms. Salinas Feedback 	<ul style="list-style-type: none"> 8:10am Ms. Gracia Co-Planning 9:10am Mr. Gonzalez Co-Planning K/S 9:30am Sub Computer Lab 2pm TPHS RGV - RTF Session 2pm Workshop #221277: TIL RTF Sess 	19
20	<div>TELPAS: OPEN Assessment Window</div> <ul style="list-style-type: none"> 1pm RGV PD -- TIP Focus on Obs/Feed 3pm Mrs. Fuentes Co-Planning 4pm PD Mondays! -- Required TIP PD for 	<ul style="list-style-type: none"> 9:30am @Brownsville 11:15am Ms. Salinas Obs 2:10pm Ms. Salinas Co-Planning 	<ul style="list-style-type: none"> 8am Out of office 9am Sub for Computer Lab 12pm English Teacher Interview - Jose 12:10pm Ms. Gracia Obs 1:10pm Ms. Gracia Obs 1:30pm Mrs. Fuentes Obs 2 more 	<ul style="list-style-type: none"> 10am Sub for History Classroom 3:15pm Ms. Gracia Feedback 4:20pm Faculty & Staff Meeting TIP RE 	<ul style="list-style-type: none"> 8am Sub for Computer Lab 10:30am Sub for Social Studies 11:30am Meeting w/Mr. Adame 2:20pm Ms. Lopez Call 4:20pm Ms. Garcia Feedback 	26
27	<ul style="list-style-type: none"> Assignment: System of Inequalities Deadline: 2nd 90-Day Cycle Assessment 8:30am Ms. Hilda May PD @Mercedes 2:15pm Mr. Gonzalez Obs 	<ul style="list-style-type: none"> 9am Triumph Schools Summer/Fall 202 	<ul style="list-style-type: none"> 1pm Site Visit 2:15pm Mr. Gonzalez Obs 			5

