Triumph Public High Schools - RGV

Triumph Public High Schools RGV San Benito - TIP

2021-2022 Targeted Improvement Plan

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

Assurances

DCSI/Grant Coordinator

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

Signature: Mr. Michael Scott Carothers

Principal Supervisor

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

Signature: Mr. Michael Scott Carothers

Principal

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

Signature: Dr. Hans Schuller

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Overall Domain I Goal:

If TPHS RGV San Benito meets the established student performance targets for 2021-2022, the campus will increase our Domain 1 STAAR performance from a scaled score of 85-B to a scaled score of 93-A by increasing the percentage of students who perform at the Meets grade level or above. (Component Score Calculation: If TPHS RGV San Benito is successful at achieving the targets, the campus will move from a 2018-2019 component score of 35 to a 2021-2022 component score of 49 in Domain 1. This will be a move from 82-B to 93-A). Please note that in 2021 the campus has a component score in Domain I of 29. This is a 6 point drop from 2018-2019 accountability.

Approaches Component Score Goal: 90

Meets Component Score Goal: 37

Masters Component Score Goal: 15

Overall Component Score Goal: 47

Rationale: The performance goals are set to be aggressive and to push the campus to higher accountability scores in Domain 1, as well as in Domain 2A and Domain 3. We utilized previous data to establish the aggressive performance target. If the campus is successful at meeting these performance targets, the campus will receive a "A" in Domain 1 for the STAAR component. (Current Domain I STAAR Performance as of 2018-2019 accountability is a "B" at 82% for this single indicator. We established specific goals that are easy to communicate to staff and push students to perform better in all categories -- approaches, meets, and masters.) Please note that in 2021 the campus has a component score in Domain I of 29. 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). 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 San Benito meets the campus level performance targets established, the Domain 3 scaled score of 30% - F (meaning no subgroups were met previously in 2021 or in 2018-2019 accountability) 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 San Benito meets the campus level performance targets established above, the Domain 3 component score of 0 (scaled score of 30) will improve to a component score of 78 (scaled score of 97-A) by meeting 3 of 5 Domain 3 academic achievement targets in ELA and meeting all 5 targets in mathematics.) We do anticipate based on current enrollment being eligible for evaluation in 10 different target areas in Domain 3 Academic Achievement.

It is important to note that in the "Student Data" section of the plan, some of our goals are very aggressive. They may appear to not be logical when looking at the current state of performance. However, COVID-19 and the impacts of remote learning on the highly at-risk population we serve were severe. Many of our students chose to work instead of attend school and complete school work because family members lost their jobs. At-risk students need the face-to-face instruction. TPHS has been very successful in the past bringing students who were significantly below up to standard quickly. We set our goals with this in mind. We know that when we have students face-to-face and we implement the strategies and systems that we know to work effectively with at-risk students, we can see tremendous growth (growth not usually seen and outside the norm). It is important to communicate this as the plan is evaluated. We strongly feel that our goals and our student performance targets are attainable--aggressive, yes--but attainable. We had low percentage of participation in math in 2021. In a normal accountability year, we would also have enough testers in Hispanic, and Eco Dis.

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

Subject Areas and Student Groups

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

For this campus, the two subjects that will be our focus are ELA (English I and English II) and Mathematics (Algebra I). We are choosing these two subjects/content areas because they make an impact on all three of the accountability domains. Obviously in Domain 1, two of the four areas create our overall STAAR performance component score, and improvement in the Approaches, Meets, and Masters categories will equate to an improved component score. In Domain 2A, the focus on ELA will ensure that students are demonstrating a year's growth for English II and for Algebra I. In Domain 3, the two focus areas will ensure that we meet the individual subgroup scores for ELA and mathematics. If we meet our established Domain 8 out of 10 subgroup targets, then the campus would move from a 30% - F (in 2021) to an 93% - A in this academic year.

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

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

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

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

CCMR

What goals has your campus set for CCMR?

Board Adopted/Approved CCMR targets for TPHS RGV San Benito:

- 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 San Benito 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 San Benito 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: Beginning Implementation
Key Practices:

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

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

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

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

Cycle 4

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

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

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

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

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation
Key Practices:

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

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: We are very excited to report that we met our ELA/Reading "meets performance level" goal as it has historically been one of our lowest performing areas. The ELA scores for cycle 1 are the best pre-indicator scores this campus has received in over 5 years. This is really exciting to see in this cycle 1 reflection report. We met or came very close to meeting our goals in "approaches grade level performance level". We also made progress on "masters performance level" as well in ELA/Reading and in US History which is awesome for us. We strongly feel that the work around collaborative lesson planning and the work around Texas Instructional Leadership (TIL) Observation and Feedback where ongoing coaching and feedback is given to teachers on a weekly basis. Also, the campus has a renewed sense of urgency on the campus to achieve the "meets performance level". The impact of the new "Master Teacher" role has also made a significant impact on the campus performance.

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

Implementation Level: Planning for Implementation

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

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of educators they manage. TIL consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Observation and Feedback. There will be two days of face-to-face professional development for the campus leadership team, including the Principal and the DCSI. Ongoing implementation support will be provided to the DCSI and the Principal to ensure implementation. One-on-one coaching will be provided to the DCSI. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS RGV McAllen have a Observation and Feedback implementation plan addressing the training schedule, coaching component, and support touchpoints. This document is attached as an addendum to the TIP.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The TIL Observation and Feedback focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the agreement is signed, district and campus leadership will attend two days of face-to-face TIL Observation and Feedback training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Observation and Feedback processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations.

Desired Annual Outcome: By the end of the 2021-2022 academic year the principal or the identified Master Teacher will provide weekly coaching to teachers using the TIL Observation and Feedback cycles as evidenced in weekly calendars showing scheduled time for observations/feedback and coaching of teachers following the TIL Observation & Feedback model.

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

Desired 90-day Outcome: By the end of the first 90-days, the TIL Observation and Feedback module will be launched and teacher, Master Teacher, Principal, and DCSI coaching will begin. This will be accomplished by completing initial training for TIL Observation and Feedback training from ESC 1 for all CLT members and DCSI, weekly

coaching of content teachers is conducted by Master Teacher, and one cycle of Master Teacher, Principal, and DCSI coaching will be completed. Revised on 12/2021 based on TEA TIP Phone Call Feedback.

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

Did you achieve your 90 day outcome?: Yes

Why or why not?: We were able to conduct all TIL Observation and Feedback professional development in coordination with ESC 1 . As soon as the CLT completed professional development, immediate implementation of the coaching and feedback cycles were started. Master Teacher conducts teacher coaching and feedback weekly and the principal has conducted two coaching cycles with Master Teacher. DCSI has also conducted 2 coaching cycles with the Principal and DCSI has also had two coaching cycles with ESC 1.

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

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

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

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

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

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

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

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

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

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

Cycle 1 - (Sept – Nov)

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

Implementation Level: Planning for Implementation

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

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use Region 1 ESC as the basis for building capacity in this essential action. TPHS RGV McAllen will also be engaging with TIL Observation and Feedback in which training and support will be provided to campus and district leaders. TIL Observation and Feedback does support 5.1 but not fully and that is why we are utilizing ESC 1 support to ensure capacity is fully built for this essential action. The ESC and TIL Observation and Feedback training and support will provide campus and district leaders the ability to grow the capacity of the educators they manage. The ESC training and TIL DDI components consist of professional development intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills. There will be two days of TIL Observation and Feedback face-to-face professional development for the campus leadership team, including the principal and the DCSI. Ongoing implementation support will be provided to the DCSI and the principal to ensure implementation. One-on-one coaching will be provided to the DCSI. The training and coaching are aligned to the best practices described in the Effective School Framework. The Observation and Feedback module through TIL addresses the lesson planning process and internalizing lesson plans as well as differentiated pathways of instruction. We will leverage and extend the learning of TIL Observation and Feedback to support this essential action. ESC 1 and TPHS has a Observation and Feedback implementation plan addressing the training schedule, coaching component, and support touchpoints. The TIL Observation and Feedback implementation document is attached as an addendum to the TIP.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: DCSI will establish lesson planning systems for the campus. The DCSI will communicate the lesson planning systems to all staff members during the TPHS Summer Conference in July 2021. During campus beginning-of-year staff development, the Principal, along with the Teacher, will provide the details of the lesson planning systems that include weekly review and collaborative planning with teachers. Lesson plan feedback will prioritize the development of lesson objectives and formative assessments first and then move to differentiated pathways of instruction to meet the needs of all students in the classroom. This priority will be communicated to the parents and the community through connections and activities embedded into the CIP/DIP. Parent and family communication that is embedded in the CIP/DIP includes ongoing new student orientations, report card nights every nine-week grading period, and parent/family/student celebrations regarding attendance, scholarship, and leadership. Community activities include Local Management Advisory Board (LMAB) meetings and engagement with community partners in the McAllen area. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations.

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

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

Desired 90-day Outcome: By the end of the first 90-day cycle, campus leaders will be providing 100% of teachers with collaborative lesson planning time, feedback, and training on lesson alignment processes to include K/S charts, assessment item analysis and objective development. This will be accomplished by providing teachers with campus master schedules that includes their planning time and by providing lesson alignment processes professional development in lesson objective development (completing K/S charts and assessment item analysis). -- Revised 12/2021 from TEA Phone Conference Recommendation

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

lesson planning and address potential challenges.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Master Teacher supports lesson planning with all teachers on a weekly basis. During this collaborative planning time the Master Teacher ensures strong lesson objectives based on a deep understanding of the standards (K/S Charts), and aligned lesson activities. TIL Observation and Feedback also support lesson planning and instructional deliver with the management and rigor trajectory support. Teachers value the collaborative lesson planning time and we are seeing teacher growth and based on our data we are seeing student performance improving as well. This has been very exciting.

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

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

Step 3 Details	Formative Reviews

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

Step 4 Details	Formative Reviews

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

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Potential challenges include the following: adhering to the calendar that is established for collaborative lesson planning, following the collaborative lesson planning system established by DCSI, supporting new teachers so that they don't get overwhelmed in the lesson planning process, and ensuring teachers know how to use lesson planning tools available to the campus.

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

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: Overall, we saw a significant improvement in Cycle 2 benchmark assessments. The reading goals were 60/30/8 with actual scores of 66/49/0. Impressive was the 19% increase in the meets category. If we can replicate these results for the 2022 spring EOCs, we will have closed the Domain 3, Focus 1 gap. For science, the cycle 2 goals were 70/35/10 with actual scores of 79/57/14. We exceeded the meets goal by 22%. Reading and Science saw fantastic gains, exceeding Summative Goal expectations. For Social Studies, the cycle 2 goals were 85/50/20 with actual scores of 81/45/19. In this case we fell short by just a few percentage points. We have a new teacher this year in the social studies position, we anticipated a possible drop in performance. Yet the difference is within 5%. Overall, we are pleased with the results. For Math, we did not meet cycle 2 Formative Goals. The goals 70/35/10 and the actual scores came to 53/20/0. For the Meets category we fell short by 15% and Masters by 10%. Several reason to account for the discrepancies: 1) As this is this is a mid-point benchmark, students are still missing a significant amount of Algebra I material. We are hoping to see a significant increase by the time of the summative assessment cycle. 2) Up to this point, most of the TIL intervention has focused of English, Science, and Social Studies, as such, the lack of focus on mathematics may have had an adverse effect on teacher performance.

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

Implementation Level: Planning for Implementation

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

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of educators they manage. TIL consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Observation and Feedback. There will be two days of face-to-face professional development for the campus leadership team, including the Principal and the DCSI. Ongoing implementation support will be provided to the DCSI and the Principal to ensure implementation. One-on-one coaching will be provided to the DCSI. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS RGV McAllen have a Observation and Feedback implementation plan addressing the training schedule, coaching component, and support touchpoints. This document is attached as an addendum to the TIP.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The TIL Observation and Feedback focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the agreement is signed, district and campus leadership will attend two days of face-to-face TIL Observation and Feedback training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Observation and Feedback processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations.

Desired Annual Outcome: By the end of the 2021-2022 academic year the principal or the identified Master Teacher will provide weekly coaching to teachers using the TIL Observation and Feedback cycles as evidenced in weekly calendars showing scheduled time for observations/feedback and coaching of teachers following the TIL Observation & Feedback model.

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

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

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

Did you achieve your 90 day outcome?: Yes

Why or why not?: We continue to make progress towards full implementation of the TIL process. Cycle 2 benchmarks appears to corroborate our actions. Teacher buy-in and implementation of coaching is progressing. Some teachers are better than others with implementation. District and Region One support has been timely and constructive. Overall, we are optimistic regarding the implementation of TIL. We are still learning the process.

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

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

Step 3 Details	Formative Reviews
Action Step 3: TIL Observation and Feedback with ESC 1 Coaching Labs and Site Visits **Evidence Used to Determine Progress:** Feedback from ESC 1 on site-visits and sign in documentation for Coaching Lab. **Person(s) Responsible:** DCSI & Principal **Resources Needed:** ESC 1 TIL Observation and Feedback Contract/Agreement **Addresses an Identified Challenge:** Yes **Start Date:** January 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 4 Details	Formative Reviews
Action Step 4: Master Teacher Monthly C&I Meeting led by DCSI via Zoom. **Evidence Used to Determine Progress:** Agenda and summary notes from the meeting. **Person(s) Responsible:** DCSI **Resources Needed:** Videoconferencing facilities and TIL Observation & Feedback resources **Addresses an Identified Challenge:** Yes **Start Date:** December 6, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 5 Details	Formative Reviews
Action Step 5: Every two-week Principal Support Zoom calls to monitor implementation and focus on TIP and TIL Observation and Feedback implementation. **Evidence Used to Determine Progress:** Agenda and summary notes from the call. Also any identified interventions. **Person(s) Responsible:** DCSI **Resources Needed:** Zoom Video Conferencing **Addresses an Identified Challenge:** Yes **Start Date:** December 6, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 6 Details	Formative Reviews
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. **Evidence Used to Determine Progress:** TIL Observation and Feedback Coaching Scripts **Person(s) Responsible:** DCSI, Principal, Master Teacher **Resources Needed:** TIL Observation and Feedback Contract/Agreement and resources/videos from GBF and Leverage Leadership 2.0 **Addresses an Identified Challenge:** No **Start Date:** December 6, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

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

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

Cycle 2 - (Dec – Feb)

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

Implementation Level: Planning for Implementation

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

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use Region 1 ESC as the basis for building capacity in this essential action. TPHS RGV McAllen will also be engaging with TIL Observation and Feedback in which training and support will be provided to campus and district leaders. TIL Observation and Feedback does support 5.1 but not fully and that is why we are utilizing ESC 1 support to ensure capacity is fully built for this essential action. The ESC and TIL Observation and Feedback training and support will provide campus and district leaders the ability to grow the capacity of the educators they manage. The ESC training and TIL DDI components consist of professional development intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills. There will be two days of TIL Observation and Feedback face-to-face professional development for the campus leadership team, including the principal and the DCSI. Ongoing implementation support will be provided to the DCSI and the principal to ensure implementation. One-on-one coaching will be provided to the DCSI. The training and coaching are aligned to the best practices described in the Effective School Framework. The Observation and Feedback module through TIL addresses the lesson planning process and internalizing lesson plans as well as differentiated pathways of instruction. We will leverage and extend the learning of TIL Observation and Feedback to support this essential action. ESC 1 and TPHS has a Observation and Feedback implementation plan addressing the training schedule, coaching component, and support touchpoints. The TIL Observation and Feedback implementation document is attached as an addendum to the TIP.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: DCSI will establish lesson planning systems for the campus. The DCSI will communicate the lesson planning systems to all staff members during the TPHS Summer Conference in July 2021. During campus beginning-of-year staff development, the Principal, along with the Teacher, will provide the details of the lesson planning systems that include weekly review and collaborative planning with teachers. Lesson plan feedback will prioritize the development of lesson objectives and formative assessments first and then move to differentiated pathways of instruction to meet the needs of all students in the classroom. This priority will be communicated to the parents and the community through connections and activities embedded into the CIP/DIP. Parent and family communication that is embedded in the CIP/DIP includes ongoing new student orientations, report card nights every nine-week grading period, and parent/family/student celebrations regarding attendance, scholarship, and leadership. Community activities include Local Management Advisory Board (LMAB) meetings and engagement with community partners in the McAllen area. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations.

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

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

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

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

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

Did you achieve your 90 day outcome?: Yes

Why or why not?: As everyone begins to embrace the TIL process, we are going to see tremendous improvements in student performance. To reiterate, this is a process in progress. Not everyone is in the same place of implementation, or capability. However, progress is being achieved schoolwide. The TIL process has a reflective component which makes discussions of teaching so insightful for all involved.

Step 1 Details	Formative Reviews
Action Step 1: Carryover: (Reworded based challenges due when completing cycle 1 reflection) DCSI will support Master Teacher with professional development and practice in teaching staff how to complete K/S charts and assessment item analysis. **Evidence Used to Determine Progress:** DCSI calendar, meeting agendas, meeting summary notes. **Person(s) Responsible:** DCSI **Resources Needed:** Lesson planning checklist, lesson alignment tools provided by the DCSI. **Addresses an Identified Challenge:** Yes **Start Date:** December 6, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

Step 2 Details	Formative Reviews
Action Step 2: Master Teacher will continue to work collaboratively with content teachers to develop automaticity in developing K/S charts and analyzing assessment items. **Evidence Used to Determine Progress:** Collaborative lesson planning feedback tools and meeting summaries. **Person(s) Responsible:** Principal and Master Teacher **Resources Needed:** Lesson Alignment tools from DCSI and a collaborative lesson planning time calendared on master calendcar. **Addresses an Identified Challenge:** Yes **Start Date:** December 6, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

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

Step 4 Details	Formative Reviews
Action Step 4: Continue collaborative lesson planning with content teacher and the master teacher. **Evidence Used to Determine Progress:** Lesson planning checklist and lesson plan documents created as a result of the collaborative planning. **Person(s) Responsible:** Principal and Master Teacher **Resources Needed:** Calendared planning time for content teachers and TIL Lesson Alignment resources for exit tickets and exemplar resonses. **Addresses an Identified Challenge:** No **Start Date:** January 3, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** February 25, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None

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

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

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: Overall, we fell short of meeting our student performance goals. For Domain 1, the Reading summative goal for Approaches was 70% with an actual result of 65%, the summative Meets goal was 39% with an actual result of 36%, and the summative Masters goal was 10% with an actual result of 1%. Overall, the Reading goal was not met, but we came closer than we have ever been.

The Mathematics summative goal for Approaches was 80 with an actual result of 86%, the summative Meets goal was 50% with an actual result of 38%, and the summative Masters goal was 15% with an actual result of 16%. In this case we exceeded the Approaches and the Masters goal, but fell short on the Meets result.

The Science summative goal for Approaches was 80 with an actual result of 100%, the summative Meets goal was 55% with an actual result of 53%, and the summative Masters goal was 15% with an actual result of 9%. In this case we exceeded the Approaches goal with 100 % of students passing, but fell short on the Meets and Masters by a few points.

The Social Studies summative goal for Approaches was 95 with an actual result of 95%, the summative Meets goal was 60% with an actual result of 67%, and the summative Masters goal was 25% with an actual result of 26%. In this case we exceeded the Approaches, meets, and Masters goal with 100 % of students passing, but fell short on the Meets and Masters by a few points.

In Domain 3 Focus 1, the summative goal for Econ Disadv Reading was 39%, with an actual result of 65. In Domain 3 Focus 2, the summative goal for Mathematics was 50% with an actual result of 86%. For Domain 3 Focus 1 and 2, all expectations were exceeded.
For Domain 3 Focus 3, the summative Graduation Rate Status goal was 70%, with an actual result of 80%.
For Domain 3 Focus 4, the summative goal of School Quality/College & Career Readiness was 35%, with an actual result of 28%. Here also we fell short of achieving the goal. In conclusion, even though we didn't meet all our goals, we showed great improvement over previous years.

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

Implementation Level: Planning for Implementation

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

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of educators they manage. TIL consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Observation and Feedback. There will be two days of face-to-face professional development for the campus leadership team, including the Principal and the DCSI. Ongoing implementation support will be provided to the DCSI and the Principal to ensure implementation. One-on-one coaching will be provided to the DCSI. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS RGV McAllen have a Observation and Feedback implementation plan addressing the training schedule, coaching component, and support touchpoints. This document is attached as an addendum to the TIP.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The TIL Observation and Feedback focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the agreement is signed, district and campus leadership will attend two days of face-to-face TIL Observation and Feedback training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Observation and Feedback processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations.

Desired Annual Outcome: By the end of the 2021-2022 academic year the principal or the identified Master Teacher will provide weekly coaching to teachers using the TIL Observation and Feedback cycles as evidenced in weekly calendars showing scheduled time for observations/feedback and coaching of teachers following the TIL Observation & Feedback model.

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

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

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

Did you achieve your 90 day outcome?: Yes

Why or why not?: The San Benito campus was able to achieve its 90 day outcome due to the consistent implementation of the TIL Observation and Feedback module. Additionally, campus visits were conducted by the DCSI and ECS1 TIL Coordinators.

Did you achieve your annual outcome? Why or why not?: Yes, we did achieve our annual outcome, Master Teacher and Teachers engaged in weekly observation/feedback coaching sessions.

Step 1 Details	Formative Reviews

Action Step 1: Weekly coaching and feedback for content teachers by Master Teacher. Twice monthly coaching of the Master Teacher by the Principal. Twice monthly coaching of the Principal by DCSI. Twice monthly coaching of the DCSI by ESC 1 TIL Observation and Feedback Staff.
 	
     Evidence Used to Determine Progress: TIL Observation and Feedback Coaching Scripts
 	
     Person(s) Responsible: DCSI, Principal, Master Teacher
 	
     Resources Needed: TIL Observation and Feedback Contract/Agreement and resources/videos from GBF and Leverage Leadership 2.0
 	
     Addresses an Identified Challenge: No
 	
     Start Date: March 4, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 3, 2022
	Progress toward Action Steps: Met
	
	 Necessary Adjustments/Next Steps: None

Step 2 Details	Formative Reviews

Action Step 2: Increased coaching and instructional support for math teacher on a weekly basis to ensure students are reaching "meets" and "masters" level of performance in the Algebra I classroom.
 	
    Evidence Used to Determine Progress: TIL Coaching and GBF resources including lesson planning tools and resources
 	
    Person(s) Responsible: Master Teacher, Principal, DCSI
 	
    Resources Needed: TIL Coaching and GBF resources including lesson planning tools and resources
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: March 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** June 3, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: None

Step 3 Details	Formative Reviews

Action Step 3: Master Teacher will deliver "real-time feedback" to core content teachers on a weekly basis focusing on identified teacher "bite-sized" action step.
 	
    Evidence Used to Determine Progress: Master Teacher coaching calendar, observation/feedback schedules
 	
    Person(s) Responsible: DCSI, Principal, and Master Teacher
 	
    Resources Needed: ESC 1 TIL Observation and Feedback Module Contract/Agreement & Resources
 	
    Addresses an Identified Challenge: No
 	
    Start Date: March 7, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** June 3, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: None

Step 4 Details	Formative Reviews

Action Step 4: DCSI will provide professional development to the Principal and Master Teacher training on Get Better Faster Phase 4 Coaching Blueprint including the management and rigor trajectories. The training will be in three meetings via Zoom.
 	
    Evidence Used to Determine Progress: Completed training with Master Teachers and Principals over GBF Phase 4.
 	
    Person(s) Responsible: DCSI
 	
    Resources Needed: Get Better Faster Book, GBF training videos, GBF success criteria, and ESC 1 TIL Observation and Feedback Resources. TPHS Zoom meeting resources.
 	
    Addresses an Identified Challenge:
 	
    Start Date: March 21, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** April 22, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: None

Step 5 Details	Formative Reviews
Action Step 5: DCSI will provide professional development to the Principal and Master Teacher training on Get Better Faster Phase "Stretch It" Phase specifically focusing on rigor. This training will be provided via Zoom in a single meeting	**Progress toward Action Steps:** Met
	Necessary Adjustments/Next Steps: None
Evidence Used to Determine Progress: Completed training with Master Teachers and Principals over GBF "Stretch It" rigor.	
Person(s) Responsible: DCSI	
Resources Needed: Get Better Faster Book, GBF training videos, GBF success criteria, and ESC 1 TIL Observation and Feedback Resources. TPHS Zoom meeting resources.	
Addresses an Identified Challenge: Yes	
Start Date: April 11, 2022 - **Frequency:** One Time - **Evidence Collection Date:** April 29, 2022	

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

Step 7 Details	Formative Reviews
Action Step 7: CLT Meetings to measure progress towards meeting student performance goals and review implementation of TIL Observation & Feedback on a monthly basis.	**Progress toward Action Steps:** Met
	Necessary Adjustments/Next Steps: None
Evidence Used to Determine Progress: Student performance goals progress charts and meeting summaries.	
Person(s) Responsible: Principal, Master Teacher & CLT	
Resources Needed: Calendared meeting time and space along with system processes such as agendas, data collection/reports, and meeting summary notes.	
Addresses an Identified Challenge: Yes	
Start Date: March 7, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 3, 2022	

Step 8 Details	Formative Reviews

Action Step 8: Master Teacher Monthly C&I Meeting led by DCSI via Zoom.
 	
    Evidence Used to Determine Progress: Agenda and summary notes from the meeting.
    Person(s) Responsible: DCSI
    Resources Needed: Videoconferencing facilities and TIL Observation & Feedback resources
    Addresses an Identified Challenge: Yes
 	
    Start Date: March 7, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 3, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: None

Step 9 Details	Formative Reviews

Action Step 9: Every two-week Principal Support Zoom calls to monitor implementation and focus on TIP and TIL Observation and Feedback implementation.
 	
    Evidence Used to Determine Progress: Agenda and summary notes from the call. Also any identified interventions.
    Person(s) Responsible: DCSI
    Resources Needed: Zoom Video Conferencing
    Addresses an Identified Challenge: Yes
 	
    Start Date: March 7, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 3, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: None

Step 10 Details	Formative Reviews

Action Step 10: Master Teacher will conduct data meetings every two-weeks to review student artifacts and follow the TIL DDI process as described in Phase 3 of the GBF book. Specifically Master Teacher and teacher will review the K/S chart, assessment item analysis, exemplar response, and student work to determine potential conceptual or perceptual error and then reteach at the point of error.
 	
    Evidence Used to Determine Progress: Master Teacher Calendars, results of data meetings, reteach plans.
    Person(s) Responsible: Master Teacher, Principal, DCSI
    Resources Needed: GBF Book Phase 3
    Addresses an Identified Challenge: No
 	
    Start Date: March 7, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 3, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: None

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

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

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

Cycle 3 - (Mar – May)

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

Implementation Level: Planning for Implementation

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

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use Region 1 ESC as the basis for building capacity in this essential action. TPHS RGV McAllen will also be engaging with TIL Observation and Feedback in which training and support will be provided to campus and district leaders. TIL Observation and Feedback does support 5.1 but not fully and that is why we are utilizing ESC 1 support to ensure capacity is fully built for this essential action. The ESC and TIL Observation and Feedback training and support will provide campus and district leaders the ability to grow the capacity of the educators they manage. The ESC training and TIL DDI components consist of professional development intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills. There will be two days of TIL Observation and Feedback face-to-face professional development for the campus leadership team, including the principal and the DCSI. Ongoing implementation support will be provided to the DCSI and the principal to ensure implementation. One-on-one coaching will be provided to the DCSI. The training and coaching are aligned to the best practices described in the Effective School Framework. The Observation and Feedback module through TIL addresses the lesson planning process and internalizing lesson plans as well as differentiated pathways of instruction. We will leverage and extend the learning of TIL Observation and Feedback to support this essential action. ESC 1 and TPHS has a Observation and Feedback implementation plan addressing the training schedule, coaching component, and support touchpoints. The TIL Observation and Feedback implementation document is attached as an addendum to the TIP.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: DCSI will establish lesson planning systems for the campus. The DCSI will communicate the lesson planning systems to all staff members during the TPHS Summer Conference in July 2021. During campus beginning-of-year staff development, the Principal, along with the Teacher, will provide the details of the lesson planning systems that include weekly review and collaborative planning with teachers. Lesson plan feedback will prioritize the development of lesson objectives and formative assessments first and then move to differentiated pathways of instruction to meet the needs of all students in the classroom. This priority will be communicated to the parents and the community through connections and activities embedded into the CIP/DIP. Parent and family communication that is embedded in the CIP/DIP includes ongoing new student orientations, report card nights every nine-week grading period, and parent/family/student celebrations regarding attendance, scholarship, and leadership. Community activities include Local Management Advisory Board (LMAB) meetings and engagement with community partners in the McAllen area. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations.

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

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

Desired 90-day Outcome: By the end of the third 90-day cycle, the campus leadership will be collaborative working with 100% of teachers on differentiated instructional pathways that are aligned to lesson objective and lesson assessment during collaborative lesson planning time. This will be accomplished by using TEKS Resource System (TRS) and other instructional delivery resources available at the campus during collaborative lesson planning time between content teacher and Master Teacher. Revised on 12/2021 based on TEA TIP Phone Call Feedback.

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

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

Did you achieve your 90 day outcome?: Yes

Why or why not?: The following tasks were a list of actions which contributed to the achievement of this 90 day outcome: 1) Lesson plans were due for review by the Master Teacher by 9 am Mondays; 2) School-wide lesson plan format; 3) All lessons were aligned with the TEKS Resource System; 4) Master Teacher analyzed each lesson plan and provided written feedback; and 5) Master Teacher and content teachers met weekly to discuss lesson plan feedback.

Did you achieve your annual outcome? Why or why not?: Annual outcomes were achieved, campus leaders provided weekly lesson planning feedback and corrections prior to lesson plan delivery. Teachers effectively developed and used lesson objectives, formative assessments aligned to the TEKS with appropriate levels of rigor.

Step 1 Details	Formative Reviews
Action Step 1: Continue collaborative lesson planning with core content teachers and the master teacher focusing on using the previous lesson alignment tools of K/S charts, item assessment analysis, quality exit tickets, and exemplar responses.	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None
Evidence Used to Determine Progress: Lesson planning checklist and lesson plan documents created as a result of the collaborative planning.	
Person(s) Responsible: Principal and Master Teacher	
Resources Needed: Calendared planning time for content teachers and TIL Lesson Alignment resources for exit tickets and exemplar responses.	
Addresses an Identified Challenge: No	
Start Date: March 7, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** June 3, 2022	

Step 2 Details	Formative Reviews
Action Step 2: Implement data meetings with core content teachers that review high, medium, and low student performance to target errors in conceptual or perceptual understanding and reteach at the point of error for students using either guided discourse or modeling/think aloud.	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** None
Evidence Used to Determine Progress: Summary of data meetings, master teacher calendar, reteach plans, and student performance data	
Person(s) Responsible: Master Teacher, Principal, and DCSI	
Resources Needed: GBF Phase 4 resources.	
Addresses an Identified Challenge: Yes	
Start Date: March 7, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 3, 2022	

Step 3 Details	Formative Reviews

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

Step 4 Details	Formative Reviews

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

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

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

Cycle 4 - (Jun – Aug)

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

Rationale: TPHS RGV San Benito Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in January 2022, to determine that daily lesson plans are submitted on a bi-weekly basis and interim assessments are administered at least 3-4 times per year for all; however, there is no evidence of high-quality instructional materials that include key ideas, essential questions, recommended resources, and no evidence of consistent daily lesson-level formative assessments. If the campus selects and implements high quality instructional materials and provide ongoing coaching and support to teachers in using the materials, the campus will achieve full implementation on the key practice for Effective Schools Framework Lever 4. This will also continue to improve student outcomes for the campus.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? TPHS RGV San Benito 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 San Benito have a Data Driven Instruction and Lesson Alignment implementation plan addressing the training schedule, coaching component, and on-site visit support and feedback touchpoints.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Texas Instructional Leadership Data Driven Instruction and Lesson Alignment focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the agreement is signed, district and campus leadership will attend three days of face-to-face TIL Data Driven Instruction training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Data Driven Instruction processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Parent engagement opportunities include surveys, parent-student-teacher conferences (twice per semester), and through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of work that students will engage in is clearly understanding of exemplars and success criteria when working on standards and daily objectives.

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

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

Desired 90-day Outcome: By the end of August 2022, DCSI along with the Campus Leadership Team will have all selected high quality instructional materials available for teachers (print and online access) with completed teacher and leader professional development prior to the first day of instruction.

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

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Formative Reviews
Action Step 1: Campus will select and purchase the high quality instructional materials for mathematics, English Language Arts, science, and social studies.	**Progress toward Action Steps:** No Progress
Evidence Used to Determine Progress: Completed purchase orders and all high quality instructional materials are available at the campus and online resources are available.	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: DCSI & Principal	
Resources Needed: TPHS Finance Team processing of purchase orders, DCSI & Principal contact with Vendors.	
Addresses an Identified Challenge: Yes	
Start Date: June 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** August 26, 2022	

Step 2 Details	Formative Reviews
Action Step 2: Schedule and deliver 3 days of face-to-face Ms. Hilda May "Math Made Easy" Algebra I instructional strategy professional development to math teachers. (July 6, 7, and 8)	**Progress toward Action Steps:** No Progress
Evidence Used to Determine Progress: Completed training by all math teachers teaching Algebra I.	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: DCSI & Principal	
Resources Needed: Vendor: Ms. HIlda May, Math Made Easy, training location, travel accommodations, and training materials.	
Addresses an Identified Challenge: Yes	
Start Date: June 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** August 26, 2022	

Step 3 Details	Formative Reviews

Action Step 3: Schedule a 2 day face-to-face professional development for math teachers on the Carnegie Math System & Mathia program including scope and sequence and quality assessments. (Time frame is July 2022 based on vendor)
 	
    Evidence Used to Determine Progress: Completion of training by Carnegie Math Solutions.
    Person(s) Responsible: DCSI/Principal
    Resources Needed: Vendor: Carnegie Learning Solutions, training location, travel accommodations, and training supplies and materials.
    Addresses an Identified Challenge: Yes
 	
    Start Date: June 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** August 26, 2022
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Step 4 Details	Formative Reviews

Action Step 4: Schedule a 2 day face-to-face professional development for ELA teachers on the Odell English Language Arts program including scope and sequence and quality assessments. (Time frame is July 2022 based on vendor)
 	
    Evidence Used to Determine Progress: Completion of training by Odell English Language Arts program.
    Person(s) Responsible: DCSI and Principal
    Resources Needed: Vendor: Odell, training location, travel accommodations, and training supplies and materials.
    Addresses an Identified Challenge: Yes
 	
    Start Date: June 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** August 26, 2022
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Step 5 Details	Formative Reviews

Action Step 5: Schedule a 1 day virtual professional development for science and social studies teachers on the selected HQIM program including scope and sequence and quality assessments. (Time frame is July 2022 based on vendor)
 	
    Evidence Used to Determine Progress: Completed virtual training for science and social studies teachers.
    Person(s) Responsible: DCSI/Principal
    Resources Needed: HQIM Selected Vendors and technology resources.
    Addresses an Identified Challenge: Yes
 	
    Start Date: June 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** August 26, 2022
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

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

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

Cycle 4 - (Jun – Aug)

2. Essential Action 5.3: Data-driven instruction.

Rationale: TPHS RGV San Benito 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 San Benito have a Data Driven Instruction implementation plan addressing the training schedule, coaching component, and on-site support and feedback touchpoints.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Texas Instructional Leadership Data Driven Instruction and Lesson Alignment focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the agreement is signed, district and campus leadership will attend three days of face-to-face TIL Data Driven Instruction training that will build understanding and capacity. During the three days of face-to-face training, leadership team will focus on change management and how to effectively address the high leverage principal action steps and communication plan for launching in August 2022. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Data Driven Instruction processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Parent engagement opportunities include surveys, parent-student-teacher conferences (twice per semester), and through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of student engagement is the use of the modeling and/or the guided discourse reteach models in classrooms addressing specific success criteria and for individual objectives and standards.

Desired Annual Outcome: By May 2023, 100% of core content teachers will implement weekly corrective instruction action planning process that includes unpacking standards and creating exemplars, determine conceptual or procedural error, planning reteach, practicing reteach, and following-up with reteach success.

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

Desired 90-day Outcome: By the end of August 2022, DCSI, Principal, and Campus Leadership Team will have completed three (3) days of TIL DDI professional development and one (1) day of Lesson Alignment professional development and a prepared DDI/LA roll out plan.

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

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Formative Reviews
Action Step 1: DCSI, Principal, Master Teacher, and Campus Leadership Team will attend Texas Instructional Leadership Data Driven Instruction training provided by the ESC 1 TIL team on June 1st, June 13th, and June 17th. **Evidence Used to Determine Progress:** Completed training certificates for all identified staff members. **Person(s) Responsible:** DCSI & Principal **Resources Needed:** Signed Agreement with ESC 1 TIL Team **Addresses an Identified Challenge:** Yes **Start Date:** June 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** August 26, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 2 Details	Formative Reviews
Action Step 2: DCSI will provide a one (1) day Lesson Alignment training to Principal, Master Teacher and Campus Leadership Team in writing strong lesson objectives, writing exemplar responses, identifying success criteria, writing quality exit tickets based on TIL exit ticket success criteria , and identifying high, medium and low student work. **Evidence Used to Determine Progress:** Completed training materials and sign-in documentation. **Person(s) Responsible:** DCSI **Resources Needed:** TIL Lesson Alignment Resources **Addresses an Identified Challenge:** Yes **Start Date:** June 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** August 26, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 3 Details	Formative Reviews
Action Step 3: Ongoing virtual (Zoom) meetings with Principal and Master Teachers to review training, identify challenges/barriers, and plan next steps. Meetings will be bi-weekly for the Principal and monthly for the Master Teachers. **Evidence Used to Determine Progress:** Meeting agenda and minutes of meeting. **Person(s) Responsible:** DCSI **Resources Needed:** Zoom Meetings, calendared dates, DDI resources from training. **Addresses an Identified Challenge:** Yes **Start Date:** June 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** August 26, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 4 Details	Formative Reviews

Action Step 4: Develop, continue to refine, and revise as necessary a campus TIL DDI and Lesson Alignment roll out plan that addresses new systems and processes for all campus stakeholders including teachers, parents, and students.
 	
    Evidence Used to Determine Progress: Completed roll out plan for DDI and Lesson Alignment.
    Person(s) Responsible: DCSI, Principal, Master Teacher
    Resources Needed: Zoom Meetings, calendared dates, DDI resources from training.
    Addresses an Identified Challenge: Yes
 	
    Start Date: June 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** August 31, 2022
	Progress toward Action Steps: No Progress
	
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Potential challenges include the following: 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.
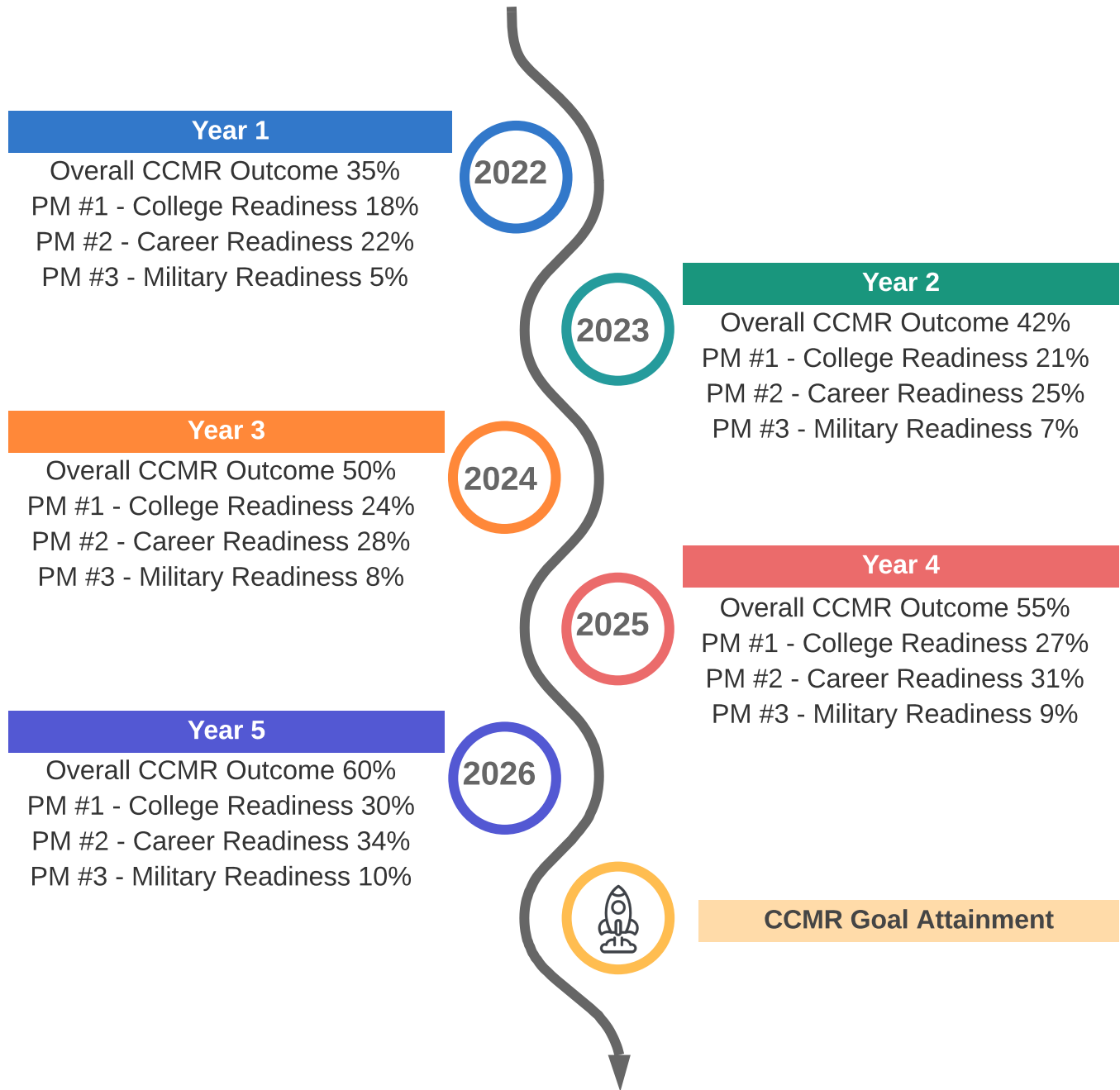
Campus Grant Funding Summary

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

Core Metrics	Sub Metrics			Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments									2022 Accountability Goal	
									2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2				
												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	45	40	78	Released STAAR	50	39	Released STAAR	60	66	70	65
				All	All	Reading	Meets	STAAR	15	23	78	Released STAAR	20	28	Released STAAR	30	49	39	45
				All	All	Reading	Masters	STAAR	1	0	78	Released STAAR	3	1	Released STAAR	8	0	10	1
				All	All	Mathematics	Approaches	STAAR	76	50	61	Released STAAR	60	59	Released STAAR	70	53	80	87
				All	All	Mathematics	Meets	STAAR	32	17	61	Released STAAR	20	14	Released STAAR	35	20	50	47
				All	All	Mathematics	Masters	STAAR	24	0	61	Released STAAR	5	0	Released STAAR	10	0	15	27
				All	All	Science	Approaches	STAAR	86	53	51	Released STAAR	60	67	Released STAAR	70	79	80	100
				All	All	Science	Meets	STAAR	36	27	51	Released STAAR	25	33	Released STAAR	35	57	55	60
				All	All	Science	Masters	STAAR	9	7	51	Released STAAR	5	0	Released STAAR	10	14	15	13
				All	All	Social Studies	Approaches	STAAR	98	79	67	Released STAAR	70	91	Released STAAR	85	81	95	97
				All	All	Social Studies	Meets	STAAR	56	44	67	Released STAAR	40	29	Released STAAR	50	45	60	69
				All	All	Social Studies	Masters	STAAR	18	15	67	Released STAAR	10	9	Released STAAR	20	19	25	31
2. Closing the Gaps	Focus 1	Academic Achievement		All	Econ Disadv	Reading	N/A	STAAR	15	23	78	Released STAAR	20	29	Released STAAR	30	49	39	45
	Focus 2	Academic Achievement		All	All Students	Mathematics	N/A	STAAR	32	17	61	Released STAAR	20	14	Released STAAR	35	20	50	47
	Focus 3	Graduation Rate Status		All	All Students	All	N/A	Graduation Rate	78	66	100	Other	70	80	Other	70	85	70	80
	Focus 4	School Quality/College & Career Readiness		All	All Students	All	N/A	Graduation Rate	18	18	100	Other	35	90	Other	35	90	35	38

Addendums

Triumph Public High Schools Rio Grande Valley
Board Approved CCMR Targets

2022

Year 1

Overall CCMR Outcome 35%
PM #1 - College Readiness 18%
PM #2 - Career Readiness 22%
PM #3 - Military Readiness 5%

2023

Year 2

Overall CCMR Outcome 42%
PM #1 - College Readiness 21%
PM #2 - Career Readiness 25%
PM #3 - Military Readiness 7%

2024

Year 3

Overall CCMR Outcome 50%
PM #1 - College Readiness 24%
PM #2 - Career Readiness 28%
PM #3 - Military Readiness 8%

2025

Year 4

Overall CCMR Outcome 55%
PM #1 - College Readiness 27%
PM #2 - Career Readiness 31%
PM #3 - Military Readiness 9%

2026

Year 5

Overall CCMR Outcome 60%
PM #1 - College Readiness 30%
PM #2 - Career Readiness 34%
PM #3 - Military Readiness 10%

CCMR Goal Attainment

PM =
Progress
Measure

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

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

TEXAS
INSTRUCTIONAL
LEADERSHIP

Observation and Feedback

Prepared for: Triumph Academies - RGV

By Region One Education Service Center
July 13, 2021

Texas Instructional Leadership Approach

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

Audience

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

Texas Instructional Leadership Components

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

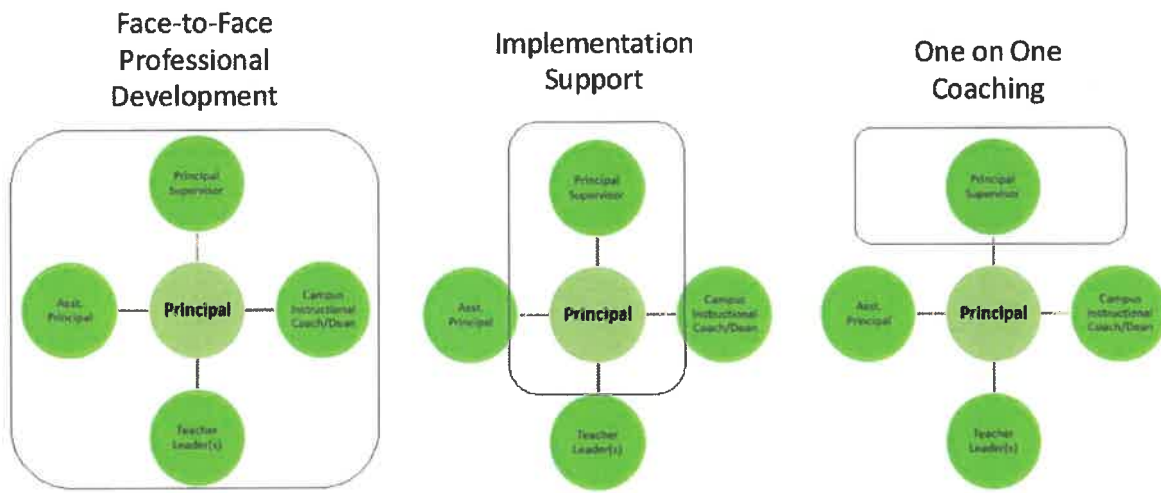Face-to-Face/Virtual
Professional Development

Implementation
Support

One-on-One
Coaching

Structure of Texas Instructional Leadership Training Structure

Required Expectations and District Commitment

- Required participants will attend all face to face (or virtual) professional development.
- Campus Administrator and/or the Principal Supervisor will develop and submit a campus implementation plan.

- Campus Administrator and/or the Principal Supervisor with participate in all implementation sessions and all coaching sessions
- Required participants will complete evidence collection activities such as:

  - o Video Submissions
  - o Practice Labs
  - o Principal Manager's Feedback Conversations
  - o Principal Data Tracker for Action Steps and Follow-up
  - o Planning sessions and feedback
  - o Coaching conversation scripts
  - o Coaching Cycle Calendar
- Campus Administrators and/or Principal Supervisor will share STAAR performance and 2021 Accountability results by content/grade/teacher.

Grant Proposal of Investment

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

Frances Berrones-Johnson

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 Requenez at carequenez@esc1.net.

Region One Contacts

Office of Curriculum, Instruction, and Assessment

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2021-2022 Academic Performance Goals
TPHS RGV San Benito

1. TPHS RGV San Benito 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 San Benito 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 San Benito Biology student performance will achieve 55% in the "meets" or above passing standard for All Students, Eco Dis, EL, and Hispanic subgroups on the 2020-2021 STAAR Biology assessment.
4. TPHS RGV San Benito US History student performance will achieve 75% in the "meets" category or above for All Students, Eco Dis, EL, and Hispanic subgroups on the 2020-2021 STAAR US History assessment.

Triumph Public High Schools Rio Grande Valley

San Benito Campus

Targeted Improvement Plan December 17, 2021 Artifact Submission

Artifacts Included:

1. Video clip of Master Teacher coaching a teacher using the Texas Instructional Leadership (TIL) Observation and Feedback model.
2. Coaching Session Script from October 8, 2021
3. Lesson Planning Checklist and Feedback for September 27, 2021 – Q. Cammack
4. Lesson Planning Checklist and Feedback – J Garcia
5. Coaching Session Script from October 20, 2021 for J. Garcia
6. Coaching Session Script from November 11, 2021 for J. Garcia

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

https://drive.google.com/file/d/1ROgu3XRCgmTsY1AdZ7jsAhXM4_rIBdFi/view?usp=sharing

See it. Name it. Do it.

See it: Success, Model, & Gap

<u>See the success:</u>

Thank you for meeting with me, I have been looking forward to our first coaching session. I feel like the ship has left the harbor!

I want to thank you for all your efforts during the initial roll-out. You have been instrumental in facilitating teacher buy-in. This is a very intensive and intrusive feedback process. I think that our teachers are surprised by the level of support that they have received during this initial phase of implementation. Your weekly observations/walk-through, lesson plan analysis and follow-up meetings with teachers has raised the level of expectation and performance. Again, great work.

Also, congratulations on your first official videotaped coaching session with Mr. Sanchez, one of our ELA Teachers. The notion of videotaping these sessions was initially intimidating, but I can appreciate the value of such sessions. Thank you again for embracing this process.

Subsequently, today is our first coaching session. Our objective is to review the coaching session that you had with Mr. Sanchez using the "See it. Name it. Do it." Feedback process.

I am glad to hear that you have had an opportunity to utilize the GBF Scope & Sequence handout to identify a bit-sized or "granular" action step that the teacher can implement right away to improve student achievement.

<u>See the model:</u>

So, let's talk about how your session with Mr. Sanchez. In the "See the success" part, you began with praising Mr. Sanchez's use of the Strong Voice: Stand and speak with purpose action step. He felt it was successful and he was able to articulate why, i.e. students were focused on him rather than their eyes wandering around the room, it also helped establish him as the authority figure in the room. You praised him for him for his efforts, he responded well. Mr. Sanchez looked relaxed and accepted feedback constructively throughout.

"Writing precise learning objectives," was identified as the highest-leverage action. You checked for understanding by asking questions about the presentation of the learning objective and student reaction. It was pointed out the students seemed confused as evidenced by student reaction, when they were asked if they understood. Four of the eight students we recalling out answers that were incorrect. (As a side-note, perhaps a "Whole-class Reset" might be needed to reestablish student behavior expectations and routines for answering questions. This is a red flag for another Action Step)

You led Mr. Sanchez into a discussion about simplifying the learning objective for students during the planning process. He generated several possibilities, i.e. restatement of the objective in simpler terms, word wall, graphic organizers, etc..

In this section, was the opportunity to show a model to Mr. Sanchez. Either through live-model or video presentation, scripting out a hypothetical scenario of that portion that highlights key actions.

<u>See the gap:</u>

It is recommended, for Mr. Sanchez to see the gap, that Mrs. Cortez show or conduct an exemplar followed by quick debrief to unpack the model. Reflective questions, such as, "What did you notice?" or "How is this different than what you did?"

Name it:

<u>Name the action step:</u>

According to the coaching process, a discussion with Mr. Sanchez should have been conducted to develop an action plan and later a script of the scenario for the presentation of the learning objective. The purpose of this step was to help Mr. Sanchez identify the steps to close the gap. You had directed him to write down the items that were generated earlier, but there was concrete plan developed.

It is critical that the coach help the teacher through the scripting process, possibly even preparing a script before the coaching session to have on hand for ideas.

<u>Punch it:</u>

At this stage, the scrip would be finalized by restating of the action steps and any editing that would have to be conducted.

Plan, Practice, & Follow-up

<u>Plan before practice:</u>

You and Mr. Sanchez listed a few ideas that he could implement in his lesson planning prior to implementation in the classroom. A discussion of all the actions needed / student responses should have been generated. You did mention that you were going to go back to Mr. Sanchez's classroom to model and practice the strategies.

<u>Practice:</u>

A recording of the practice session should have occurred; this is a step that we are still trying to figure out. Two videos may have to be generated and submitted for review.

<u>Follow up:</u>

You and Mr. Sanchez did make arrangements for him to be observed implementing the strategies generated. Should have set a follow up review day of lesson plans to see that he made changes as discussed.

Triumph Public High School 2021-2022

Q. Cammack 9/27 Lesson Plan Checklist

FOCUS	QUESTION	YES	NO	COMMENTS
Bell Ringer	Does the bell ringer align to the lesson? Or is their relevance to past lessons, TEKS, or STAAR format.	✓		I see that you are using this question often, "Use the internet to search these two questions". How is this being monitored or approached? Is it a specific site or just in general? Are they responding with accurate answers? This is an introduction towards the assignment. It is more of a beginning open information awareness before going over the assignment that is related to the topic of the day.It is general with google search. Students will also use their research skills when doing this. They are responding with the correct answer. I let the students use their own words to explain the bell ringer.
Alignment to Standards	Is the lesson aligned to the TEKS?	✓		
Vocabulary	Is academic vocabulary present	✓		Are the vocabulary listed, words that they will be viewing in the state exam? Terms in the vocabulary area are general MS Word verbiage and areas that are in MS word.
Accommodations Modifications Ellevation Strategies	Have I stated support for the Special Pops/ELL Which Strategy do you plan to use? What does this strategy look like, and sound like? Explain the purpose of using this strategy. Ex: Auditory;Tactile;Visual			Your day to day instruction is pretty much the same and straightforward, nothing wrong with that. However, what about our special pop? You do state: Extra time, monitor for understanding. Extra time, preferential seating, small group administration Is there anything else we can use to support them? Ellevation activities? As of now, I have one student in the class. I provide extra time, extra guidance/assistance, and checks for understanding by active monitoring. Students have preferential seating. The student is in a hot spot area for checks with understanding.
Checking for understanding	Are my methods stated?	✓		Cold calling, Hot Spots, Checking for understanding
Performance Tasks	Checking for Understanding • cold calling	✓		How do you choose your student to call on? Who are the targets? Can you briefly tell me how your hot spots unfold?

	• random questioning • whole-class discussion • Graffiti desktops • Plickers			Cold calling is random. Students that are known to have lower grades based on prior exams are called on more often. Hot spot- constantly moving around in the classroom and checking for understanding. Random cold calling sessions while moving around in hot spots locations.
Rigor Trajectory based off of Exemplar Responses	• "Tell me more" • "What makes you think that" • "How do you know" • "Why is that important" • Close the loop: after correcting their errors, go back to students with wrong answers to have them revise their answers.		✓	Look at your essential questions, reflect. Try to ask yourself that essential question, but using one of these sentence starters. Tell me your thoughts? I need to use the sentence starters more often. I started to use them in the beginning but I seemed the same since I was not able to use all given sentence starters.
GBF Goal	Is the GBF goal stated?			
	Describe how the goal will be targeted during this week's lesson.			

Mr. Cammack, thank you for having the lesson plans completed. You are doing great, super proud of you!
I have a few questions for you in the comments section, please take some time to answer them and color it in red. We will discuss when we meet for lesson plan feedback. Have a great day!

Triumph Public High School 2021-2022

J. Garcia   Lesson Plan Checklist

FOCUS	QUESTION	YES	NO	COMMENTS
Bell Ringer	Does the bell ringer align to the lesson? Or is their relevance to past lessons, TEKS, or STAAR format.	✓		How has checking the bell ringers on the spot impacted student learning? Checking the Bell Ringer on the spot gives students the "a ha moment" The data from the Bell ringer also tells me if I need to spiral back. Mastering the Bell Ringer also gives students covidence with the lesson.
Alignment to Standards	Is the lesson aligned to the TEKS?	✓		
Vocabulary	Is academic vocabulary present	✓		How are your EL's and Special pop students mastering these key vocabulary? Some of The EL"s and Special pop students are still needing to spiral back on their vocabulary. Especially when class is missed.
Accommodations Modifications Ellevation Strategies	Have I stated support for the Special Pops/ELL Which Strategy do you plan to use? What does this strategy look like, and sound like? Explain the purpose of using this strategy. Ex: Auditory;Tactile;Visual	✓		
Checking for understanding	Are my methods stated?	✓		
Performance Tasks	Checking for Understanding • cold calling • random questioning • whole-class discussion • Graffiti desktops • Plickers	✓		Under your performance task box you state Check for understanding, random questioning, bell ringer and Exit ticket. *Check for understanding does not need to be stated as you are to state the practices you are using for CFU's.* Got it and will change in the next lesson. Thank you so much for your feedback.
Rigor Trajectory based off of Exemplar Responses	• "Tell me more"	✓		

	"What makes you think that" "How do you know" "Why is that important" - Close the loop: after correcting their errors, go back to students with wrong answers to have them revise their answers.			
GBF Goal	Is the GBF goal stated?		✓	Teacher radar is what we discussed during the coaching meeting. Ok. Can you explain a little more? Do I just demonstrate that as we discussed in the meeting during class or is this something I add to my lesson? You state it and tell me where in your lesson you are targeting those practices. Ex: Your bellringer is stated then you put (GBF) and that tells me that is an action step we discussed.
	Describe how the goal will be targeted during this week's lesson.		✓	Where do I describe the goal being targeted? Thank you for your patience and understanding.

Mrs. Garcia, please review and answer any questions I may ask. Keep in mind next week is benchmarking, working on the schedule so teachers can prepare the lessons accordingly. Keep up the great work :)

Thank you and appreciate your hard work and feedback always. Mrs. Garcia

Teacher: J. Garcia	**Obs. Date:** 10/19/21 **From:** 9:00 am **To:** 9:20 am
	Feedback Date: 10/20/21 **From:** 4:15pm **To:** 5:00pm

<table>
<tr><td rowspan="4">See It
2-8 min</td><td colspan="1" align="center">See It: Success, Model, & Gap</td></tr>
<tr><td>See the Success: Good afternoon Mrs. Garcia! It is great to be meeting with you today and thank you for having me in your class yesterday. In previous conversation, we discussed the importance of a bell ringer and checking it in the moment. It was definitely evident seeing the action step in play, great job! What has been the impact of checking the bell ringers in the moment?</td></tr>
<tr><td>See the Model: Today I want to dive into Teacher Radar in circulating the room with purpose.

Narrow the Focus
What are some key factors when a teacher walks around at all times?
Ideal Response:
*monitor student work
*know when students are off task
*assess mastery

Name the Exemplar
Why is it important to stand at different spots of the room?
Ideal Response:
Close proximity to student
They will be more assertive and on task
Address the check for understanding</td></tr>
<tr><td>See the Gap:
With this exemplar in mind, what is the gap between circulating around the room and what happened in your class today?
Ideal Response:
The time I spent giving notes and instructions, my location was in one spot. I could not see all students work.

If unable to state it, give her evidence and possibly model what she did.</td></tr>
</table>

<table>
<tr><td rowspan="3">Name It
2 min</td><td align="center">Action Step: What & How</td></tr>
<tr><td>Name the Action Step: Teacher Radar- Circulate the room with purpose
Based on what we discussed today, what do you think your action step should be?

Ideal Response:
Move around the desk/perimeter to check student work
Stand at different corners/spots to make sure students are on task</td></tr>
<tr><td>Punch it: So your action step today is to Move around the desk/perimeter to check student work Stand at different corners/spots to make sure students are on task</td></tr>
</table>

<table>
<tr><td rowspan="3">Do It
Rest of meeting</td><td align="center">Action Step: What & How</td></tr>
<tr><td>Plan before Practice:
Let's plan how this will be implemented into every day practice. Take a few minutes to write a script of what you will do and say as you implement the action steps.</td></tr>
<tr><td>Practice: Now that we have a plan, let's take it live!
Round 1: (Model) I will stand up and be the teacher and you the student. I will follow your script that you just wrote.</td></tr>
</table>

Round 2: You will stand up and be the teacher and I the student. Use your script that you just wrote. I will stop you as needed to make corrections/adjustments.

Lock it in (Check for Mastery):
What will be the impact on student learning by circulating around the room?
Ideal Response: It will allow me to be in close proximity and know if my students are on task and learning the skills being taught.

Follow up: Great job today Mrs. Garcia! I will come observe the action steps throughout next week. We will have a follow up meeting on Thursday October28

Teacher: J. Garcia	Obs. Date: 11/2/21 From: 3:20 pm To: 3:35 pm
	Feedback Date: 11/3/21 From: 1:30 pm To: 2:00 pm

	See it: Success, Model, & Gap
	See the Success: Good afternoon Mrs. Garcia, it is nice to see you again. Again thank you for having me in your class. It is always great to see your colored visual models that you present in your power point. How has that impacted your students learning? *Ideal Response: Allows for student to visually see and make connection to the notes. It targets all learners*
See It **2-8 min**	**See the Model:** Narrow the Focus The purpose of this meeting is follow up on action steps that you were to continue to implement in your class following our last coaching meeting. Can we state what the action steps are? *If can't recall:* I will state Teacher Radar circulating with purpose How has that been going? What impacts has it made when delivering the lesson? Name the Exemplar What are key factors when students are on task? * learning the lesson/objective *Students understand concept being taught * Know consistent routines and expectations **Show video:** Mrs. Garcia was recorded giving her lesson on 11/2 during 12th period What was your objective for this lesson review? What did the students have to do to meet this objective? Did all students master the objective? Why or why not?
	See the Gap: What was the challenge in implementing the content effectively during the lesson today? Ideal Response: *Did not hit my hot spots *Did not use all eyes on me when transitioning activities *Did not check for understanding in the moment to all learners
Name It **2 min**	**Action Step: What & How**
	Name the Action Step:

	Based on what we have discussed; do we need to continue the same action steps or do we need to modify add or delete?
	Punch it: To be clear, your action steps will be **Move around the desk/perimeter to check student work** **Stand at different corners/spots to make sure students are on task**
Do It Rest of meeting	**Action Step: What & How**
	Plan before Practice: So again, where would be a good place to implement this in your upcoming lessons? Remember any action steps we are committed to working on, must continue to be used consistently in everyday practice. Take a few minutes to script and let's try to do this again.
	Practice: Now that we have a plan, let's take it live! Round 1: Master teacher will model using action steps scripted by teacher. Round 2: Teacher will practice and follow the script. Master teacher will stop when correction is needed. **Lock it in** (Check for Mastery): Repeat: What will be the impact on student learning by circulating around the room? *Ideal Response: It will allow me to be in close proximity and know if **ALL** my students are on task and learning the skills (OBJECTIVE) being taught.* Side Note: Stating the punch it again

	Follow up:
	   1. Cortez will continue to make class visits next week 11/8-11/11 looking for action steps being implemented
	   2. Look for action steps (identify) in lesson plan next week

Mon	Tue	Wed	Thu	Fri
29 Out PTO 8am - Lesson Plans Due 11am - Title1Crate District 4pm - Schuller: Ongoing	**30** 8:30am - Triumph RGV Cycle 8:30am - Workshop #214427: 9:30am - Attendance Meeting 3pm - TPHS Weekly 4:15pm - Monthly Staff 4:15pm - Monthly Staff	**1** Class Visits (RTF) on 11am - A. Mares Annual ARD 1:30pm - Coaching Mrs. 2pm - Adrian Quiroz interview 2:15pm - Coaching Lopez 4pm - Coaching Salinas 4:15pm - Coaching Sanchez	**2** Lesson Plan Review/Feedback 4:15pm - Coaching Meeting	**3** Class Visits (RTF) 8:30am - PRS Meeting 8:30am - PRS Meeting 9am - Review Saturday 4pm - Coaching Meeting
6 Preparation for STAAR 4pm - Schuller: Ongoing	**7** STAAR English 1 8am - EOC Testing 3pm - TPHS Weekly	**8** STAAR Algebra 1 8am - EOC: Testing 10am - Office Meeting	**9** Lesson Plan Review/Feedback STAAR English 2 8am - EOC: Testing 2pm - Monthly: Campus C&I 6pm - Monthly: Campus C&I	**10** STAAR Bio/History 8am - EOC: Testing 8:30am - PRS Meeting 8:30am - PRS Meeting 9am - Lesson Plans Due
13 Posting Grades TSI TESTING 2:10pm - S. Rodriguez 4pm - Schuller: Ongoing	**14** TSI Testing 9am - Attendance Meeting 11am - TIP Cycle 1 Review @ 11am - TIP Cycle 1 Review @ 3pm - TPHS Weekly	**15**	**16** Lesson Plan Review/Feedback 8:30am - SB TIP Final Review 9am - Counselor Academy:	**17** 8:30am - PRS Meeting 8:30am - PRS Meeting
20 8am - Holiday: No School	**21** 8am - Holiday: No School	**22** 8am - Holiday: No School	**23** 8am - Holiday: No School	**24** 8am - Holiday: No School
27 8am - Holiday: No School	**28** 8am - Holiday: No School	**29** 8am - Holiday: No School	**30** 8am - Holiday: No School	**31** 8am - Holiday: No School

Mon	Tue	Wed	Thu	Fri
3 8am - Lesson Plans Due 8:30am - Lesson Plan Review 1pm - Lesson Plan Feedback	**4**	**5** 10am - Office Meeting 1pm - Fire Drill 6pm - Local Management	**6**	**7** 8:30am - PRS Meeting
10 8am - 2nd 90 Day	**11** `EFS Artifacts due` 8am - 2nd 90 Day Assessment 9am - Attendance Meeting 10am - Layne: Texas Spring	**12** 8am - 2nd 90 Day Assessment 6pm - Local Managment	**13** 9am - Triumph Public High 2pm - Monthly: Campus C&I	**14** 8:30am - PRS Meeting 9am - Lesson Plans Due
17 `Algebra Benchmark` 8:30am - Lesson Plan Review 1pm - Lesson Plan Feedback 3pm - PD Mondays! --	**18** `English I Benchmark` 8:30am - EFS Pre Observation 8:30am - TPHS San Benito 4:15pm - Staff PLATO	**19** `Biology Benchmark` 10am - Office Meeting	**20** `English II Benchmark`	**21** `US History Benchmark` 8:30am - PRS Meeting - San 1pm - RGV PD -- TIP Focus on
24 2pm - M. Bryson 30-day 2:30pm - ELA PLATO Meeting 3pm - PD Mondays! --	**25** 7:30am - ESF Campus Visit	**26** 9am - CAT Meeting with RGV 1pm - CAT Meeting with RGV 1:30pm - Science PLATO	**27** 10am - Attendance Meeting 1pm - Initial Planning for HB 2:30pm - Social Studies 3pm - TELPAS training/review	**28** 8am - Lesson Plans Due 8:30am - PRS Meeting - San 12:30pm - Electives PLATO 1pm - Dr. Schuller T-PESS 2pm - Ezequiel Cantu 3pm - Ivan Gonzales
31 8am - PLC: CTE/CCMR 9am - CLT Meeting (Data) ■10am - jose manuel 10:30am - MICHAEL 2:30pm - ELA PLATO Meeting 3pm - PD Mondays! --	**1**	**2**	**3**	**4**

San Benito CLT Calendar

Feb 2022 (Central Time - Chicago)

Mon	Tue	Wed	Thu	Fri
31	**1** 9am - Valeria Trevino 1pm - PLC: Math	**2** 10am - ARMY presentations 1pm - PLC: ELA 1:30pm - Science PLATO 6pm - TPHE - RGV LMAB	**3** 9am - Lexi Rodriguez 9:30am - Attendance/Office 1pm - Counselor PLC 1pm - PLC: Science 2:30pm - Social Studies 3:30pm - J. Salinas Annual	**4** 8:30am - PRS Meeting - San 9am - Counselor academy : 9am - TPHS San Benito ESF 11am - EFS Diagnostic Report 12:30pm - Electives PLATO 1pm - PLC: Social Studies
7 9am - CLT Meeting (Data) 2:30pm - ELA PLATO Meeting	**8** 2pm - Attendance Meeting 3:30pm - Math PLATO	**9** 1:30pm - Science PLATO	**10** 8am - Joselyn Reyes interview 9am - Gaytan Interview 2:30pm - Social Studies	**11** 8:30am - PRS Meeting - San 12:30pm - Electives PLATO 2pm - Esperanza Salinas
14 8am - Holiday: No School	**15** 9am - Salvador Rodriguez- 10am - TSTC Dual Enrollment 1pm - TIL Visit 3:30pm - Math PLATO	**16** 8am - Mariah Deleon 9am - Abigail Longinos 10am - Office Meeting 1:30pm - Science PLATO 3pm - Juliana L Juarez,	**17** 2:30pm - Social Studies 3pm - STAAR Redesign 3pm - Teacher Calibration	**18** 8:30am - PRS Meeting - San 12:30pm - Electives PLATO
21 1pm - RGV PD -- TIP Focus on 2:30pm - ELA PLATO Meeting	**22** 9am - Attendance Meeting 10am - Hope interview for 1pm - Jose Sanchez potential 3pm - TPHS Weekly 3:30pm - Math PLATO	**23** 1:30pm - Science PLATO	**24** 9am - CLT Meeting (Data) 11am - Fire Drill 2:30pm - Social Studies 4:15pm - Teacher ET/RTF	**25** 8:30am - PRS Meeting - San 12:30pm - Electives PLATO
28 8am - Assessment Due to 9am - CLT Meeting (Data) 11am - samantha rodriguez- 1pm - Gael Ramos possible 2:30pm - ELA PLATO Meeting 3:30pm - Fabian Martinez	**1**	**2**	**3**	**4**

Andrea Cortez

Jan 2022 (Central Time - Chicago)

Mon	Tue	Wed	Thu	Fri
3 Review Lesson Staff Work Day	**4**	**5** Assisted all teachers working Reviewed Fall 2021 STAAR 2:15pm - RGV Master Teacher	**6** Assisted History teacher with Created lesson plan template 4pm - Lesson Plan Updates	**7**
10 Out PTO	**11** Created schedule and	**12** OUT Bereavement	**13** Out Bereavement 2pm - Monthly: Campus C&I	**14** Out Bereavement
17 Lesson Plan Review/Feedback 3pm - PD Mondays! --	**18** Assisted w/English Interim Created agenda for PLATO Worked on Project Rise 4:15pm - Staff PLATO	**19** Assisted with Biology Interim Observation Mr. Salinas Work on K&S Chart for	**20** Lesson Plan Review/Feedback	**21** Class visits 8:30am - PRS Meeting - San 1pm - RGV PD -- TIP Focus on
24 CLT meeting Worked on Data (Benchmark) 2:30pm - ELA PLATO Meeting	**25** ESF Site-Visit Observed Garcia Observed Ramirez Worked on Benchmark Make- 3:30pm - Math PLATO	**26** Benchmark Make up Day Coaching meeting Garcia Scripted Ramirez & Garcia Worked on Fall STAAR Data Worked on agenda/questions 1:30pm - Science PLATO	**27** Benchmark Make-up Day Reviewed Lesson 1pm - Initial Planning for HB 2:30pm - Social Studies 3pm - PD Mondays! --	**28** 8:30am - PRS Meeting - San 10am - TPHS Master Teacher 12:30pm - Electives PLATO
31 Lesson Planning w/Salinas Observed Lopez Observed Salinas 9am - CLT Meeting 2:30pm - ELA PLATO Meeting 3pm - PD Mondays! --	**1**	**2**	**3**	**4**

Andrea Cortez

Feb 2022 (Central Time - Chicago)

Mon	Tue	Wed	Thu	Fri
31 Lesson Planning w/Salinas Observed Lopez Observed Salinas 9am - CLT Meeting 2:30pm - ELA PLATO Meeting 3pm - PD Mondays! --	**1** Scripted Lopez Scripted Salinas 3:30pm - Math PLATO	**2** Assisted students fill out 10am - Coaching meeting 1pm - English PLC 1:30pm - Science PLATO 2:15pm - Coaching meeting	**3** Class visit Lopez Class visit Salinas Review Lesson 1pm - Biology PLC (2/3/2022) 2:30pm - Social Studies	**4** 8:30am - PRS Meeting - San? 12:30pm - Electives PLATO 1pm - PLC: Social Studies
7 Class visit Lopez Class visit Salinas 9am - CLT Meeting 10am - Observation Sanchez 2:30pm - ELA PLATO Meeting	**8** Class Visit Lopez Coaching Meeting Sanchez Observation Ramirez Scripting Sanchez 3:30pm - Math PLATO	**9** Class Visit Sanchez Scripted Follow up/ Lopez 1:30pm - Science PLATO 2pm - Follow up Meeting 2:30pm - Follow up meeting	**10** Review Lesson 2pm - Monthly: Campus C&I 2:30pm - Social Studies 3:30pm - TPHS-San Benito	**11** Worked on Project Rise 8:30am - PRS Meeting - San? 12:30pm - Electives PLATO
14	**15** Prepared for TIL site visit 12pm - TPHS RGV Site Visits 3:30pm - Math PLATO	**16** 9am - Met w/Schuller 1:30pm - Science PLATO 2:15pm - Met w/English	**17** Lesson Plan Review/Feedback 2:30pm - Social Studies	**18** 8:30am - PRS Meeting - San? 12:30pm - Electives PLATO 2pm - TPHS RGV - RTF 2pm - Workshop #221277
21 1pm - RGV PD -- TIP Focus on 2:30pm - ELA PLATO Meeting 4pm - PD Mondays! --	**22** Class Visits Salinas Observation 9:15am - Garcia Observation 3:30pm - Math PLATO 4:15pm - Monthly Staff	**23** Script Garcia Script Salinas 1:30pm - Science PLATO 2pm - Coaching Meeting 3pm - STAAR Redesign	**24** Lesson Plan Review/Feedback 9am - CLT Meeting 9am - CLT Meeting HB4545 2:30pm - Social Studies	**25** 8:30am - PRS Meeting - San? 12:30pm - Electives PLATO
28 Observe Lopez Observe Sanchez 9am - CLT Meeting 2:30pm - ELA PLATO Meeting	**1**	**2**	**3**	**4**