

Triumph Public High Schools - West Texas
Triumph Public High Schools El Paso West - TIP
2022-2023 Targeted Improvement Plan



Campus Number: 071803001

Board Approval Date: November 12, 2022

Superintendent:
DCSI/Grant Coordinator:

Frances Berrones-Johnson
Michael Scott Carothers

Principal: Francisco Chavez
ESC Case Manager: Nellie Ugarte/Lidia Anguiano
ESC Region: 19

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: 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: 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: Francisco Chavez

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Domain 1 Student Performance Goals:

1. TPHS El Paso West ELA student performance will achieve 50% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2022-2023 STAAR English I and English II assessments.
2. TPHS El Paso West Algebra I student performance will achieve 80% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2022-2023 STAAR Algebra I assessments.
3. TPHS El Paso West Biology student performance will achieve 40% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2022-2023 STAAR Biology assessment.
4. TPHS El Paso West US History student performance will achieve 50% in the “meets” category and 50% in the "masters" category for All Students, Eco Dis, and Hispanic subgroups on the 2022-2023 STAAR US History assessment.

Overall Domain I Goal: If TPHS El Paso West meets the above performance targets for 2022-2023, the campus will increase our Domain 1 STAAR performance component score from 34 (scaled score of 84 -B) to a component score of 43 (scaled score of 93) by increasing the percentage of students who perform at the "meets" grade level or above. TPHS El Paso East wants to continue the success we saw in 2021-2022.

Approaches Component Score Goal: 80

Meets Component Score Goal: 50

Masters Component Score Goal: 25

Overall Component Score Goal: 43

Rationale: These performance goals were set to be aggressive and to push the campus to higher accountability scores in Domain 1, 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 district/campus would receive a "A" in Domain 1. (Current Domain 1 STAAR Performance is an "B" at 84% for this single indicator). We established specific goals are easy to communicate to staff and push student to perform better in all categories -- approaches, meets, and masters.)

School Progress

What accountability goal has your campus set for this year?

TPHS El Paso West was not evaluated on school progress due to the fact that only 2 students were evaluated for ELA and 1 student was evaluated for mathematics. We will be monitoring our students that did test in the 2021-2022 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 El Paso West). It is important to note, that our goal in Domain 1 will also impact our Domain 2 goal as well. Finally, 2B is not calculated for this campus as it is identified as a Dropout Recovery School (DRS) and is rated under the Alternative Education Accountability (AEA) rating system.

Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3 Student Performance Goals:

1. TPHS El Paso West ELA student performance will achieve 50% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2022-2023 STAAR English I and English II assessments.
2. TPHS El Paso West Algebra I student performance will achieve 80% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2022-2023 STAAR Algebra I assessments.

Overall Domain 3 Goal:

If TPHS El Paso West meets the campus level performance targets established above, TPHS El Paso West will project a scaled score of 90-A. (In 2022 TPHS El Paso Weas was did not have a Domain 3 was not rated.

This would be accomplished by meeting the following;

ELA subgroup targets (Meeting 4 out of 4):

- All Students (44%)
- Hispanic (32%)
- Eco Dis (33%)
- Non-Cont Enrolled (42%)

Math subgroup targets (Meeting 3 out of 3):

- All Students (46%)
- Hispanic (40%)
- Eco Dis (36%)

Also to improve Doamin 3 score and closing the gaps, the campus will focus on the federal graduation rate and improve graduation rate to no less than 70% from our curent performrance in Hispanic and Econ Dis at 57%

Rationale: The performance goals are set to be aggressive and to push the campus to higher accountability scores in Domain 3 as well as Domain 2A, and Domain 1. We utilized previous data to establish the aggressive performance target. If the campus is successful at meeting these performance targets, the campus would receive an "A" in Domain 1. Significant improvements were made in 2022 demonstrating that the campus met all but 1 of the Domain 3 academic achievement targets. The campus focused the target goals on Domain 3 because this is where the campus fell significantly below historically in the accountability system. (Component calculation: If TPHS El Paso East meets the campus level performance targets established above, the Domain 3 component score of 61 will improve to a component score of 78 (scaled score of 97-A) by meeting 7 of 7 Domain 3 academic achievement targets in ELA and mathematics.

It is important to note that in the "Student Data" section of the plan, some of our goals are very aggressive specifically our goal in graduation rate.. They may appear to not be logical

when looking at the current state of performance.

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 7 out of 7 subgroup targets, then the campus would move from a 61% to an 98% - 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 the EL subgroups. This has been the one group 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 7 out of 7 subgroup targets, then the campus would move from a 61% to an 98% - 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 El Paso West:

- Our CCMR Goal is 42%
 - Progress Measure #1: College Readiness 21%
 - Progress Measure #2: Career Readiness 25%
 - Progress Measure #3: Military Readiness 7%

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

TPHS El Paso Distirct has a 5 year CCMR plan and with the implementatin of Lone Star Governance, each board meeting the progress towards meetings these goals is reviewed and evaluated for adjustments needed.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

TPHS El Paso West will target a federal graduation rate of 70% for all students and all subgroups (Hispanic, Eco Dis, EL, and SPED).

Self Assessment

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

Key Practice:

Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.

Success Criteria:

- Comprehensive list of responsibilities, including teachers assigned for supervision
- Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings

Evidence:

Implementation Level:

Key Practice:

Performance expectations are clear, written, and measurable and they match job responsibilities.

Success Criteria:

- Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year.

Evidence:

Implementation Level:

Key Practice:

Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams.

Success Criteria:

- Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings

Evidence:

Implementation Level:

Key Practice:

Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.

Success Criteria:

- Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring

Evidence:

Implementation Level:

Key Practice:

Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Success Criteria:

- Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques
- Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement

Evidence:

Implementation Level:

Essential Action Reflection:

There is currently no evidence of any key practice

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

Key Practice:

The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

Success Criteria:

- Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships
- Uses referrals from current high-performing teachers in the recruitment and selection of staff
- Develops and strategically deploys marketing materials that present the school as an attractive place to work
- Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate

Evidence:

Implementation Level:**Key Practice:**

Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.

Success Criteria:

- Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop
- Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals

Evidence:**Implementation Level:****Key Practice:**

Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.

Success Criteria:

- High-performing teachers are identified based on improving student outcomes and willingness to learn and develop
- Individualized professional development plans are developed and implemented to support all staff
- Personalized strategies are employed to retain high performing staff including leadership opportunities, recognition, and/or financial reward

Evidence:**Implementation Level:****Key Practice:**

Teacher placements are strategic based on student need and teacher strengths.

Success Criteria:

- Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff
- Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement

Evidence:**Implementation Level:****Key Practice:**

Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.

Success Criteria:

- Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills
- Effective substitutes are identified and prioritized in short-term placement/deployment
- Targeted training includes adult facilitation and team dynamics
- Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching

Evidence:**Implementation Level:****Key Practice:**

Preferred substitutes are recruited and retained.

Success Criteria:

- Ineffective substitutes are also identified and de-prioritized/prohibited

Evidence:**Implementation Level:****Essential Action Reflection:**

There is currently no evidence of any key practice

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

Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.

Success Criteria:

- Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students

Evidence:**Implementation Level:****Key Practice:**

Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

Success Criteria:

- Practices and policies are captured in writing and consistently implemented with fidelity
- Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed
- Artifacts in the classrooms and hallways reference practices and policies

Evidence:**Implementation Level:****Key Practice:**

Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Success Criteria:

- Staff can articulate the school's mission, vision, and values without prompting and share how classroom and schoolwide routines, procedures, and policies reflect them
- Artifacts in the classrooms and hallways reference the mission, vision, and values

Evidence:**Implementation Level:****Key Practice:**

Regular campus climate surveys assess and measure progress on student and staff experiences.

Success Criteria:

- Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators

Evidence:**Implementation Level:****Essential Action Reflection:**

There is currently no evidence of any key practice

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

There is currently no evidence of any key practice

Essential Action 5.1: Effective classroom routines and instructional strategies.

Key Practice:

Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Success Criteria:

- Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on classroom culture and management.
- Teachers and campus leaders use a framework for classroom management that contains high leverage practices.
- Teachers spend each minute of class purposefully, maximizing instruction from entrance to exit, using a set of teacher and student-led procedures and routines (e.g., Do Now, in-class transitions, materials management, etc).
- Teachers build strong relationships with students through a variety of means, including establishing high expectations for all students, using encouraging the affirming tone and language, and implementing restorative practices.

Evidence:

Implementation Level:

Key Practice:

Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.

Success Criteria:

- Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans and effective formative assessments.
- Teachers and campus leaders use a framework for instruction, including instructional materials use, that contains high leverage practices.
- Clear protocols ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage "productive struggle" such as: use of wait time, encouraging discourse, and requiring evidence to support claims.
- Teachers consider IEP goals, EL goals and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution.

Evidence:

Implementation Level:

Key Practice:

Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Success Criteria:

- Leaders provide teachers with ongoing job-embedded professional development, including observation to feedback, to support instruction that is responsive to students' backgrounds (e.g., activating prior knowledge, providing a variety of ways to access class content, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives).
- Campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives.
- Teachers build trust with students through a variety of means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunity for participation.

Evidence:

Implementation Level:

Essential Action Reflection:

There is currently no evidence of any key practice

Essential Action 5.3: Data-driven instruction.

Key Practice:

Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Success Criteria:

- Assessment calendars include windows for data analysis.
- Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions.
- Coaching and support of teachers is informed by data.

Evidence:

Implementation Level:

Key Practice:

Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Success Criteria:

- Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills.
- Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding.
- Plan the Reteach: Plan an exemplar for the reassessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date.
- Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong.

- Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review.

Evidence:

Implementation Level:

Key Practice:

Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Success Criteria:

- Master schedule includes at least one block weekly for teacher teams to meet.
- Teacher team meeting agendas are developed utilizing a common protocol.
- Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery.

Evidence:

Implementation Level:

Key Practice:

Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.

Success Criteria:

- All classrooms include at least one visible student progress tracking artifact, which is regularly updated.
- Campus hallways include at least one visible student progress tracking artifact, which is regularly updated.

Evidence:

Implementation Level:

Essential Action Reflection:

There is currently no evidence of any key practice

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: Fully Implemented

Key Practices:

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

Implementation Level: Fully Implemented

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices:

Cycle 4

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders meet weekly to focus on student progress and formative data.

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

Implementation Level: Fully Implemented

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: Fully Implemented

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Fully Implemented

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: We were unable to meet our student achievement goals as established. However, we were aggressive with our goals and still feel that we can meet those goals in Cycle 2. Here is our analysis for each content area below:

All core content areas will be our focus areas for TIL Lesson Alignment and Formative Assessment including ongoing coaching and support.

We were able to meet our "Closing the Gap" targets which was a wonderful celebration.

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: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: TPHS El Paso West Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment tool, to determine that the assessment calendar does not demonstrate scheduled times for reteach, no scope and sequence was observed, and all the components for high quality instructional materials are not present including high quality assessments aligned to the rigor of the standard, essential questions, and differentiated pathways for diverse learners. It is also noted that teachers reported inconsistent lesson plan feedback with very little detail or action steps. Finally, there is no identified HQIM for content areas. 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. The focus on this area is also due to work on the ESF Focused grant and year 2 goals for improvement with the implementation of TIL Formative Assessment.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS El Paso West 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 Lesson Alignment (LA) and Formative Assessment (FO). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Master Teacher on Formative Assessment. There will also be a refresher training on Lesson Alignment conducted in the Summer 2022. Ongoing implementation support will be provided to the DCSI, Principal, and Master Teacher to ensure implementation of Lesson Alignment and Formative Assessment.. 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 19 and TPHS El Paso East have a Lesson Alignment and Formative Assessment 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 Lesson Alignment and Formative Assessment 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 19 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 Formative Assessment 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: (Updated on 12/12/2022) The Campus Leadership Team (CLT) will ensure that 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. Full implementation of this goal will be evidenced by utilizing the TIL Lesson Alignment Tool which will measure lesson objective and exit ticket alignment and alignment to HQIM documents.

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: (Updated on 12/12/2022) By the end of the first 90 days, the Texas Instructional Leadership (TIL) Lesson Alignment refresher training for teachers will be completed along with new administrative leadership. One on-site visit with TIL ESC 19 team for coaching for Principal and DCSI will occur with identified action step. Fidelity of implementation will be evidenced by Principal Action Step Tracker, completed TIL Lesson Alignment training, and evidence of Lesson Alignment Tool being utilized as a feedback system for teachers.

District Actions: District staff will ensure that contacts for ESC 19 TIL Lesson Alignment and Formative Assessment are assigned and that the initial training is calendared and conducted during this 90 day cycle. Also, DCSI will conduct bi monthly meetings with Principal to assist in any barriers that are being experienced. DCSI will have ongoing communication between Master Teacher monthly via Zoom.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We are excited to report that we were able to meet our 90 Day Goal for EA 5.1. We were able to provide the refresher TIL Lesson Alignment Training with additional "at bat" practice sessions, multiple on-site visits where principals were coaching and provide actions steps with follow up coaching. ESC assisted and served as coaching during the time that Mr. Carothers, DCSI was out on medical leave so we were able to meet all the action steps and meet this 90-Day goal.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Our biggest challenge will be ensuring the implementation of the district selected HQIM.	Action Step 3	By having the ongoing support of ESC 19 or the specific HQIM company, teachers will have the support they need to implementing the curriculum with fidelity.
New administrator at the campus and necessary support from ESC 19 and DCSI to ensure effective implementation of HQIM and TIL practices including ongoing coaching for the principal.	Action Step 2, Action Step 4	Provides embedded support, training and ongoing coaching for the principal to address concerns, issues, and adjust in real-time and effectively to make the most impact on instruction and student learning.

Step 1 Details	Formative Reviews
<p>Action Step 1: Deliver the two-day initial TIL Formative Assessment professional development DCSI, Principal, and Teacher to launch in the Fall of 2022. Also conduct a Lesson Alignment refresher training for those campus members who are new to the campus or did not attend in 2021-2022.</p> <p>Evidence Used to Determine Progress: ESC 19 documents demonstrating attendance and participation in training sessions completed by ESC 19 calendar and schedule template. This template will also be approved by DCSI.</p> <p>Person(s) Responsible: DCSI, Principal</p> <p>Non-Funded Resources Needed: ESC 19 TIL LAFA Team</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: September 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Note</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Define, order, and accept deliver for all HQIM for ELA, Math, Science, and Social Studies.</p> <p>Evidence Used to Determine Progress: Arrival of books and digital materials.</p> <p>Person(s) Responsible: DCSI, Curriculum & Instruction Specialist, and Principal</p> <p>Non-Funded Resources Needed: Contacts at selected HQIM.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 1, 2022 - Frequency: One Time - Evidence Collection Date: September 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Ongoing contracts for HQIM support for Odell ELA, Carnegie Math, SAVVAS Science, and Harcourt Social Studies so teachers have have one-to-one professional development with the developer of the materials to support implementation</p> <p>Evidence Used to Determine Progress: Completed contracts for professional development and support through the company of local ESC.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Non-Funded Resources Needed: Quotes and cost needs from company or local ESC.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: Ongoing coaching by DCSI, ESC 19 on the implementation of HQIM and TIL formative assessment</p> <p>Evidence Used to Determine Progress: Coaching scripts and videos.</p> <p>Person(s) Responsible: DCSI and ESC 19</p> <p>Non-Funded Resources Needed: TIL and ESC 19</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 29, 2022 - Frequency: Ongoing - Evidence Collection Date: November 25, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Cycle 1 - (Sept – Nov)

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: TPHS El Paso West Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment tool, to determine that training and ongoing support on HQIM is a plan of action currently in place at the the instructional leadership level to enhance research-based teaching practices and critical thinking skills. If the campus implements a system of observing and providing teachers feedback on instructional practices regarding campus instructional leaders providing training and ongoing support so that teachers effectively use high quality instructional materials and research-based teaching practices that promote critical thinking skills and include differentiated and scaffolded supports for students then the campus will more effectively move student outcomes forward and the campus will achieve full implementation on the key practice for Effective Schools Framework Lever 5.1. This will also continue to improve student outcomes for the campus.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS El Paso West campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Observation & Feedback (OF), Lesson Alignment (LA), and new module of Formative Assessment (FA). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Campus Instructional Officer for TIL Observation & Feedback module. TPHS El Paso west will continue to implement TIL Lesson Alignment from 2021-2022 academic year and will refine Observation and Feedback systems based on the TIL Principal Action Steps document. Consist monitoring of TIL Observation & Feedback and Lesson Alignment implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL Formative Assessment module. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 19 and TPHS El Paso East have a Lesson Alignment and Formative Assessment 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 Formative Assessment and the continuation of Lesson Alignment and Observation & 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 19 agreement. Once the agreement is signed, district and campus leadership will attend three days of face-to-face TIL Formative Assessment 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 Formative Assessment 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: (Updated on 12/12/2022) The Campus Leadership Team (CLT) will ensure that by May 2023, the Master Teacher will be providing weekly coaching through weekly observation and feedback system with action steps to teachers using the TIL Observation and Feedback cycles focusing on effectively using the selected high quality instructional materials to improve teaching practices and promote critical thinking. Fidelity of implementation of this goal will be evidenced by TIL coaching scripts and coaching video.

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, 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 within the the district identified HQIM. This will be accomplished by providing teachers with a campus master schedule that includes their planning time and additional targeted professional development in lesson alignment.

District Actions: Sign ESC 19 TIL Lesson Alignment and Formative Assessment Year 2 agreement. DCSI will attend the two-day face-to-face TIL Formative Assessment training with the CLT and the one-day TIL Formative Assessment DCSI specific training from ESC 19. DCSI will meet monthly with the Master Teacher to address specific needs in lesson planning and address potential challenges. DCSI will also meet bi-weekly with Principal to address any concerns and implementation barriers and resolve barriers.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We did met our 90-day outcome for EA 5.1. We were able to have the Master Teacher work and coach teachers around lesson planning and aligning lesson planning to training provided by HQIM resources with a strong focus on lesson alignment, exit ticket, success criteria, and exit tickets.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers and staff feeling overwhelmed and struggling to focus on what is important for this essential action.	Action Step 2	By having a scheduled plan of support will allow the staff to minimize the change into smaller bite-sized chunks that are manageable.
Teachers and staff feeling overwhelmed and struggling to focus on what is important for this essential action.	Action Step 5	By having ongoing support from ESC 19 TIL LAFA team on campus to collect evidence, coaching DCSI/Principals, the campus can consistently look at where they are in implementation and take appropriate action steps.
The need for DCSI, principal and Master Teacher to be supported through the process of change.	Action Step 4	By having the ongoing training and support for leadership will improvement commitment and leadership skill and coaching teachers and moving instruction forward.

Step 1 Details	Formative Reviews
<p>Action Step 1: Deliver the two-day initial TIL Formative Assessment professional development DCSI, Principal, and Teacher to launch in the Fall of 2022. Also conduct a Lesson Alignment refresher training for those campus members who are new to the campus or did not attend in 2021-2022.</p> <p>Evidence Used to Determine Progress: ESC 19 documents demonstrating attendance and participation in training sessions completed by ESC 19 calendar and schedule template. This template will also be approved by DCSI.</p> <p>Person(s) Responsible: DCSI, Principal</p> <p>Non-Funded Resources Needed: ESC 19 TIL LAFA Team</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: September 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Calendar the PLC meetings, Interim Assessments, and teacher observations and feedback cycles for the school year, and structure the PLC agenda and summary documents.</p> <p>Evidence Used to Determine Progress: PLC Calendar with specific dates for all content area PLC every 3 weeks, Agenda and Summary Documents from the first 2 PLCs that were conducted during this cycle.</p> <p>Person(s) Responsible: DCSI, Principal, Master Teacher CLT</p> <p>Non-Funded Resources Needed: Exemplars, Agendas and Summary Documents Instructional Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: September 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Conduct and collect BOY data for all STAAR tested subject areas and use PLC to review BOY data.</p> <p>Evidence Used to Determine Progress: BOY Data Reports</p> <p>Person(s) Responsible: PEIMS, District Testing Coordinator, Master Teacher, Principal</p> <p>Non-Funded Resources Needed: Access and student data uploads into the BOY Assessment system</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: September 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: Implement Day 3 of TIL LAFA bases content and first LAFA Lab with ESC 19 TIL Team.</p> <p>Evidence Used to Determine Progress: LAFA Professional Development Certificates and LAFA Lab Results</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Non-Funded Resources Needed: ESC 19 TIL LAFA Team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 16, 2022 - Frequency: One Time - Evidence Collection Date: October 21, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: ESC 19 TIL LAFA Team onsite data collection visit and action step development.</p> <p>Evidence Used to Determine Progress: Calendar and results of ESC 19 TIL LAFA onsite visit.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Non-Funded Resources Needed: ESC 19 TIL LAFA Team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: We were unsuccessful in reaching any of our Cycle 2 formative goals in Reading, Mathematics, Science, or Social Studies. Although we did not meet our Cycle 2 formative goals in Reading (Approaches -30%, Meets -22%, and Masters -7%), our students' performance increased from Cycle 1 to Cycle 2. We saw an increase from Cycle 1 to Cycle 2 at the Approaches performance level (+25%) and at the Meets performance level (+3%). We declined from Cycle 1 to Cycle 2 at the Meets performance level (-4%). We did not meet our Cycle 2 formative goals in Mathematics (Approaches -74%, Meets -75%, Masters -38%) and our students' performance decreased at all performance levels from Cycle 1 to Cycle 2 (Approaches decreased by 13%, Meets decreased by 3%, and there was no change at the Masters performance level). Although we did not meet our Cycle 2 formative goals in Science (Approaches -16%, Meets -35%, Masters -18%, our students' performance increased at the Approaches level from Cycle 1 to Cycle 2 by (+18%). We did not meet our Cycle 2 formative goals in Social Studies (Approaches -66%, Meets -18%, Masters -3%) and our students' performance decreased at all performance levels from Cycle 1 to Cycle 2 (Approaches decreased by 24%, Meets decreased by 18%, and Masters decreased by 3%).

We met our Closing the Gap Focus 1 goal, but we did not reach our Closing the Gap Focus 2 goal.

As we move into Cycle 3 there will be an emphasis on aligning the rigor of our formative assessments to the STAAR exam. Additionally, we will increase the frequency of support with our mathematics teacher in order to address deficiencies evident in our Cycle 2 data. Finally, it is important to note that our December 2022 STAAR data showed that 39%-92% (percentages vary by content) of students scored at least at the Approaches level. Therefore, our sample size for Cycle 2 decreased dramatically for each content area. We still feel confident in the progress we have made, given that our student performance goals were aggressive for this Cycle.

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: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: TPHS El Paso West Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment tool, to determine that the assessment calendar does not demonstrate scheduled times for reteach, no scope and sequence was observed, and all the components for high quality instructional materials are not present including high quality assessments aligned to the rigor of the standard, essential questions, and differentiated pathways for diverse learners. It is also noted that teachers reported inconsistent lesson plan feedback with very little detail or action steps. Finally, there is no identified HQIM for content areas. 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. The focus on this area is also due to work on the ESF Focused grant and year 2 goals for improvement with the implementation of TIL Formative Assessment.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS El Paso West 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 Lesson Alignment (LA) and Formative Assessment (FO). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Master Teacher on Formative Assessment. There will also be a refresher training on Lesson Alignment conducted in the Summer 2022. Ongoing implementation support will be provided to the DCSI, Principal, and Master Teacher to ensure implementation of Lesson Alignment and Formative Assessment. 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 19 and TPHS El Paso East have a Lesson Alignment and Formative Assessment 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 Lesson Alignment and Formative Assessment 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 19 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 Formative Assessment 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: (Updated on 12/12/2022) The Campus Leadership Team (CLT) will ensure that 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. Full implementation of this goal will be evidenced by utilizing the TIL Lesson Alignment Tool which will measure lesson objective and exit ticket alignment and alignment to HQIM documents.

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: (Updated 12/12/2022) The Campus Leadership Team (CLT) will ensure that by the end of the second 90-day cycle, all teachers will receive weekly feedback and coaching with specific action steps aligned to the implementation of district approved HQIM. This will be accomplished by using the TIL Observation & Feedback protocols. Fidelity of implementation will consist of coaching scripts and coaching video.

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

Did you achieve your 90 day outcome?: Yes

Why or why not?: The Campus Leadership Team (CLT) ensured that all teachers received feedback and coaching with specific action steps by using the TIL Observation & Feedback protocols.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Staying consistent to a calendar and schedule and protocols of the TIL Observation and Feedback system.	Action Step 3, Action Step 4	Ensuring that there is strong communication between district office/DCSI and the campus to support the implementation of Action Steps will ensure the success of this area.

Step 1 Details	Formative Reviews
<p>Action Step 1: Ongoing coaching of core content teachers with math being a priority. Weekly coaching of teachers by Master Teacher, twice monthly coaching of the Instructional Officer, Monthly coaching of the Principal, and monthly coaching of the Instructional Officer/DCSI.</p> <p>Evidence Used to Determine Progress: Coaching scripts and coaching video.</p> <p>Person(s) Responsible: Master Teacher, Principal, and DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 9, 2023 - Frequency: Ongoing - Evidence Collection Date: February 24, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The coaching from the DCSI to the Principal was disrupted due to staff changes at the corporate level in February.</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: DCSI/Principal led professional development on January 2nd and 3rd for 1/2 day each to build in an "at bat" and fluency of lesson objective development aligned with the K/S chart.</p> <p>Evidence Used to Determine Progress: Training agenda and materials and sign in sheets.</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 12, 2022 - Frequency: One Time - Evidence Collection Date: January 12, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Monthly Master Teacher meetings with DCSI and district leaders to address fidelity of implementation, key action steps, and resolve barriers.</p> <p>Evidence Used to Determine Progress: Agendas, calendared meetings, meeting summaries</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 5, 2022 - Frequency: Ongoing - Evidence Collection Date: February 24, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: Bi-weekly Principal support meetings to address implementation barriers, needs, and supports.</p> <p>Evidence Used to Determine Progress: Meeting minutes, agendas, calendared meeting dates and times.</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 5, 2022 - Frequency: Ongoing - Evidence Collection Date: February 24, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: ESC TIL Team Site-Visit and Practice Lab for Lesson Alignment</p> <p>Evidence Used to Determine Progress: Principal Action Steps Tracker</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 9, 2023 - Frequency: Quarterly - Evidence Collection Date: February 24, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: ESC TIL Team Site-Visit was conducted, but no evidence of a practice for Lesson Alignment.</p>

Cycle 2 - (Dec – Feb)

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: TPHS El Paso West Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment tool, to determine that training and ongoing support on HQIM is a plan of action currently in place at the the instructional leadership level to enhance research-based teaching practices and critical thinking skills. If the campus implements a system of observing and providing teachers feedback on instructional practices regarding campus instructional leaders providing training and ongoing support so that teachers effectively use high quality instructional materials and research-based teaching practices that promote critical thinking skills and include differentiated and scaffolded supports for students then the campus will more effectively move student outcomes forward and the campus will achieve full implementation on the key practice for Effective Schools Framework Lever 5.1. This will also continue to improve student outcomes for the campus.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS El Paso West campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Observation & Feedback (OF), Lesson Alignment (LA), and new module of Formative Assessment (FA). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Campus Instructional Officer for TIL Observation & Feedback module. TPHS El Paso west will continue to implement TIL Lesson Alignment from 2021-2022 academic year and will refine Observation and Feedback systems based on the TIL Principal Action Steps document. Consist monitoring of TIL Observation & Feedback and Lesson Alignment implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL Formative Assessment module. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 19 and TPHS El Paso East have a Lesson Alignment and Formative Assessment 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 Formative Assessment and the continuation of Lesson Alignment and Observation & 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 19 agreement. Once the agreement is signed, district and campus leadership will attend three days of face-to-face TIL Formative Assessment 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 Formative Assessment 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: (Updated on 12/12/2022) The Campus Leadership Team (CLT) will ensure that by May 2023, the Master Teacher will be providing weekly coaching through weekly observation and feedback system with action steps to teachers using the TIL Observation and Feedback cycles focusing on effectively using the selected high quality instructional materials to improve teaching practices and promote critical thinking. Fidelity of implementation of this goal will be evidenced by TIL coaching scripts and coaching video.

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: Updated 12/12/2022) The Campus Leadership Team (CLT) will ensure that by the end of the second 90-day cycle, the campuses 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. This will all be aligned within the content of the district approved HQIM. Fidelity of implementation will be evidenced by Lesson Alignment Tool feedback to teachers along with coaching scripts and coaching video.

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-visits to engage in collaborative coaching with Master Teacher and CLT.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The Campus Leadership Team (CLT) ensured that the campus leaders collaborated with all teachers on developing quality daily formative assessments aligned to the rigor of the daily objective so that teachers are producing lesson plans that have a strong alignment between daily objectives and the daily assessment.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Implementation of new learning in TIL Formative Assessment while still focusing on Lesson Alignment will be a challenge.	Action Step 3	This action step will support the challenge with the support of ESC 19 TIL Team along with DCSI providing support to the campuses and problem solving barriers and providing "at bat" practice in real-time.

Step 1 Details	Formative Reviews
<p>Action Step 1: Day 4 of Formative Assessment Training</p> <p>Evidence Used to Determine Progress: Completed training with ESC 19 TIL Team.</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 12, 2022 - Frequency: One Time - Evidence Collection Date: February 10, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None.</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: DCSI and Master Teacher review of lesson plans and feedback w/action steps. (monthly)</p> <p>Evidence Used to Determine Progress: Agendas, meeting calendared dates and times, and meeting summaries including action steps for Master Teacher.</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 2, 2023 - Frequency: Ongoing - Evidence Collection Date: February 24, 2023</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Staff changes at the corporate office level disrupted this action-step. C&I monthly meetings resumed in February and DCSI and Master Teachers were able to review this action step.</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: TIL Formative Assessment module site-visit and practice labs with Principal action steps.</p> <p>Evidence Used to Determine Progress: Principal Action Steps Tracker</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: Quarterly - Evidence Collection Date: February 24, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: ESC TIL Team Site-Visit was conducted, but no evidence of a practice for Lesson Alignment.</p>

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: We were able to reach our target for students scoring at least at the Approaches level for Mathematics and Science. Although we did not meet our targets for the other performance level and/or subjects, we feel that given our ambitious goals, our campus has made significant strides in increasing student learning during this cycle.

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: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: TPHS El Paso West Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment tool, to determine that the assessment calendar does not demonstrate scheduled times for reteach, no scope and sequence was observed, and all the components for high quality instructional materials are not present including high quality assessments aligned to the rigor of the standard, essential questions, and differentiated pathways for diverse learners. It is also noted that teachers reported inconsistent lesson plan feedback with very little detail or action steps. Finally, there is no identified HQIM for content areas. 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. The focus on this area is also due to work on the ESF Focused grant and year 2 goals for improvement with the implementation of TIL Formative Assessment.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS El Paso West 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 Lesson Alignment (LA) and Formative Assessment (FO). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Master Teacher on Formative Assessment. There will also be a refresher training on Lesson Alignment conducted in the Summer 2022. Ongoing implementation support will be provided to the DCSI, Principal, and Master Teacher to ensure implementation of Lesson Alignment and Formative Assessment. 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 19 and TPHS El Paso East have a Lesson Alignment and Formative Assessment 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 Lesson Alignment and Formative Assessment 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 19 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 Formative Assessment 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: (Updated on 12/12/2022) The Campus Leadership Team (CLT) will ensure that 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. Full implementation of this goal will be evidenced by utilizing the TIL Lesson Alignment Tool which will measure lesson objective and exit ticket alignment and alignment to HQIM documents.

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 the 90 days, 100% of teachers will be receiving weekly coaching from the Master Teacher and support in implementing HQIM and high-quality instructional delivery. This goal is supported by TIL Observation and Feedback protocols. Evidence towards this goal will be gathered through coaching scripts, meeting calendars, and meeting notes or agendas.

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 barriers that may arise during the 90-day cycle. Finally, the DCSI will make site-visits to engage in collaborative coaching with Master Teacher and CLT.

Did you achieve your 90 day outcome?: Yes

Why or why not?: he campus instructional leaders provided all teachers with weekly support in planning and delivery aligned to our HQIM. Moving forward, these systems will remain in order to ensure all teachers are provided with structured support each week.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Staying consistent with the coaching and feedback calendar.	Action Step 2, Action Step 3, Action Step 4	Ensuring that there is strong communication between district office/DCSI and the campus to support the implementation of Action Steps will ensure the success of this area.

Did you achieve your annual outcome?: Yes

Why or why not?: The campus leadership team ensured that all campus instructional leaders review lesson plans and provide feedback on a bi-weekly basis. The campus instructional leaders provided lesson planning support using the TIL Lesson Alignment and Formative Assessment model. Moving forward, these systems will remain in order to ensure all teachers are provided with structured support each week.

Step 1 Details	Formative Reviews
<p>Action Step 1: Weekly coaching by Master Teacher to core content teachers with math being a priority to address deficiencies evident in Cycle 2 benchmark data.</p> <p>Evidence Used to Determine Progress: Coaching and feedback calendar</p> <p>Person(s) Responsible: Master Teacher</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: March 1, 2023 - Frequency: Weekly - Evidence Collection Date: May 19, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: Continue ongoing bi-monthly coaching of the Principal to the Instructional Officer, monthly coaching of the DCSI to the Principal, and monthly coaching of the ESC to the DCSI.</p> <p>Evidence Used to Determine Progress: Coaching script and coaching video</p> <p>Person(s) Responsible: Principal and DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: May 19, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Monthly Master Teacher meetings with DCSI and district leaders to address fidelity of implementation, key action steps, and resolve barriers.</p> <p>Evidence Used to Determine Progress: Agendas, calendared meetings, meeting summaries</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Bi-weekly Principal support meetings to address implementation barriers, needs, and supports.</p> <p>Evidence Used to Determine Progress: Meeting minutes, agendas, calendared meeting dates and times.</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Formative Reviews
<p>Action Step 5: ESC TIL Team Site-Visit and the DCSI to collect data on the implementation of TIL processes.</p> <p>Evidence Used to Determine Progress: Principal Action Steps Tracker, travel records</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: March 1, 2023 - Frequency: Quarterly - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: TPHS El Paso West Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment tool, to determine that training and ongoing support on HQIM is a plan of action currently in place at the the instructional leadership level to enhance research-based teaching practices and critical thinking skills. If the campus implements a system of observing and providing teachers feedback on instructional practices regarding campus instructional leaders providing training and ongoing support so that teachers effectively use high quality instructional materials and research-based teaching practices that promote critical thinking skills and include differentiated and scaffolded supports for students then the campus will more effectively move student outcomes forward and the campus will achieve full implementation on the key practice for Effective Schools Framework Lever 5.1. This will also continue to improve student outcomes for the campus.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS El Paso West campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Observation & Feedback (OF), Lesson Alignment (LA), and new module of Formative Assessment (FA). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Campus Instructional Officer for TIL Observation & Feedback module. TPHS El Paso west will continue to implement TIL Lesson Alignment from 2021-2022 academic year and will refine Observation and Feedback systems based on the TIL Principal Action Steps document. Consist monitoring of TIL Observation & Feedback and Lesson Alignment implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL Formative Assessment module. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 19 and TPHS El Paso East have a Lesson Alignment and Formative Assessment 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 Formative Assessment and the continuation of Lesson Alignment and Observation & 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 19 agreement. Once the agreement is signed, district and campus leadership will attend three days of face-to-face TIL Formative Assessment 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 Formative Assessment 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: (Updated on 12/12/2022) The Campus Leadership Team (CLT) will ensure that by May 2023, the Master Teacher will be providing weekly coaching through weekly observation and feedback system with action steps to teachers using the TIL Observation and Feedback cycles focusing on effectively using the selected high quality instructional materials to improve teaching practices and promote critical thinking. Fidelity of implementation of this goal will be evidenced by TIL coaching scripts and coaching video.

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, 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.

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 campus leadership team worked alongside all teachers in order to plan differentiated instructional pathways that are aligned to the daily lesson objective and lesson assessment. The Master Teacher provided lesson planning support to all teachers using various instructional delivery resources during planning/conference periods and during PLCs.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
New DCSI is unfamiliar with Lesson Alignment and Formative Assessment modules.	Action Step 1, Action Step 3	These action steps will prepare the DCSI to provide effective feedback on the implementation of TIL Processes.

Did you achieve your annual outcome?: Yes

Why or why not?: The campus instructional leaders provided feedback to all teachers using the TIL Observation and Feedback model. The frequency of observation and feedback cycles increase as the year progressed, and the Master Teacher provided feedback on a weekly basis towards the final cycle of the school year.

Step 1 Details	Formative Reviews
<p>Action Step 1: Formative Assessment training for DCSI in order to increase fluency with TIL processes. Evidence Used to Determine Progress: Completed with Education Service Center TIL Team Person(s) Responsible: DCSI Non-Funded Resources Needed: Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Quarterly - Evidence Collection Date: April 7, 2023</p>	<p>Progress toward Action Steps: Met Necessary Adjustments/Next Steps:</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: Monthly DCSI and Master Teacher review of lesson plans and feedback with action steps with math being a priority.</p> <p>Evidence Used to Determine Progress: Agendas, meeting calendared dates/times and meeting summaries including action steps for Master Teacher</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: May 19, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: TIL Formative Assessment module site-visit and practice labs with Principal action steps to collect data on the implementation of TIL processes.</p> <p>Evidence Used to Determine Progress: Principal Action Step Tracker</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Quarterly - Evidence Collection Date: May 19, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 4 - (Jun – Aug)

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: The TPHS El Paso West Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Self Assessment to determine that campus instructional leaders have clear, written, and transparent roles and responsibilities. However, there is a need for campus instructional leaders to meet weekly to discuss student progress and formative data. This key practice will directly support the development of essential actions 1.1 and 5.3 which contain elements of student data monitoring. By focusing on student progress and formative data, TPHS El Paso West aims to track the improvement of student outcomes throughout the course of the 2023-2024 school year.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: ESC 19 and TPHS RGV El Paso East have a Data Driven Instruction implementation plan addressing the training schedule, coaching component, and on-site support and feedback touchpoints. By using data gathered through the TIL Data-Driven Instruction model and campus- and district-level assessments, the CLT team will create a protocol to review and discuss key student progress and formative data.

Desired 90-day Outcome: By the end of August 2023, the Campus Leadership Team (CLT) will ensure weekly CLT meetings are scheduled for the 2023-2024 school year. The CLT will create clear protocols for analyzing student progress and formative data.

District Actions: The DCSI will assist in the development of CLT meeting protocols for the purpose of analyzing student progress and formative data. The DCSI will attend a weekly CLT meeting during the month of August.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
A challenge will be finding time for CLT meetings to occur weekly.	Action Step 1, Action Step 2	Scheduling CLT meetings at the beginning of the year will prepare the CLT to make necessary adjustments if necessary, and continue to meet weekly.

Step 1 Details	Formative Reviews
<p>Action Step 1: Write a CLT meeting protocol to analyze student progress and formative data by the end of August 2023. CLT Meeting protocol will be used throughout the duration of the 2023-2024 school year.</p> <p>Evidence Used to Determine Progress: CLT meeting protocol and agendas</p> <p>Person(s) Responsible: DCSI, Campus Principal, and Instructional Coach</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 1, 2023 - Frequency: One Time - Evidence Collection Date: August 31, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Create an Instructionally Focused Calendar that includes weekly CLT meeting dates by the end of August 2023.</p> <p>Evidence Used to Determine Progress: Calendar (Google Calendar)</p> <p>Person(s) Responsible: DCSI, Campus Principal, and Instructional Coach</p> <p>Non-Funded Resources Needed: Google Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 1, 2023 - Frequency: One Time - Evidence Collection Date: August 31, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Conduct two CLT meetings by the end of August 2023. The DCSI will attend at least one of these meetings.</p> <p>Evidence Used to Determine Progress: CLT meeting agenda and sign-in sheets.</p> <p>Person(s) Responsible: DCSI, Campus Principal, and Instructional Coach</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 1, 2023 - Frequency: One Time - Evidence Collection Date: August 31, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 4 - (Jun – Aug)

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The TPHS El Paso West Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Self Assessment 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 creating an exemplar, identifying the conceptual and procedural gaps, planning and practicing the reteach, writing the corrective instruction action plan, and planning 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 the educators they manage. TIL consists of a suite of training 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 with the best practices described in the Effective School Framework. ESC 19 and TPHS RGV El Paso West have a Data Driven Instruction implementation plan addressing the training schedule, coaching component, and on-site support and feedback touchpoints.

Desired 90-day Outcome: By the end of August 2023, the Campus Leadership Team (CLT) will ensure that the DDI calendar for the year is completed, initial training for TIL DDI training from ESC 19 has been completed by all CLT members and DCSI. This goal will be evidenced by the development of an Instructionally Focused Calendar to identify DDI dates, DDI initial coaching dates, and plans for the DCSI and ESC 19 TIL team to conduct campus site-visits.

District Actions: District staff will ensure that contracts for ESC 19 TIL Data Driven Instruction contract is signed and that the initial training is calendared and conducted during this 90-day cycle. DCSI will conduct bimonthly meetings with Principal to assist in any barriers that are being experienced. DCSI will ensure that there is a share Google Drive and Google Calendar so that monitoring of activities can be efficiently and effectively managed. Finally, DCSI will have ongoing communication between Instructional Coach and Campus Principal monthly via Zoom.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Potential challenges include the following: Adhering to the calendar that is established for TIL Data Driven Instruction. Assisting instructional leaders (Principal & Master Teacher) in creating and managing the campus-specific Instructionally Focused Calendar to meet all the areas will be essential.	Action Step 1, Action Step 2, Action Step 3	The calendar will be established at the start for 2023-2024 school year. We will also schedule meetings with district leaders to address challenges that arise throughout the school year.

Step 1 Details	Formative Reviews
<p>Action Step 1: DCSI, Principal, and Instructional Coach will attend Texas Instructional Leadership Data Driven Instruction training provided by the ESC 19 TIL Team by the end of August 2023.</p> <p>Evidence Used to Determine Progress: Signed agreement with ESC 19 TIL team and sign-in sheets.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 1, 2023 - Frequency: One Time - Evidence Collection Date: August 31, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: The DCSI, Campus Principal, and Instructional Coach will develop a DDI Implementation Calendar for the 2023-2024 school year including DDI meeting dates and quarterly implementation site-visits to be conducted by the DCSI and ESC 19 TIL team.</p> <p>Evidence Used to Determine Progress: Calendar (Google Calendar)</p> <p>Person(s) Responsible: DCSI, Campus Principal, and Instructional Coach</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 1, 2023 - Frequency: One Time - Evidence Collection Date: August 31, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: Schedule monthly meetings with the DCSI to monitor the implementation of the TIL DDI process.</p> <p>Evidence Used to Determine Progress: Calendar (Google Calendar)</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 1, 2023 - Frequency: One Time - Evidence Collection Date: August 31, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rate	Cycle 1			Cycle 2			2023 Accountability Goal	
												Formative Assessment Type	Formative Goal	Actual Results	Formative Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	55	33	48	N/A	Interim Assessment	60	20	Interim Assessment	75	45	80	59
			All	All	Reading	Meets	STAAR	55	21	28	N/A	Interim Assessment	40	20	Interim Assessment	45	23	50	29
			All	All	Reading	Masters	STAAR	55	0	0	N/A	Interim Assessment	5	4	Interim Assessment	7	0	100	0
			All	All	Mathematics	Approaches	STAAR	36	100	100	N/A	Interim Assessment	100	39	Interim Assessment	100	26	100	89
			All	All	Mathematics	Meets	STAAR	36	14	67	N/A	Interim Assessment	70	3	Interim Assessment	75	0	80	21
			All	All	Mathematics	Masters	STAAR	36	0	33	N/A	Interim Assessment	35	0	Interim Assessment	38	0	40	5
			All	All	Science	Approaches	STAAR	40	50	64	N/A	Interim Assessment	70	41	Interim Assessment	75	59	80	96
			All	All	Science	Meets	STAAR	40	10	18	N/A	Interim Assessment	25	3	Interim Assessment	35	0	40	29
			All	All	Science	Masters	STAAR	40	0	9	N/A	Interim Assessment	12	3	Interim Assessment	18	0	20	0
			All	All	Social Studies	Approaches	STAAR	54	61	84	N/A	Interim Assessment	90	53	Interim Assessment	95	29	100	94
			All	All	Social Studies	Meets	STAAR	54	17	37	N/A	Interim Assessment	40	18	Interim Assessment	48	0	55	46
All	All	Social Studies	Masters	STAAR	54	11	0	N/A	Interim Assessment	8	3	Interim Assessment	16	0	20	0			
Closing the Gaps	Focus 1	Graduation Rate Status	All	Econ Disadv	Graduation Rate	N/A	Graduation Rate	N/A	54	54	100	Other	65	70	Other	70	78	75	78
	Focus 2	Academic Achievement	All	All Students	ELA	N/A	ELA	N/A	25	25	100	Interim Assessment	30	49	Interim Assessment	40	23	50	29

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 Formative Goal	Cycle 2 Actual Result	Summative Goal	Summative Actual Result
Academic Growth	ELAR	All	STAAR	3	Did Not Meet	33	15	65	10	56	5	41
					Approaches	33	20	15	15	45	10	59
					Meets	33	45	17	55	23	60	29
					Masters	0	10	4	20	0	30	0
	Math	All	STAAR	1	Did Not Meet	0	0	57	0	74	0	11
					Approaches	100	50	39	30	26	20	89
					Meets	0	30	3	40	0	50	21
					Masters	0	20	0	25	0	30	5

Addendums

Teacher Name/Subject	Week of	Name the Gap	Action Steps	Notes	Week of	Name the Gap
Jane Doe	9/14	LO Manageable - can be taught in one day	Objective needs to cover no more than one day	Will follow up on	9/21	LO Manageable - can be taught in one day
Ms. Mendoza/Science	8/15	LO Aligns to Instructional Planning		Will follow upon	8/22	LO Aligns to Instructional Planning
Ms. Mendoza/Science-West	8/29/22	LO Aligns to Instructional Planning	Use a model from the GEF	Follow-up next week.		
Elisa Ruiz/Math	8/25/2022	LO Aligns to Instructional Planning	Unpack the TEKS	Follow-up next week.	8/29	LO Manageable - can be taught in one day
Miriam Baylon/Social Studies	8/30/2022	LO Aligns to Instructional Planning	Unpack the TEKS	follow-up tomorrow	8/29	LO Aligns to Instructional Planning
Andrea Castillo/English	8/21/2022	LO Aligns to Instructional Planning	unpack the standard	next week	9/6/2022	ET Short and sweet - feasible to grade before the next school day
Ines Estroga/master teacher	9/1/2022	ET Short and sweet - feasible to grade before the next	have planning tools ready and follow the way the script is	next week		

Action Steps	Notes	Week of	Name the Gap	Action Steps	Notes	Week of	Name the Gap	Action Steps
Objective needs to cover no more than one day		9/28	LO Manageable - can be taught in one day	Objective needs to cover no more than one day		10/5	LO Manageable - can be taught in one day	Objective needs to cover no more than one day
Unpacking TEKS		8/29	LO Aligns to Instructional Planning					
Objective needs to be aligned to the TEKS								
Break down the TEKS								
Make a manageable exit ticket	Ms. Castillo had created an exit ticket that was not bite size. It was to write a whole essay. Ms. Castillo understood her action step to make her exit ticket short and manageable to grade the next day.	9/12/2022	ET Short and sweet - feasible to grade before the next school day	Make the exit ticket manageable to grade the next day.	Ms. Castillo had assigned an essay again an exit ticket because she was stuck on what to do. We looked at how she broke her TEKS down and saw the next course was to revise. We created a quick checklist using			

Nataltia Mendoza/Science feedback	9/2/2022	SC Lists qualities that must be present to prove mastery of objective	include your success criteria	same day	09/06/22	SC Lists qualities that must be present to prove mastery of objective
Miriam Baylon/ Social Studies feedback	9/2/2022	ET Aligned to the objective and upcoming assessment	Exit ticket must align to objective.	next week	09/06/2022	ET Aligned to the objective and upcoming assessment
Elisa Ruiz/Math observation feedback	09/06/2022	LO Measurable - can know whether or not students mastered the daily objective	Monitor for understanding	next week	09/08/2022	LO Measurable - can know whether or not students mastered the daily objective
Andrea Castillo/English observation, feedback and follow-up	9/6/2022	ET Short and sweet - feasible to grade before the next school day	Make exit ticket bite sized	following week	9/12/2022	ET Short and sweet - feasible to grade before the next school day
Stephanie Espinosa/English observation/feedback	9/9	ET Varied in level of rigor - to help assess the depth of understanding	Make exit ticket rigorous	following week	9/12	ET Varied in level of rigor - to help assess the depth of understanding

Success Criteria	Ms. Mendoza had it done right before I was giving feedback.								
Align exit ticket with objective	Ms. Baylon is working on it. It was aligned for Monday.	9/12/2022	SC Lists qualities that must be present to prove mastery of objective	Add the success criteria on your objective slide.	She did not add the objective slide with success criteria.	10/13/2022			
Check for understanding.	Ms. Ruiz has her aggressive monitoring chart to check on students.								
Make exit ticket bite sized		9/14/2022	ET Short and sweet - feasible to grade before the next school day	Exit ticket is bite sized	Ms. Castillo had a bit of a struggle with her lesson and making it bite	9/15	ET Short and sweet - feasible to grade before the next school day	Exit ticket needed to be bite size.	
Make exit ticket rigorous	Ms. Espinosa create a varied exit ticket, but just missed how the skill would be tested on the STAR exam.	9/12	ET Varied in level of rigor - to help assess the depth of understanding			10/14/2022			

Dalia Olivas/English observation/feedback/ followup	9/9/2022	ER Demonstrates full mastery of objective	Reach the exit ticket that demonstrates mastery.	following week	9/12/2022	ER Demonstrates full mastery of objective
Sylvia Trillo/Science observation/feedback/follow up	9/7/2022	ET Short and sweet - feasible to grade before the next school day	Make exit ticket bite sized	the following week	9/12/2022	ET Short and sweet - feasible to grade before the next school day
Andrea Lopez/English observation/feedback/follow up	9/7/2022	LO Measurable - can know whether or not students mastered the daily objective	Make exit ticket measurable	the following week	9/12/2022	LO Measurable - can know whether or not students mastered the daily objective

Exit ticket is bite sized and small enough to see full mastery.	Ms. Olivas had her STAAR released item ready. She had the students answer it, but needed to go over responses.	9/14/22	ER Demonstrates full mastery of objective	Reach that rigorous exit ticket.	Ms. Olivas did reach her exit ticket on the 13th and explained why the answer was the 14th.	10/13/2022		
Exit ticket is bite sized and small enough to see full mastery.	Ms. Trillo made sure to conclude her lesson with a question that would demonstrate mastery.	9/13/2022	ET Short and sweet - feasible to grade before the next school day	Reach that rigorous exit ticket.	Ms. Trillo did not complete the double bubble map, but she was able to ask a rigorous question about the differences between primary and secondary			
Exit ticket must be bite sized enough to grade the next day and to show mastery	Ms. Lopez made sure to follow the criteria of an exit ticket by making sure the following day it would be measurable, short enough instant feedback, and rigorous.	9/13/2022	LO Measurable - can know whether or not students mastered the daily objective	Make the exit ticket measurable	Ms. Lopez created a rubric that the student would be able to check off what they had in the essay and what they did not.			

Enoc Bordier/Math observation/feedback	9/12/2022	SC Lists qualities that must be present to prove mastery of objective	Create an exit ticket so that students know where they are going.	the following day	9/13/2022	SC Lists qualities that must be present to prove mastery of objective
Bobbie Morales/Social Studies teacher	8/10/2022			Ms. Morales's highest leverage step was to circulate around the room and make sure students are on task.	10/13/2022	
Jocelyne Perez	10/14/2022			Ms. Perez's		
Jaitza Opio-Vargas/ Electives					10/18/2022	
Hector Hernandez					10/11/2022	

Include success criteria				
Mr. Bordier should have created a success criteria, but did not do so.				
Ms. Morales's action step was to be firm : When you want to get the attention of the class, what can we say? " I need everyone to give me five. Thank you, that is what professionals (Harvard) look like."				
Ms. Opio's				
Mr. Hernandez's				

Triumph Public High Schools El Paso - West
TIP Artifact – Cycle 2 Review Submission
Submission: March 3rd, 2023

TIP Artifacts include

- Observation Tools for Lesson Alignment created by the Instructional Officer (Ines Estorga) for Reading teacher (Dalia Olivas) and Math teacher (Jocylene Perez).
- Instructional Officer's (Ines Estorga) coaching and feedback calendar.

Observation Tool: Lesson Alignment

Teacher Name Stephanie Espinosa Date & Time 2/23/2023- 3/2/23

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
Lesson Objective			
Aligns to the Instructional Planning Calendar	✓		(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (B) write responses that demonstrate understanding of texts; (D) paraphrase and summarize texts in ways that maintain meaning and logical order
Rigorous: vocabulary matches the standards, SE, and STAAR questions?	✓		
Manageable: can be taught in one day		✓	They were open-ended questions that took 2-3 days to answer.
Distinct: specific to one lesson and not repeated over multiple days		✓	
Measurable: can know whether or not students mastered the daily objective	✓		Yes, Ms. Espinosa attached a point system to the actual handout.
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment...	✓		Yes, Ms. Espinosa is evaluating whether students understand how to infer, or not.
Exemplar Response			
Contains evidence of all success criteria		✓	Success was not present in the lesson plan, but typically Ms. Espinosa does have her success criteria laid out clearly in her framing the lesson.
Demonstrates full mastery of objective		✓	It is not certain whether the students mastered the lesson at this time since finals came abruptly.
Illuminates work done to solve problem		✓	
Aligns to the exit ticket response	✓		You will identify one sentence from the text that demonstrates the differences between Rebecca Skloot and Deborah Lacks.
Success Criteria			
Specific and concrete		✓	
Aligns to the objective and exemplar response	✓		Why are HeLa cells called "immortal"? HeLa cells are called "immortal" because since the first sample was taken back in 1951, they have continued to multiply. For example, the Skloot states, "they reproduced an entire generation every twenty-four hours, and they never stopped".
Lists qualities that must be present to prove mastery of objective		✓	
Student friendly language		✓	
Measurable or observable in student's response	✓		On her handout, Ms. Espinosa does have a point system present.
Exit Ticket			

Aligned to the objective and upcoming assessment	✓		
Assesses what is most important		✓	While comprehending the text is important, was the author's purpose comprehended by the readers.
Short and sweet: feasible to grade before the next school day			You will identify one sentence from the text that demonstrates the differences between Rebecca Skloot and Deborah Lacks.
Varied in format: gives a complete picture of what students understand		✓	
Varied in level of rigor: to help assess the depth of understanding	✓		Level of rigor did vary. Students had to recall, identify and infer.
Able to be completed independently	✓		
Content/Lesson Activities			
Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		
Classroom Observation			
Is the learning objective on the lesson plan aligned to the lesson happening in the room?	n/a		Although I did not observe this lesson given in the classroom, Ms. Espinosa has framed her lesson based on this learning objective.
Do the teacher and students successfully utilize the exemplar response and criteria to: <ul style="list-style-type: none"> - Provide students with a clear vision of how to be successful? - Monitor learning throughout the lesson? 	n/a		With Ms. Espinosa's exemplar, students should see a clear vision on how to be successful. While monitoring learning throughout the lesson, how successful were the students in mastering this objective?
Do the students complete the exit ticket independently to get a true measure of their learning?	n/a		The students do complete the exit ticket independently. Do we get a true measure of their learning? What tool is used to see this true measure?
Is the content of the lesson generally clear, and paced appropriately?	✓		Yes, the content of the lesson is clear and well-paced.
Are there any content misconceptions that need to be corrected/explored?	Students agree that Henrietta's story is an example of one's rights being violated. The trending misconception could be: Why was her story an example of someone's rights being violated?		
What is the highest leverage Action Step for this teacher?	What do you think your action step should be?		

Observation Tool: Lesson Alignment

Teacher Name Jocelyne Perez Date & Time _2/6 1:00 PM

Lesson Plan Review			
Focus: Alignment	Yes	No	Evidence and/or Follow-up Questions
Lesson Objective			
Aligns to the Instructional Planning Calendar	✓		
Rigorous: vocabulary matches the standards, SE, and STAAR questions?	✓		
Manageable: can be taught in one day	✓		It was a review for a test.
Distinct: specific to one lesson and not repeated over multiple days	✓		
Measurable: can know whether or not students mastered the daily objective		✓	I know students were working, but I do not know if they got it.
Data Driven: rooted in what students need to learn based on analysis of student work, formative assessment...	✓		
Exemplar Response			
Contains evidence of all success criteria		✓	I did not see the success criteria since there was no framing of the lesson since it was a review.
Demonstrates full mastery of objective		✓	The students did not demonstrate mastery while I was in class.
Illuminates work done to solve problem	✓		Teacher would ask if everyone was done with work.
Aligns to the exit ticket response	✓		
Success Criteria			
Specific and concrete	✓		
Aligns to the objective and exemplar response	✓		
Lists qualities that must be present to prove mastery of objective	✓		
Student friendly language	✓		
Measurable or observable in student's response		✓	The day I went to observe there was not an observable response. Today they took their test.
Exit Ticket			
Aligned to the objective and upcoming assessment		✓	
Assesses what is most important		✓	
Short and sweet: feasible to grade before the next school day		✓	
Varied in format: gives a complete picture of what students understand		✓	
Varied in level of rigor: to help assess the depth of understanding		✓	
Able to be completed independently		✓	Students were reviewing for a test. There was no exit ticket.
Content/Lesson Activities			

Do the general content and structure of lesson activities align to the objective and exit ticket?	✓		
Classroom Observation			
Is the learning objective on the lesson plan aligned to the lesson happening in the room?	✓		The objective was to review for a test for the following day.
Do the teacher and students successfully utilize the exemplar response and criteria to: - Provide students with a clear vision of how to be successful? - Monitor learning throughout the lesson?	✓		I feel the teacher demonstrated her exemplar for several of the questions she completed with her classes.
Do the students complete the exit ticket independently to get a true measure of their learning?		✓	I did not see this during class. Today they would have taken the test 2/7/23.
Is the content of the lesson generally clear, and paced appropriately?	✓		If a student was behind, the teacher stopped and went back with patience and understanding.
Are there any content misconceptions that need to be corrected/explored?	Yes, the trending misconceptions had been corrected: What do I put in the formula? When to combine like terms, before or after the multiplying by the denominator?		
What is the highest leverage Action Step for this teacher?	The highest leverage Action Step is to aggressively monitor whether students are getting, or not.		

Instructional Coach Calendar

Today < > December 2022							Month	Trumph	
SUN 27	MON 28	TUE 29	WED 30	THU Dec 1	FRI 2	SAT 3			
	LESSON PLANS DUE WEST CAMPUS EAST CAMPUS EAST CAMPUS ○ 2pm STAAR Redesign Webi ● 10am STAAR Redesign Wet ● 12:30pm Monthly Instructio ● 10:15am Educational aide e ● 1pm Data Collection ● 9am short-term sub-el-pase ENGLISH I AND 2 STAAR TUTORIALS ○ 9am short-term sub-el-pase 2 more								
4	5	6	7	8	9	10			
	PROGRESS REPORTS WEST CAMPUS EAST CAMPUS 1pm MATH TUTORIALS WITH MISS MAY ● 11:30am Long term english ● 8am OBSERVATION: STEPH ● 9am OBSERVATION: MACIA ● 10am OBSERVATION: MOR. ● 9am Interview - Ms. Duran ● 8:30am STAAR MONITORING ● 10am STAAR MONITORING ● 1pm R19 Workshop: TFFAR T 7 more 5 more 2 more 2 more								
11	12	13	14	15	16	17			
	CLASS MEETINGS WEST CAMPUS ● 8am EAST CAMPUS ● 9am NOTIFICATIONS: STUC ● 8am INPUTING GRADES FO ● 8am WEST CAMPUS ● 8am BLOOD DRIVE: ● 1pm Triumph Public HS Stu ● 9am OBSERVATION: MS. RL ● 11am STUDY GUIDE: LOG IN ● 1pm EAST CAMPUS ● 10am BLOOD DRIVE: MR. TI 4 more								
18	19	20	21	22	23	24			
	WINTER BREAK								
25	26	27	28	29	30	31			

Today < > January 2023							Month	Trumph	
SUN Jan 1	MON 2	TUE 3	WED 4	THU 5	FRI 6	SAT 7			
	STAFF WORK DAYS ● 9am LAFA TRAIING "BREAKI ● 9am LAFA TRAINING: "BRE/ EAST CAMPUS EAST CAMPUS								
8	9	10	11	12	13	14			
	WEST CAMPUS WEST CAMPUS EAST CAMPUS WEST CAMPUS ● 12pm Short Term Sub- Hurt ● 9am Lopez's 2nd period- re- ● 9am Ms. Lopez's 2nd perioc ● 10am Interview for SPED AI ● 10am Ms. Perez- Visit ● 11am Ms. Mendoza- Visit ● 10am Created a chart of PA ● 11am Ms. Mendoza- Visit 5 more 5 more								
15	16	17	18	19	20	21			
	PROGRESS REPORTS DUE WEST CAMPUS WEST CAMPUS EAST CAMPUS ● 8am Check for grades in M: ● 8am Camera check ● 8am PREP FOR SAT. TUTOR ● 2pm HB-4545-Beginning-Pre ● 9am Ms. Lopez 2nd period ● 9am Ms. Lopez's 2nd period ● 9am Ms. Lopez's 2nd period 7 more 7 more 6 more								
22	23	24	25	26	27	28			
	CLASS MEETINGS PLC EAST CAMPUS EAST CAMPUS ELP: LAFA Day 4 Training ELP: TIL LAFA Site-Visit/Walkthroughs/Debrief/Action Steps								
29	30	31	Feb 1	2	3	4			

Today

< > February 2023



Month



SUN 29	MON 30	TUE 31	WED Feb 1	THU 2	FRI 3	SAT 4	
	<p>LESSON PLANS DUE</p> <p>WEST CAMPUS</p> <ul style="list-style-type: none"> 8am West Texas Social Stu 						
			<p>WEST CAMPUS</p> <ul style="list-style-type: none"> Called in due to illness 9am Led Mrs. Lopez's class 	<p>WEST CAMPUS</p> <ul style="list-style-type: none"> 8am Observed: Ms. Espinos 9am Led Mr. Lopez's 2nd pe <p>3 more</p>	<p>EAST CAMPUS</p> <ul style="list-style-type: none"> 8am Shared Inquiry Sessio 10am Shared Inquiry Sessio <p>2 more</p>		
5	6	7	8	9	10	11	
	<p>PROGRESS REPORTS DUE</p> <p>WEST CAMPUS</p> <ul style="list-style-type: none"> 8am Conferenced with Ms. 8:30am Creating an exam f <p>6 more</p>						
		<ul style="list-style-type: none"> 8:30am Created a question 9am Led Ms. Lopez's class <p>5 more</p>	<ul style="list-style-type: none"> 8am Courageous Principals 8am REGION 19 TIL: COUR/ 11:45am WEST CAMPUS <p>3 more</p>	<p>EAST CAMPUS</p> <ul style="list-style-type: none"> 9am Top AI LEA Meeting- Si 	<p>EAST CAMPUS</p> <ul style="list-style-type: none"> 8am Monitored Ms. Morale 		
12	13	14	15	16	17	18	
	<p>WEST CAMPUS</p> <ul style="list-style-type: none"> 8am Meeting with Mr. Chav 8:30am Prepping for 2nd pe 9am Led Ms. Lopez's 2nd P <p>3 more</p>	<ul style="list-style-type: none"> 9am Led Mrs. Lopez's 2nd p 1:15pm MEETING WITH HIS 	<p>EAST CAMPUS</p> <ul style="list-style-type: none"> 8am MONITORED MS. MOR 	<ul style="list-style-type: none"> 8am US HISTORY BENCHM 	<p>WEST CAMPUS</p> <ul style="list-style-type: none"> 9am LED MS. LOPEZ'S CLA 2:45pm Mr. Chavez 		
19	20	21	22	23	24	25	
		<p>PLC - EAST CAMPUS</p> <ul style="list-style-type: none"> 1pm C&I Meeting w/Mr. Tir 2pm SCIENCE PLC VIRTUAL 					

Guiding Questions to Consider:

- Where does this lesson land on the scopes and sequence?
- Is this a readiness or supporting standard?
- How is this standard assessed in the EoC exam? How is it assessed in my lesson?
- At which level of *Bloom's Taxonomy* is the verb used in this standard located?

Knowledge Statement	
US.2 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:	
Student Expectation	
US.2(A) Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.	
Knowledge/Know (NOUNS) <i>Key concepts, facts, and ideas that students must understand in order to meet the standard.</i>	Skills/Show (VERBS) <i>Specific abilities and competencies that students must demonstrate in order to meet the standard.</i>
Major Eras from 1877 to the Present: Gilded age, progressive era, roaring 20s, great depression, WW I and II, Cold War, Civil Rights Movement, Modern Era)	Identify key characteristics of each Major Era (political, social, or economic)
	Describe key characteristics of each Major Era (political, social, or economic)

Commented [1]: Step 1: Read and analyze the standard and identify the most important concepts and skills that students must master to meet the standard.

Commented [2]: Step 1: Read and analyze the standard and identify the most important concepts and skills that students must master to meet the standard.

Commented [3]: Step 2: Create a list of concepts and skills that align with the standard. These should be the most essential ideas that students need to understand and be able to do to meet the standard.

Commented [5]: Step 2: Create a list of concepts and skills that align with the standard. These should be the most essential ideas that students need to understand and be able to do to meet the standard.

Commented [4]: Step 3: Break down key concepts and skills that align with the standard. These should be the most essential ideas that students need to understand and be able to do to meet the standard. Organize them in a logical sequence.

Commented [6]: Step 3: Break down key concepts and skills that align with the standard. These should be the most essential ideas that students need to understand and be able to do to meet the standard. Organize them in a logical sequence.

Assessment Item(s):

© 2019 – Q65

Which example best defines a historical era?

- A A collection of art by a world-renowned artist
- B A period of time characterized by certain political, social, or economic events
- C A genre of music specific to a region of a country
- D A piece of landmark legislation passed during a congressional session

***B**

Commented [7]: Step 4: Update the K/S chart based on the knowledge and skills required to show mastery of the pre-selected assessment item.

 2021 – Q1

1 Read the list and answer the question that follows.

- Growth of social media
- Increased use of cell phones
- Election of first African American president

Which time period is represented by this information?

- A 1970s
- B 1980s
- C 1990s
- D 2000s

***D**

Knowledge Statement	
US.4 History. The student understands the emergence of the United States as world power between 1898 and 1920. The student is expected to:	
Student Expectation	
US.4(C) identify the causes of World War I and reasons for U.S. entry.	
Knowledge/Know	Skills/Show
Causes of World War I: Archduke Franz Ferdinand, militarism, imperialism, nationalism, and alliances	Identify causes of World War I
Reasons for US Entry: Lusitania, German Proclamation, Sussex pledge,	Describe the reasons for US Entry.

Assessment Item(s):

2021 – Q17

17 What effect did the sinking of the *Lusitania* have on World War I?

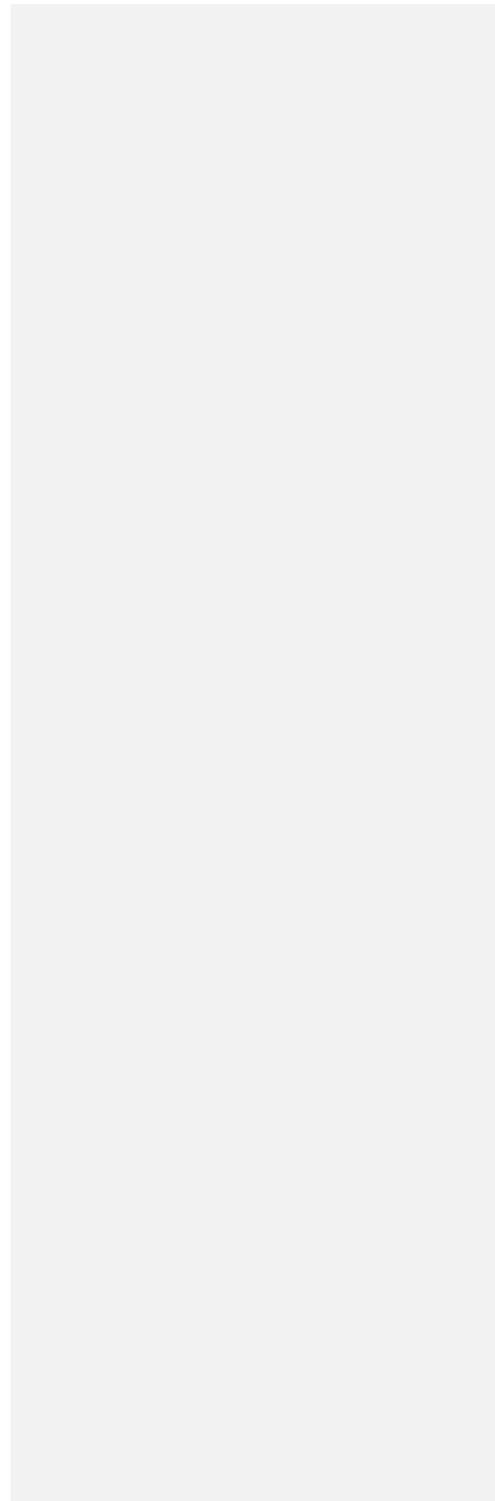
- A Germany joined the Central Powers.
- B U.S. public opinion shifted against Germany.
- C Germany refused to join the League of Nations.
- D U.S. leaders proposed a military alliance with Germany. *B



Which action was an immediate consequence of the event described in this headline?

- F** Austria-Hungary declared war on Serbia.
- G** Great Britain intercepted the Zimmermann telegram.
- H** The United States refused to join the League of Nations.
- J** The Russian monarchy was overthrown.

***F**



Knowledge Statement	
US.8 History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.	
Student Expectation	
US.8(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy	
Knowledge/Know	Skills/Show
Cold War	Explain reasons for US Involvement in the Korean War
Reasons and outcomes for US Involvement in the Korean War	Explain outcomes for US Involvement in the Korean War
Korean War	Define the relationship between communism and the Korean War
Containment Policy	Analyze primary and secondary sources related to the Korean War and Communism.

Assessment Item(s):

2022 – Q56

56 Which concern directly contributed to U.S. involvement in the Korean War during the 1950s?

- F** Containing the spread of communism
- G** Improving political relations with China
- H** Deterring the use of nuclear weapons
- J** Resisting the rise of fascism in Asia

***F**

50 Read the excerpt and answer the question that follows.

The Republic of Korea, and the freedom seeking people of North Korea . . . seek for themselves a united, self-governing and sovereign country, independent of foreign control and support and with membership in the United Nations. In their desire for unity and independence, they are supported by the United Nations. The United States has a deep interest in the continuing progress of the Korean people toward these objectives.

—President Harry S. Truman, special message to Congress, June 7, 1949

What was the PRIMARY goal of the foreign policy described in this excerpt?

- F To increase U.S. colonization of Asia
- G To prevent the spread of communist influence in Asia
- H To end trade sanctions against Asian countries
- J To protect U.S. soldiers stationed in Asian countries

*G

Guiding Questions to Consider:

- Where does this lesson land on the scopes and sequence?
- Is this a readiness or supporting standard?
- How is this standard assessed in the EoC exam? How is it assessed in my lesson?
- At which level of [Bloom's Taxonomy](#) is the verb used in this standard located?

Knowledge Statement	
E1.4 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
Student Expectation	
E1.4(F) Make inferences and use evidence to support understanding.	
Knowledge/Know	Skills/Show
<i>Key concepts, facts, and ideas that students must understand in order to meet the standard.</i>	<i>Specific abilities and competencies that students must demonstrate in order to meet the standard.</i>
Inferences - a logical guess made by connecting pieces of information	Use evidence from a text to support their understanding of a concept or idea.
How to cite evidence	Identify relevant information in a text
The importance of citing evidence	Use citations
Relevant and irrelevant details	Infer a characters motivations/feelings based on their actions.
Drawing conclusions, generalizations, predictions	
Literary Elements: Characters(s), Plot, Setting	

Commented [1]: Step 1: Read and analyze the standard and identify the most important concepts and skills that students must master to meet the standard.

Commented [2]: _Marked as resolved_

Commented [3]: _Re-opened_

Commented [4]: Step 1: Read and analyze the standard and identify the most important concepts and skills that students must master to meet the standard.

Commented [5]: _Marked as resolved_

Commented [6]: _Re-opened_

Commented [7]: Step 2: Create a list of concepts and skills that align with the standard. These should be the most essential ideas that students need to understand and be able to do to meet the standard.

Commented [9]: Step 2: Create a list of concepts and skills that align with the standard. These should be the most essential ideas that students need to understand and be able to do to meet the standard.

Commented [8]: Step 3: Break down key concepts and skills that align with the standard. These should be the most essential ideas that students need to understand and be able to do to meet the standard. Organize them in a logical sequence.

Commented [10]: Step 3: Break down key concepts and skills that align with the standard. These should be the most essential ideas that students need to understand and be able to do to meet the standard. Organize them in a logical sequence.

Assessment Item(s):

7 I only got halfway through the poem when Miss Chevalier stopped me and asked if I knew what *impetuous* meant. She was nice about it, but I wanted to sink through the floor because not only did I not know what the word meant, I had mispronounced it.

Commented [11]: Step 4: Update the K/S chart based on the knowledge and skills required to show mastery of the pre-selected assessment item.

2021 – Q20 Passage #5A

20 In paragraph 7 of the selection from *The Boston Girl*, what does Addie's wish to "sink through the floor" tell the reader about her feelings?

- F Addie has changed her mind about reciting the poem.
- G Addie often worries about mispronouncing words.
- H Addie is upset that Miss Chevalier has interrupted her.
- J Addie is embarrassed by her lack of knowledge.

*J

6 Miss Chevalier was a small woman, a few inches shorter than me, which meant less than five feet. She had a moon face and chubby fingers and coppery hair that sprang straight up from her head, which is why some of the girls called her The Poodle. But she had one of those smiles that makes you feel like you just did something right, which was a good thing since I was a nervous wreck when I went to her office to practice.

2021 – Q21 Passage #5A

21 In paragraph 6 of the selection from *The Boston Girl*, what does the description of Miss Chevalier emphasize?

- A The overwhelming demands Miss Chevalier places on Addie
- B The contrast between Miss Chevalier and Addie
- C The preference Miss Chevalier displays for Addie at the expense of the other students
- D The contrast between Miss Chevalier's unusual appearance and congenial personality

*D

Knowledge Statement	
<p>E1.8 <i>Author's purpose and craft</i>: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
Student Expectation	
<p>E1.8(A) Analyze the author's purpose, audience, and message within a text.</p>	
Knowledge/Know	Skills/Show
Author's Choice	Analyze the choice of words, diction, syntax, used by the author to identify the theme, audience, etc.
Author's purpose	Identify key details in texts to support understanding
Variety of texts: informational, fiction, non-fiction, poem, persuasive, correspondance	Identify the author's primary purpose.
Audience - how does the author address the audience	
Message within a text - theme	
Primary purpose	

Assessment Item(s):

2022 – Q43 Passage #6

43 Who is most likely the intended audience for this article?

- A** People seeking stress-relieving practices
- B** Physicians who treat high blood pressure
- C** Outdoor athletes who enjoy nature
- D** Wilderness guides with degrees in counseling

***G**

2021 – Q39 Passage #6

39 What is the primary purpose of this article?

- A** To offer practical advice to people who write and give speeches
- B** To relate personal stories about the author's high-school experiences
- C** To describe well-known speeches and the individuals who gave them
- D** To compare different approaches to making public presentations

***A**

Knowledge Statement	
<p>E1.8 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
Student Expectation	
<p>US.8(D) Analyze how the author's use of language achieves specific purposes.</p>	
Knowledge/Know	Skills/Show
Author's use of language - author's choice of words, diction, figurative language	Analyze the author's use of figurative language.
Specific purposes: to inform, to persuade, to entertain	Annotate the text to identify the author's use of figurative language
	Identifying the impact and influence of the language on the author's purpose, and thesis/claim/theme as well as the audience's understanding of the text, tone, and mood

Assessment Item(s):

2022 – Q46 Passage #7

46 How does the poet's use of sensory language in lines 4 through 6 help develop the idea of change over time?

- F** By indicating that the shoe store is no longer as simple as it once was
- G** By emphasizing that the shoe store cannot keep up with modern trends
- H** By suggesting that the shoe store is visited by several customers
- J** By showing that the shoe store is too cluttered for business

*F

28 How do lines 1 through 12 mainly contribute to the poem "Sybil Ludington's Ride"?

- F The imagery helps the reader comprehend the urgency of the situation.
- G The punctuation enhances the description of the setting.
- H The introduction of the characters allows the reader to understand the narrative.
- J The use of a metaphor enhances the reader's enjoyment of the scene.

*F

Guiding Questions to Consider:

- Where does this lesson land on the scopes and sequence?
- Is this a readiness or supporting standard?
- How is this standard assessed in the EoC exam?
- At which level of *Bloom's Taxonomy* is the verb used in this standard located?

Knowledge Statement	
A.3 Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations.	
Student Expectation	
A.3(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$	
Knowledge/Know <i>Key concepts, facts, and ideas that students must understand in order to meet the standard.</i>	Skills/Show <i>Specific abilities and competencies that students must demonstrate in order to meet the standard.</i>
Slope: slope formula, rise/run, ascending and descending, change in y over change in x	Solve the slope of a line given: tables, graphs, two points, and an equation
Line = function	Represent a linear function as a graph, table, equation
Read a table of values	Solve for slope using rise/run
Graph	Identify the slope of a line given an equation in slope-intercept form.
Ordered pairs	Solve for slope using the slope formula
Linear equation	Substitute values into the slope formula
$Y = mx + b$ - Slope-Intercept Form	Plot ordered pairs on a coordinate plane
$Ax + By = C$ - Standard Form	
$y - y_1 = m(x - x_1)$ - Point-Slope Form	

Commented [1]: Step 1: Read and analyze the standard and identify the most important concepts and skills that students must master to meet the standard.

Commented [2]: Step 1: Read and analyze the standard and identify the most important concepts and skills that students must master to meet the standard.

Commented [3]: Step 2: Create a list of concepts and skills that align with the standard. These should be the most essential ideas that students need to understand and be able to do to meet the standard.

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Commented [4]: Step 3: Break down key concepts and skills that align with the standard. These should be the most essential ideas that students need to understand and be able to do to meet the standard. Organize them in a logical sequence.

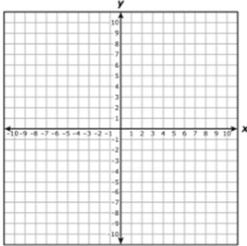
Commented [6]: Step 3: Break down key concepts and skills that align with the standard. These should be the most essential ideas that students need to understand and be able to do to meet the standard. Organize them in a logical sequence.

Assessment Item(s):

Commented [7]: Step 4: Update the K/S chart based on the knowledge and skills required to show mastery of the pre-selected assessment item.

2022 – Q48

48 The graph of a line passes through the points $(-3, 1)$ and $(5, 8)$.



What is the slope of the line?

- F $\frac{9}{2}$
- G $\frac{7}{8}$
- H $-\frac{9}{2}$
- J $-\frac{7}{8}$

*G

2021 – Q17

17 The table of values shows a linear relationship between x and y .

x	y
-7	9
-2	1
3	-7
8	-15

What is the slope of the line represented by the table of values?

- A $-\frac{8}{5}$
- B $-\frac{5}{8}$
- C $\frac{8}{5}$
- D $\frac{5}{8}$

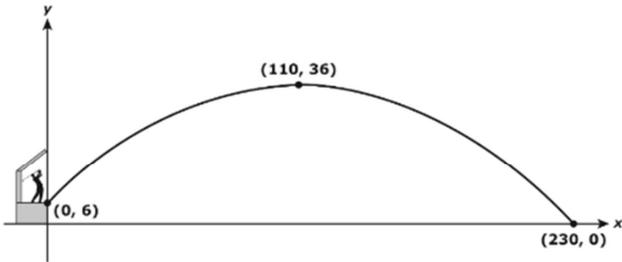
*A

Knowledge Statement	
<p>A.6 Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:</p>	
Student Expectation	
<p>A.6A Determine the domain and range of quadratic functions and represent the domain and range using inequalities.</p>	
Knowledge/Know	Skills/Show
Properties of quadratic functions=Vertex, Maximum, Minimum, Axis of Symmetry, x-intercepts, y-intercept.	Determine the domain and range given a graph, an equation, and a table.
Quadratic equations= $Ax^2+Bx=C=0$	Represent the domain and range using inequalities
Domain= possible x-values	Write linear inequalities
Range= possible y-values	Evaluate solutions to an inequality
Inequalities- Greater than (dashed/open), greater than or equal to (solid/closed), less than (dashed/open), less than or equal to (solid/closed). Test point, shaded area.	Write the interval notation for an inequality.
Proof	Apply domain and range to real-life problems.
Substitution	Determine the domain and range when it equals to all real numbers
Interval notation	
Number system	
'All real numbers'	

Assessment Item(s):

2019 – Q2

A golfer hit a golf ball from a tee box that is 6 yards above the ground. The graph shows the height in yards of the golf ball above the ground as a quadratic function of x , the horizontal distance in yards of the golf ball from the tee box.



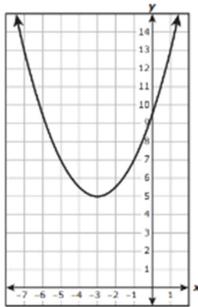
What is the domain of the function for this situation?

- F $0 \leq x \leq 230$
- G $6 \leq y \leq 36$
- H $0 \leq y \leq 36$
- J $6 \leq x \leq 230$

*F

2021 – Q43

43 A quadratic function is graphed on the grid.



Which answer choice best represents the domain and range of the function?

- A Domain: $x \geq -3$
Range: $y \geq 5$
- B Domain: All real numbers
Range: $y \geq 5$
- C Domain: $x \geq -3$
Range: All real numbers
- D Domain: $y \geq 5$
Range: $x \geq -3$

*B

Knowledge Statement	
<p>A.7 Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:</p>	
Student Expectation	
<p>A.7C Determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d.</p>	
Knowledge/Know	Skills/Show

Assessment Item(s):

2022 – Q46 Passage #7

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