

Triumph Public High Schools - Central Texas
Triumph Public High Schools Laredo North - TIP
2022-2023 Targeted Improvement Plan



Campus Number: 240801001

Board Approval Date: November 12, 2022

Superintendent:
DCSI/Grant Coordinator:

Frances Johnson
Scott Carothers

Principal: Violeta Y Villa
ESC Case Manager: Francene Phoenix
ESC Region: 1

Assurances

DCSI/Grant Coordinator

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

Signature: 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: 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: Violeta Y Villa

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

As we reflected and reviewed our 2021-2022 student achievement data, we were at 59% approaches, 26% meets, and 5% masters 88/B. Therefore as we are planning for realistic and achievable goals, we decided that a 5% increase for each performance level was attainable. Our goal is by the 22-23 school year to have 64% approaches, 31% meets, and 10% masters. The gap between the two is 5%. This goal will impact our domain by giving us an overall rating of an A-90, and this will impact our overall by keeping a high B.

School Progress

What accountability goal has your campus set for this year?

As we reflected and reviewed our 2021-2022 student achievement data, our goal is to focus on 2A. We will be monitoring our students that test in the 2022-2023 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 Laredo North). It is important to note, that our goal in Domain 1 will also impact our Domain 2 goal as well. Our goal is to get a 5% increase which could get us an 84 scale score-B and this will impact our overall rating by keeping a high B.

Closing the Gaps

What accountability goal has your campus set for this year?

As we reflected and reviewed our 2021-2022 student achievement data our 21-22 closing the gap domain was a 67-D. Our 22-23 domain goal in closing the gaps will be to attain two more targets, therefore getting a scale score of 81-B. This will allow us to close the gap from 67 to 81 which is a 14% increase. This increase will allow our closing the gap domain to jump from a letter D to a letter B and this will impact our overall rating by keeping a high B.

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?

The subject area we are focusing on for the 22-23 school year will be mathematics. If we target this specific subject area, the impact it will have in this domain is increasing from a D to a B. We have determined that the goal in this area is achievable and realistic.

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

The student group we are targeting to meet this goals are the ALL group in academic achievement and the ECO. DIS. student group in school quality/CCMR. If we target this specific student group, the impact it will have in this domain is increasing from a D to a B.

CCMR

What goals has your campus set for CCMR?

Our goal is to meet our CCMR goal for ALL students at 47%. The goal the campus set for the 22-23 school year is to create a system to check CCMR progress. The school counselor will check the CCMR progress of our 4-year graduates on a monthly basis; this will allow us to meet our CCMR goal.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

TPHS Laredo North federal graduation rate for 21-22 school year was meeting two of three students groups areas. Our goal for 22-23 federal graduation rate (4 year) is to met the three student group targets (the ALL group, the Hispanic group, and the ECO group).

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: Partial Implementation

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: 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.

Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices:

Cycle 4

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

Implementation Level: Fully Implemented

Key Practices:

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

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: 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?: In reflecting on our student achievement goals, we have some strengths and we have some areas that will need specific focus in the next 90 days.

ELA: We were very close to meeting our goals in English I and English II as established. We were at 25% at approaches when our goal was set at 39%. We met 17% of meets and our goal was 19%. We actually exceeded our masters goals of 2% hitting 3% in this cycle. Even though we showed progress, we have had some turnover in staff in the content area and we believe that with stability, TIL observation and feedback along with side-by-side lesson planning we will see additional improvements in this area.

Math: Here we did not see near the gains we were expecting. It has been determined that HQIM implementation in this area has been weak and we need to focus on this area. We did not hit any of our goals for approaches, meets, or masters in this area.

Science: Here we did not see the gains anticipated or established; however, we did not see as large of a gap as we did in math. We did not meet any of our approaches, meets, and masters targets but again, we fill that focusing on these areas with observation and feedback along with intense side-by-side lesson planning will improve these scores.

Social Studies: Social studies also fell short at our benchmark assessment. In this area, we believe that implementation dip because of teacher learning and adapting to HQIM is where we are. We are expecting to see stronger gains in the next cycle.

In the closing the gaps domain, we saw tremendous success in CCMR. We have 61% of our 12th grade students already with a defined point. Our goal was 25%.

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: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: TPHS Laredo North Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in March 2022, to determine that campus utilizes a consistent unit plan template, but lesson plan artifacts revealed that key practices including aligned objectives, assessments and exemplars were not present. Although leadership provides timely teacher feedback, unit plans are not aligned to the daily instructional delivery and are pending formative assessments. Further evidence from lesson artifacts and observations showed teachers are required to upgrade lessons during PLCs according to the feedback, but lack lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level or rigor. If the campus selects and implements high quality instructional materials and provide ongoing coaching and support to teachers in using the materials, the campus will achieve full implementation on the key practice for Effective Schools Framework Lever 4. This will also continue to improve student outcomes for the campus.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS Laredo North campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. to build the capacity of educators they manage. 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 Laredo North will continue to implement and monitor TIL DDI from the 2022-2023 academic year. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL Observation and Feedback module. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Officer. ESC 1 and TPHS Laredo North have an Observation & Feedback implementation plan addressing the training schedule, coaching component, and on-site visit support and feedback touch points.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Texas Instructional Leadership Observation and Feedback and the continuation of Data-Driven Instruction focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the face-to-face training is completed, the district and campus leadership will develop a roll out plan to bring the implementation of TIL Observation & Feedback processes to the campus teachers. 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 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 a clear understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: (Updated on 12/12/22) By May 2023 the Campus Leadership Team (CLT) will ensure that 100% of campus instructional leaders 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 teacher action step tracker, Campus Instructional Officer calendars with dedicated time for feedback on lesson planning, and feedback and coaching video.

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 12/12/22) By November 18, 2022 the Campus Leadership Team (CLT) will ensure that all teachers will have been trained in the use of highly qualified material. The instructional officer will also be trained in all the qualified instructional materials, and teachers will be implementing all the new material. Full implementation of this goal will be evidenced by training documentation, walkthrough summaries demonstrating implementation as aligned to HQIM lesson planning documents. TIL Observation and Feedback scripts and coaching video will also provide artifacts and evidence.

District Actions: Approval of purchase orders and distribution of material to respective campuses on the HQIM High qualified materials. District curriculum and instruction specialist will be reviewing teacher lesson plans to make sure they are using Highly Qualified materials.

Did you achieve your 90 day outcome?: Yes

Why or why not?: TPHS Laredo North was able to achieve the 90-day goal as established in this cycle. We were able to get Odel ELA training as well as Carnegie Math training prior to the beginning of the school year with additional coaching from the vendor. Also, teachers have attended the Region one Odel and Carnegie planning sessions at ESC 1 in Edinberg.

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?
The challenges that can be encountered are that the teachers are submitting lesson plans on time with HQIM.	Action Step 2	Reminder teachers to follow the calendar created to submit lesson plans supporting them in the New highly qualified material

Step 1 Details	Formative Reviews
<p>Action Step 1: Create a master calendar where collaborative lesson planning will be listed.</p> <p>Evidence Used to Determine Progress: Master calendar</p> <p>Person(s) Responsible: Principal and instructional Officer</p> <p>Non-Funded Resources Needed: Master Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 10, 2022 - Frequency: One Time - Evidence Collection Date: November 18, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: During collaborative lesson planning focus on lesson alignment activities including alignment to assessment items, scope and sequence on HQIM, and identifying objectives to ensure quality daily lesson objectives.</p> <p>Evidence Used to Determine Progress: Meeting summaries</p> <p>Person(s) Responsible: Principal and instructional officer</p> <p>Non-Funded Resources Needed: Lesson plan checklist and scope and sequence from HQIM.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 26, 2022 - Frequency: Weekly - Evidence Collection Date: November 18, 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: During collaborative PLC's, focus will be data driven and student focused including the breakdown of TEKS and student performance.</p> <p>Evidence Used to Determine Progress: PLC's agendas and reporting templates</p> <p>Person(s) Responsible: Principal and Instructional Officer</p> <p>Non-Funded Resources Needed: Data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 19, 2022 - Frequency: Quarterly - Evidence Collection Date: December 16, 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 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.

Rationale: TPHS Laredo North Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in March 2022, to determine that the campus is training on instructional strategies during PLCs; however, there is a lack of clear protocols to ensure all students are doing the cognitive lift and are engaged in learning and productive struggle. There is also a lack of systems and routines for student discourse and feedback. If the campus implements a system of observing and providing teachers feedback on instructional practices in rigor then teachers will be able to 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 Laredo North campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. to build the capacity of educators they manage. 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 Laredo North will continue to implement and monitor TIL DDI from the 2022-2023 academic year. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL Observation and Feedback module. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Officer. ESC 1 and TPHS Laredo North have an Observation & Feedback implementation plan addressing the training schedule, coaching component, and on-site visit support and feedback touch points.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Texas Instructional Leadership Observation and Feedback and the continuation of Data-Driven Instruction focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the face-to-face training is completed, the district and campus leadership will develop a roll out plan to bring the implementation of TIL Observation & Feedback processes to the campus teachers. 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 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 a clear understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: (Updated on 12/12/22) By May 2023 the Campus Leadership Team (CLT) will ensure that the principal and Campus Instructional Officer will be providing weekly coaching through weekly observations to teachers with action steps using the Get Better Faster (GBF) waterfall trajectory focusing on alignment of instructional activities aligned with the expected level of rigor and classroom management. Full implementation of this goal will be evidenced by teacher action step tracker, Campus Instructional Officer 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 on 12/12/22) By November 18, 2022 the Campus Leadership Team (CLT) will ensure that TIL observation feedback model will be launched. The Principal and Campus Instructional Officer will be conducting TIL Observation and Feedback coaching. This will be accomplished by completing the face-to-face training (done), and creating an observation feedback roll out plan within a 90-day cycle six observation feedback meetings will be completed by the instructional officer. Four-observation feedback will form the principal coaching instructional officer. Two will be from the district coaching principal. Full implementation of this goal will be evidenced

by action step tracker, coaching scripts, and coaching video.

District Actions: Sign ESC 1 TIL observation and feedback implementation agreement. DCSI and campus CLT will attend the two-day face-to-face observation feedback training. DCSI will participate in the TIL observation feedback roll out plan. DCSI will provide observation feedback coaching to the principal twice during this 90-day cycle. DCSI will meet every two weeks with the principal to address any additional challenges that arise and to build capacity in the implementation of TIL observation feedback.

Did you achieve your 90 day outcome?: Yes

Why or why not?: TPHS Laredo North was able to successfully able to launch TIL Observation and Feedback meeting required intial training as well as a site-visit and a practice lab during this cycle.

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?
Adhering to the calendar is for the TIL observation feedback. Adhering to the script of the TIL observation feedback. Supporting new teachers so that they do not get overwhelmed with the TIL observation feedback process.	Action Step 4	Have a strong calendar that clearly defines dates for observation and feedback coaching. Introduction of the TIL observation and feedback process to staff to explain what observation feedback is and how it will improve learning among the students.

Step 1 Details	Formative Reviews
<p>Action Step 1: Engage with Texas Instructional Leadership observation and feedback module.</p> <p>Evidence Used to Determine Progress: Sign and execute the TIL observation and feedback ESC 1 agreement</p> <p>Person(s) Responsible: DSCI</p> <p>Non-Funded Resources Needed: 2022-2023 ESSER funds</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 10, 2022 - Frequency: One Time - Evidence Collection Date: September 1, 2022</p> <p>Funding Sources: TIL TRAINER - 6200-Professional and contracted services - \$15,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: Attend the TIL observation and feedback face-to-face training for CLT members and DCSI.</p> <p>Evidence Used to Determine Progress: ESC1 certificates and or sign in of all CLT members attending including DCSI</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Non-Funded Resources Needed: video conferencing technology, conference room, observation and feedback required text books, and training notebook for each CLT member.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 10, 2022 - Frequency: One Time - Evidence Collection Date: September 1, 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: Calendar the TIL observation and feedback meetings for the full academic year.</p> <p>Evidence Used to Determine Progress: Master calendar with specific observation and feedback meetings schedules .</p> <p>Person(s) Responsible: Principal and Instructional Officer</p> <p>Non-Funded Resources Needed: Master calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 5, 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: Conduct Cycle 1 TIL observation and feedback meetings with teachers (five), instructional officer (two), principal (three), and DCSI (two).</p> <p>Evidence Used to Determine Progress: Coaching script and coaching videos</p> <p>Person(s) Responsible: DCSI, Principal, and Instructional Officer</p> <p>Non-Funded Resources Needed: TIL observation and feedback training notebook, script development tool, and system processes</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 5, 2022 - Frequency: Ongoing - Evidence Collection Date: November 18, 2022</p> <p>Funding Sources: TRAVEL FOR DCSI - 6400-Other operating costs - \$500</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We did make progress, however, DCSI did not reach the required number of coaching sessions due to Mr. Carothers being out on medical leave.</p>

Step 5 Details	Formative Reviews
<p>Action Step 5: Meetings with principal to address challenges and check on TIL observation/feedback implementation once a month.</p> <p>Evidence Used to Determine Progress: Agenda and meeting summaries</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed: Video conference capabilities</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 10, 2022 - Frequency: Ongoing - Evidence Collection Date: November 18, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 6 Details	Formative Reviews
<p>Action Step 6: CLT meetings to measure progress towards meeting student's performance goals and review implementation of TIL observation and feedback.</p> <p>Evidence Used to Determine Progress: Agenda and sing in</p> <p>Person(s) Responsible: Principal and CLT</p> <p>Non-Funded Resources Needed: Calendar meeting time, agendas, and data reports.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 5, 2022 - Frequency: Quarterly - Evidence Collection Date: November 18, 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?: Based on benchmark and campus-based assessment, we are analyzing the data for reteaching purposes and tutorials to reach goals. We were unable to reach any of our Cycle 2 formative goals in Reading, Mathematics, Science, or Social Studies. Additionally, student performance fell from Cycle 1 to Cycle 2 across all performance levels in each subject area, excluding student performance at the Approaches level in Reading which increased by 5%, and student performance at the Masters level in Science which stayed at 0%. Due to the performance across all subject areas, we must focus our efforts evenly across all subject areas. However, we will prioritize Mathematics since that is where our largest gap is between our Cycle 2 actual performance and formative goal and it is also directly tied to our Closing the Goap Focus 1 goal. We have met our CCMR goal as of the end of Cycle 1.

Moving into Cycle 3, we will be working closely with the DCSI to provide weekly support in creating rigorous lesson plans that will help our students reach the Meets and Masters performance.

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: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: TPHS Laredo North Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in March 2022, to determine that campus utilizes a consistent unit plan template, but lesson plan artifacts revealed that key practices including aligned objectives, assessments and exemplars were not present. Although leadership provides timely teacher feedback, unit plans are not aligned to the daily instructional delivery and are pending formative assessments. Further evidence from lesson artifacts and observations showed teachers are required to upgrade lessons during PLCs according to the feedback, but lack lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level or rigor. If the campus selects and implements high quality instructional materials and provide ongoing coaching and support to teachers in using the materials, the campus will achieve full implementation on the key practice for Effective Schools Framework Lever 4. This will also continue to improve student outcomes for the campus.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS Laredo North campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. to build the capacity of educators they manage. 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 Laredo North will continue to implement and monitor TIL DDI from the 2022-2023 academic year. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL Observation and Feedback module. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Officer. ESC 1 and TPHS Laredo North have an Observation & Feedback implementation plan addressing the training schedule, coaching component, and on-site visit support and feedback touch points.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Texas Instructional Leadership Observation and Feedback and the continuation of Data-Driven Instruction focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the face-to-face training is completed, the district and campus leadership will develop a roll out plan to bring the implementation of TIL Observation & Feedback processes to the campus teachers. 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 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 a clear understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: (Updated on 12/12/22) By May 2023 the Campus Leadership Team (CLT) will ensure that 100% of campus instructional leaders 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 teacher action step tracker, Campus Instructional Officer calendars with dedicated time for feedback on lesson planning, and feedback and coaching video.

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) By February 24, 2023 the Campus Leadership Team (CLT) will ensure that the campus leaders will be collaboratively working with 100% of core teachers on development of quality daily formative assessments aligned to the rigor of the daily objective so that teachers are providing lesson plans that have strong alignment between daily objectives and the daily assessment. This will be accomplished by providing professional devolvement on the development of quality exit tickets, development of exemplar responses, and giving feedback in a collaborative setting between the content teacher and Campus Instructional Officer. This fidelity of implementation for this goal will be evidenced by lesson plan review and feedback forms, sample exit tickets, example exemplar responses, TIL Lesson Alignment tool with feedback, teacher action steps tracker, and leadership calendars that demonstrate time for coaching and feedback.

District Actions: DCSI will provide the campus leadership team with professional development resources for development of quality exit tickets and the development of exemplar responses. DCSI will continue to support the Instructional Officer 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?: Teachers received professional devolvement on quality exit tickets and development of exemplar responses. Instructional Officer gave feedback to the content teacher. Records available are lesson plans and feedback forms, sample exit tickets, sample exemplar responses, and action steps tracker.

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?
Calendaring and implementation with fidelity	Action Step 1, Action Step 2, Action Step 3	These action steps will ensure that campus remains focused on the instructionally focused calendar and the implementation of TIL DDI with fidelity.

Step 1 Details	Formative Reviews
<p>Action Step 1: Training on TIL success criteria for writing a strong lesson objective and exit ticket by DCSI with ESC 1 TIL support. This will also support the previous work on K/S chart development and implementation of exemplars.</p> <p>Evidence Used to Determine Progress: Completed training with DCSI.</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: Ongoing - Evidence Collection Date: February 24, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps: We did not complete this action step due to staff changes at the corporate office level. We will transfer this action step to Cycle 3.</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: Site-Visit by DCSI focusing on review of lesson objectives and exit tickets (using the success criteria identified by TIL). Selection action steps will be provided to Instructional Officer and Principal to ensure continued growth in this area.</p> <p>Evidence Used to Determine Progress: Site-visit documentation agenda and summaries including action step trackers for individuals being coached.</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: Ongoing - Evidence Collection Date: February 24, 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: Lesson Plan Review by Instructional Officer and DCSI to provide feedback and coaching.</p> <p>Evidence Used to Determine Progress: Completed Lesson Alignment Rubric from TIL LAFA.</p> <p>Person(s) Responsible: DCSI and Instructional Officer</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</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: None</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Instructional Officer practice lab with DCSI for TIL Observation and Feedback cycles. 3 Days in January 2023</p> <p>Evidence Used to Determine Progress: Completed scripts and video of coaching and feedback session with 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 9, 2023 - Frequency: Daily - Evidence Collection Date: January 12, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Completed by the previous DCSI. Current DCSI, Mr. Gautier Tirado, has not completed day 3 of Observation/Feedback.</p>

Cycle 2 - (Dec – Feb)

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: 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.

Rationale: TPHS Laredo North Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in March 2022, to determine that the campus is training on instructional strategies during PLCs; however, there is a lack of clear protocols to ensure all students are doing the cognitive lift and are engaged in learning and productive struggle. There is also a lack of systems and routines for student discourse and feedback. If the campus implements a system of observing and providing teachers feedback on instructional practices in rigor then teachers will be able to 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 Laredo North campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. to build the capacity of educators they manage. 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 Laredo North will continue to implement and monitor TIL DDI from the 2022-2023 academic year. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL Observation and Feedback module. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Officer. ESC 1 and TPHS Laredo North have an Observation & Feedback implementation plan addressing the training schedule, coaching component, and on-site visit support and feedback touch points.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Texas Instructional Leadership Observation and Feedback and the continuation of Data-Driven Instruction focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the face-to-face training is completed, the district and campus leadership will develop a roll out plan to bring the implementation of TIL Observation & Feedback processes to the campus teachers. 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 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 a clear understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: (Updated on 12/12/22) By May 2023 the Campus Leadership Team (CLT) will ensure that the principal and Campus Instructional Officer will be providing weekly coaching through weekly observations to teachers with action steps using the Get Better Faster (GBF) waterfall trajectory focusing on alignment of instructional activities aligned with the expected level of rigor and classroom management. Full implementation of this goal will be evidenced by teacher action step tracker, Campus Instructional Officer 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) By February 24, 2023, TIL coaching and feedback sessions will be held at least every two weeks. This will be accomplished by following and implementing the TIL processes, using the calendar created, TIL protocols, and conducting the coaching sessions. The TIL coaching session will include: the teachers receiving coaching from the instructional officer at least twice a month, the instructional officer receiving coaching from the Principal twice a month, Principal will receive coaching from the DCSI. DCSI will receive coaching from ESC1. Fidelity of implementation of the goal will be evidenced by teacher and principal action steps tracker,

coaching scripts, and coaching video.

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

Did you achieve your 90 day outcome?: Yes

Why or why not?: TIL coaching and feedback session were held. DCSI supported the campus with on-site visits. Evidence of TIL coaching and feedback session are kept (scripts, video recorded session, and feedback calendar)

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?
The challenge of staying true to a coaching calendar is always important. Having a plan on how to organize time and keep interruptions from not allowing coaching will be imperative.	Action Step 2, Action Step 3, Action Step 4, Action Step 5, Action Step 6	These action steps will ensure fidelity of implementation of the instructionally focused calendar with accountability at all levels of leadership including teachers.

Step 1 Details	Formative Reviews
<p>Action Step 1: Conduct "real-time feedback" training from ESC 1 TIL Observation and Feedback Staff</p> <p>Evidence Used to Determine Progress: Completed training sign-in documentation for original CLT members who attended initial TIL training.</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: One Time - Evidence Collection Date: January 9, 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 will provide professional development to the Principal and Instructional Officer professional development on Get Better Faster Phase 2 and Phase 3 Coaching Blueprint and Action Step Sequence</p> <p>Evidence Used to Determine Progress: Completed training, DCSI travel site-visit information, coaching scripts with action steps from Phase 2 or Phase 3.</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</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: This Action Step was completed by the previous DCSI, Mr. Scott Carothers.</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: TIL Observation and Feedback with ESC 1 Coaching Labs and Site Visits</p> <p>Evidence Used to Determine Progress: Feedback from ESC 1 on site-visits and sign in documentation for Coaching Lab.</p> <p>Person(s) Responsible: DCSI and Principal</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 19, 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: Instructional Officer Monthly C&I Meeting led by DCSI via Zoom.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the meeting.</p> <p>Person(s) Responsible: DCSI</p> <p>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: Every two-week Principal Support Zoom calls to monitor implementation and focus on TIP and TIL Observation and Feedback implementation.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the call. Also any identified interventions.</p> <p>Person(s) Responsible: DCSI</p> <p>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 6 Details	Formative Reviews
<p>Action Step 6: Weekly coaching and feedback for content teachers by Instructional Officer Twice monthly coaching of the Instructional Officer by the Principal. Twice monthly coaching of the Principal by DCSI. Twice monthly coaching of the DCSI by ESC 1 TIL Observation and Feedback Staff.</p> <p>Evidence Used to Determine Progress: TIL Observation and Feedback Coaching Scripts</p> <p>Person(s) Responsible: Principal and DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: Ongoing - Evidence Collection Date: February 24, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: DCSI to Principal coaching was interrupted due to the staffing changes at the corporate office.</p>

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: We met our targets for students scoring at the Meets level in Science and Masters level in Social Studies. 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 in comparison to cycle 1 and 2 data.

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: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: TPHS Laredo North Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in March 2022, to determine that campus utilizes a consistent unit plan template, but lesson plan artifacts revealed that key practices including aligned objectives, assessments and exemplars were not present. Although leadership provides timely teacher feedback, unit plans are not aligned to the daily instructional delivery and are pending formative assessments. Further evidence from lesson artifacts and observations showed teachers are required to upgrade lessons during PLCs according to the feedback, but lack lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level or rigor. If the campus selects and implements high quality instructional materials and provide ongoing coaching and support to teachers in using the materials, the campus will achieve full implementation on the key practice for Effective Schools Framework Lever 4. This will also continue to improve student outcomes for the campus.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS Laredo North campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. to build the capacity of educators they manage. 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 Laredo North will continue to implement and monitor TIL DDI from the 2022-2023 academic year. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL Observation and Feedback module. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Officer. ESC 1 and TPHS Laredo North have an Observation & Feedback implementation plan addressing the training schedule, coaching component, and on-site visit support and feedback touch points.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Texas Instructional Leadership Observation and Feedback and the continuation of Data-Driven Instruction focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the face-to-face training is completed, the district and campus leadership will develop a roll out plan to bring the implementation of TIL Observation & Feedback processes to the campus teachers. 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 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 a clear understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: (Updated on 12/12/22) By May 2023 the Campus Leadership Team (CLT) will ensure that 100% of campus instructional leaders 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 teacher action step tracker, Campus Instructional Officer calendars with dedicated time for feedback on lesson planning, and feedback and coaching video.

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 May 20, 2023, the campus leadership will be collaboratively working with 100% of teachers on differentiated instructional pathways that are aligned to objective assessments during collaborative lesson planning time. Campus leaders will provide weekly planning feedback to 100% of teachers to ensure that lesson objectives and formative assessments are aligned to the TEKS.

District Actions: DCSI will provide the campus leadership team with professional development resources for the development of quality exit tickets and the development of exemplar responses. DCSI will continue to support the Instructional Officer with lesson alignment implementation with monthly ZOOM calls to address barriers that may arise during the 90-day cycle. DCSI will help Instructional Officer support new teachers in HQIM implementation, lesson planning, and STAAR intervention strategies. 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?: The campus instructional leaders worked collaboratively with all teachers on differentiated instructional pathways that are aligned to the daily lesson objective and formative assessment during collaborative lesson planning time. The Master Teacher worked alongside all teachers to provide lesson plan feedback.

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?
Calendaring and implementation with fidelity.	Action Step 1, Action Step 2, Action Step 3	These action steps will ensure that campus remains focused on the instructionally focused calendar and the implementation of TIL DDI with fidelity.
Newly hired teachers lack of familiarity with processes.	Action Step 3	This action step will ensure that newly hired teachers have increased levels of support.

Did you achieve your annual outcome?: Yes

Why or why not?: The campus instructional leaders provided lesson planning feedback to all teachers. The frequency of lesson planning and lesson delivery feedback increased as the school year progressed. During Cycle 3, the campus instructional leaders were able to provide weekly feedback to all teachers.

Step 1 Details	Formative Reviews
<p>Action Step 1: Training on TIL success criteria for writing a strong lesson objective and exit ticket by DCSI with ESC 1 TIL support. This will also support the previous work on K/S chart development and implementation of exemplars.</p> <p>Evidence Used to Determine Progress: Completed training with DCSI.</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: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The training focused on writing strong lesson objectives.</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: The Instructional Officer and DCSI will continue to review lesson plans prior to delivery to provide feedback and coaching.</p> <p>Evidence Used to Determine Progress: Lesson plan review forms and calendared planning time</p> <p>Person(s) Responsible: DCSI and Instructional Officer</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 6, 2023 - Frequency: Weekly - Evidence Collection Date: May 19, 2023</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The frequency of this activity was not weekly.</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: DCSI will work alongside Instructional Officer to provide support in lesson planning for newly hired teachers across core content areas by using our HQIM.</p> <p>Evidence Used to Determine Progress: Meeting agendas and lesson plan samples</p> <p>Person(s) Responsible: DCSI, Principal and Instructional Officer</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 6, 2023 - Frequency: Ongoing - Evidence Collection Date: May 19, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None.</p>

Cycle 3 - (Mar – May)

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: 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.

Rationale: TPHS Laredo North Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in March 2022, to determine that the campus is training on instructional strategies during PLCs; however, there is a lack of clear protocols to ensure all students are doing the cognitive lift and are engaged in learning and productive struggle. There is also a lack of systems and routines for student discourse and feedback. If the campus implements a system of observing and providing teachers feedback on instructional practices in rigor then teachers will be able to 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 Laredo North campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. to build the capacity of educators they manage. 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 Laredo North will continue to implement and monitor TIL DDI from the 2022-2023 academic year. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL Observation and Feedback module. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Officer. ESC 1 and TPHS Laredo North have an Observation & Feedback implementation plan addressing the training schedule, coaching component, and on-site visit support and feedback touch points.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Texas Instructional Leadership Observation and Feedback and the continuation of Data-Driven Instruction focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the face-to-face training is completed, the district and campus leadership will develop a roll out plan to bring the implementation of TIL Observation & Feedback processes to the campus teachers. 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 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 a clear understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: (Updated on 12/12/22) By May 2023 the Campus Leadership Team (CLT) will ensure that the principal and Campus Instructional Officer will be providing weekly coaching through weekly observations to teachers with action steps using the Get Better Faster (GBF) waterfall trajectory focusing on alignment of instructional activities aligned with the expected level of rigor and classroom management. Full implementation of this goal will be evidenced by teacher action step tracker, Campus Instructional Officer 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 May 19, 2023, TIL coaching sessions will be held after the observation, to help teachers identify the gap and develop reteach plans and new strategies to improve instruction. This will be accomplished by following and implementing the TIL processes, using calendar created, TIL protocols, and conducting the coaching sessions. The TIL coaching session will include: the teachers receiving coaching from the instructional officer at least twice a month, the instructional officer receiving coaching from the Principal twice a month, Principal will receive coaching from the DCSI. DCSI will receive coaching from ESC1.

District Actions: The DCSI will conduct two coaching sessions a month with the Principal. ESC1 will conduct two coaching sessions a month with the DCSI. DCSI will lead monthly C&I with instructional officers to gather data on the level of implementation of TIL processes. DCSI will also support the campus with some on-site visits during this 90-day cycle.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The campus instructional leaders provided feedback to all teachers on a weekly basis using the TIL Observation and Feedback protocol. Although coaching from the DCSI to the Principal was inconsistent, given the observation and feedback protocol, weekly support was provided evidenced by calendared events.

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?
Calendaring and implementation with fidelity.	Action Step 2, Action Step 3, Action Step 4	These action steps will ensure that campus remains focused on the instructionally focused calendar and the implementation of TIL DDI with fidelity.

Did you achieve your annual outcome?: Yes

Why or why not?: The campus principal and instructional coach provided weekly feedback to all teachers by the end of cycle 3 using the TIL Observation & Feedback protocol.

Step 1 Details	Formative Reviews
<p>Action Step 1: The instructional Officer will conduct weekly coaching and feedback for core content teachers. The Principal will conduct two coaching sessions a month with the Instructional Officer. The DCSI will conduct two coaching sessions a month with the Principal. ESC1 will conduct two coaching sessions a month with the DCSI.</p> <p>Evidence Used to Determine Progress: TIL Observation and Feedback Coaching Scripts</p> <p>Person(s) Responsible: DCSI, Principal, and Instructional Officer</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 26, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: There is a need to increase the frequency of support from the DCSI to the Principal.</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: DCSI and ESC 1 will conduct site visits to gather data on the level of implementation of TIL Observation & Feedback.</p> <p>Evidence Used to Determine Progress: Feedback from ESC 1 on site-visits and sign in documentation</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: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: May 26, 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: DCSI will lead monthly C&I meetings with Instructional Officers via zoom.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the meeting</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: None.</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: The Principal will attend Principal Support Zoom calls every two weeks to monitor implementation and focus on TIP and TIL Observation and Feedback implementation.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the call</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: None.</p>

Cycle 4 - (Jun – Aug)

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: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The TPHS Laredo North Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and Self Assessment to determine that daily lesson plan feedback is scheduled and focuses on addressing ensuring students learn what was taught. However, there is a need to make feedback precise and actionable in a timely manner to ensure teachers improve lesson planning processes. If the campus selects and implements high-quality instructional materials and provides precise and actionable lesson plan feedback, the campus will achieve full implementation of the key practice for Effective Schools Framework Lever 4 and yield improved student outcomes for the campus.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS Laredo North 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 the educators they manage. Texas Instructional Leadership 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 Lesson Alignment (LA) and Formative Assessment (FA). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal, and Instructional Officers. 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 1 and TPHS RGV San Benito have a Lesson Alignment implementation plan addressing the training schedule, coaching component, and on-site visit support and feedback touchpoints.

Desired 90-day Outcome: By the end of August 2023, the DCSI, Principal, and Campus Leadership Team will identify specific areas of the campus that will be used to display student progress toward measurable goals as they are defined in the Targeted Improvement Plan, Campus Improvement Plan, and 9-week targets.

District Actions: By July 2023 the DCSI will ensure that TIL LA training is provided to the TPHS RGV San Benito instructional leadership team. The DCSI will ensure contracts/agreements are completed and processed to ensure TIL LA work can begin in August for the 2023-2024 school year. Successful completion of this district action includes process orders, quotes, and sign-in sheets indicating the instructional leadership team's and DCSI's attendance of TIL LA onboarding training in 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?
Challenges include difficulty setting onboarding training dates for TIL LA training in August and difficulty scheduling LA-focused dates during the 2023-2024 school year.	Action Step 1, Action Step 2, Action Step 3	By creating the calendar prior to the start of the school year, the Campus Leadership Team will have more flexibility in adjusting scheduled events.

Step 1 Details	Formative Reviews
<p>Action Step 1: DCSI, Principal, Master Teacher, and Campus Leadership Team will attend Texas Instructional Leadership Lesson Alignment (LA) training provided by the ESC 1 TIL team during the first week of August.</p> <p>Evidence Used to Determine Progress: Completed training certificates for all identified staff members.</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 4, 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: Develop an Instructional Focused Calendar identifying LA dates, LA initial coaching dates, and scheduled LA site visits from the ESC 1 TIL team and DCSI by the end of August 2023.</p> <p>Evidence Used to Determine Progress: Completed calendar (Google Calendar)</p> <p>Person(s) Responsible: DCSI, 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 4, 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: Ongoing virtual (Zoom) meetings with the Principal and Instructional Coaches to review training, identify challenges/barriers, and plan next steps. Meetings will be bi-weekly for the Principal and monthly for the Master Teachers. The first meeting will take place on August 29, 2023.</p> <p>Evidence Used to Determine Progress: Meeting agenda and minutes</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed: Zoom Meetings, calendared dates, DDI resources from training.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 7, 2023 - Frequency: Ongoing - Evidence Collection Date: August 29, 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: 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: TPHS RGV Laredo North 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 needs to increase the tracking and visibility of student progress toward measurable goals in classrooms and hallways. Focusing on this key practice will foster a culture of shared ownership and goal-setting among faculty and students.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: Using elements of the TIL DDI coaching model, the campus instructional leadership has created a structured system of reviewing student work. The campus instructional leadership will create templates and guidelines in order to facilitate the creation of data monitoring tools. The measurement of student progress being visible in classrooms and hallways will become an expectation during campus culture walks conducted by the DCSI and the expectation will be communicated throughout the course of the 2023-2024 school year to all stakeholders.

Desired 90-day Outcome: By the end of August 2023, the DCSI, Principal, and Campus Leadership Team will identify specific areas of the campus that will be used to display student progress toward measurable goals as they are defined in the Targeted Improvement Plan, Campus Improvement Plan, and 9-week targets.

District Actions: DCSI will assist in the creation of data monitoring templates and guidelines to display student progress toward measurable goals. DCSI and Special Programs Director will ensure all faculty and staff are informed on confidentiality guidelines associated with the display of student data.

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: Lack of updates to data and confidentiality concerns associated with the display of student data.	Action Step 1, Action Step 2	DCSI and Special Programs Director will provide training on confidentiality concerns. The Campus Leadership Team will communicate expectations regarding the display of student progress measures for the 2023-2024 school for all faculty and staff and schedule when updates need to be made to displayed student data.

Step 1 Details	Formative Reviews
<p>Action Step 1: The DCSI will communicate expectations for the district regarding the display of student data on all campuses, including hallways and classrooms during the Annual Summer Conference in July 2023.</p> <p>Evidence Used to Determine Progress: Professional development sign-in sheets and agenda.</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed: Presentation materials</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: July 26, 2023 - Frequency: One Time - Evidence Collection Date: July 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 Special Programs Director will communicate confidentiality concerns regarding the display of student data on all campuses, including hallways and classrooms during the Annual Summer Conference in July 2023.</p> <p>Evidence Used to Determine Progress: Professional development sign-in sheets and agenda.</p> <p>Person(s) Responsible: DCSI and Special Programs Director</p> <p>Non-Funded Resources Needed: Presentation materials</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 26, 2023 - Frequency: One Time - Evidence Collection Date: July 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: The DCSI, Campus Principal, and Instructional Coach will develop templates and guidelines for teachers to follow throughout the course of the 2023-2024 school year.</p> <p>Evidence Used to Determine Progress: Clearly written guidelines on the display of student progress towards measurable goals and templates for teachers to use to display student data.</p> <p>Person(s) Responsible: DCSI, Campus Principal, and Instructional Coach</p> <p>Non-Funded Resources Needed: Working documents created on publisher software.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 1, 2023 - Frequency: One Time - Evidence Collection Date: August 29, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$13,500.00
+/- Difference					\$13,500.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	TIL TRAINER		\$15,000.00
Sub-Total					\$15,000.00
Budgeted Budget Object Code Amount					\$32,144.00
+/- Difference					\$17,144.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$4,459.00
+/- Difference					\$4,459.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	4	TRAVEL FOR DCSI		\$500.00
Sub-Total					\$500.00
Budgeted Budget Object Code Amount					\$1,568.00
+/- Difference					\$1,068.00
Grand Total Budgeted					\$51,671.00
Grand Total Spent					\$15,500.00
+/- Difference					\$36,171.00

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	120	30	37	N/A	District Created Benchmark	39	25	District Created Benchmark	40	30	42	32	
		All	All	Reading	Meets	STAAR	120	9	18	N/A	District Created Benchmark	19	17	District Created Benchmark	21	14	23	12	
		All	All	Reading	Masters	STAAR	120	1	0	N/A	District Created Benchmark	2	3	District Created Benchmark	4	0	5	0	
		All	All	Mathematics	Approaches	STAAR	44	35	68	N/A	District Created Benchmark	72	32	District Created Benchmark	75	22	78	75	
		All	All	Mathematics	Meets	STAAR	44	6	28	N/A	District Created Benchmark	29	4	District Created Benchmark	31	0	33	25	
		All	All	Mathematics	Masters	STAAR	44	0	4	N/A	District Created Benchmark	6	2	District Created Benchmark	8	0	10	4	
		All	All	Science	Approaches	STAAR	50	39	68	N/A	District Created Benchmark	71	42	District Created Benchmark	75	32	78	55	
		All	All	Science	Meets	STAAR	50	9	8	N/A	District Created Benchmark	9	8	District Created Benchmark	11	2	13	15	
		All	All	Science	Masters	STAAR	50	0	0	N/A	District Created Benchmark	2	0	District Created Benchmark	3	0	5	2	
		All	All	Social Studies	Approaches	STAAR	55	58	89	N/A	District Created Benchmark	91	67	District Created Benchmark	93	41	95	94	
		All	All	Social Studies	Meets	STAAR	55	28	53	N/A	District Created Benchmark	54	21	District Created Benchmark	56	3	58	39	
		All	All	Social Studies	Masters	STAAR	55	11	17	N/A	District Created Benchmark	19	1	District Created Benchmark	20	0	22	23	
Closing the Gaps	Focus 1	Academic Achievement	All	All Students	Mathematics	N/A	Mathematics	N/A	6	28	98	Released STAAR	29	7	Released STAAR	31	22	46	25
	Focus 2	School Quality/College & Career Readiness	All	ELL	CCMR	N/A	CCMR	N/A	18	20	100	Other	25	61	Other	29	63	30	70

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	38	Did Not Meet	63	61	75	60	85	58	68
					Approaches	37	39	25	40	30	42	32
					Meets	18	19	17	21	14	23	12
					Masters	0	2	3	4	0	5	0
	Math	All	STAAR	30	Did Not Meet	32	27	67	25	78	22	25
					Approaches	68	78	32	75	22	78	75
					Meets	28	29	4	31	0	33	25
					Masters	4	6	2	8	0	10	4

Addendums

Triumph Public High Schools

Laredo North

TIP Artifact Submission 12-16-2022

Principal Coaching Script and Coaching Video Submitted by the Principal

https://drive.google.com/file/d/1ihC_Pu4NtrgCm13nxLyxQ_w2BWYS2N-J/view?usp=sharing

Giving Effective Feedback:
See it. Name it. Do it.

See it: Success, Model, & Gap

See the success:

The last time we met, I saw you having a strong group practice. You were modeling strategies and writing down techniques while you were explaining and solving Poly Roots.

How these techniques and strategies help your students' progress and achieve the lesson plan goals?

See the model:

Today, I want to dive into the independent practice part of a lesson and to setting up daily routines that build opportunities for students to practice independently.

1. What are the key elements for students to practice individually the skills learned during the lesson and group activity?

(Expected answers from the teacher)

Implementing and reviewing a longer independent practice.

Implementing an exit ticket where students practice skills

independently that are aligned to the lesson and group practice.

I am going to go ahead and model how I will implement a longer independent practice and/or daily Exit Ticket. While I model, I want you to look for two things:

1. Notice time span and instructions given to students for the independent practice.
2. Notice how I am implementing the Exit Ticket (aligned to the objective of the lesson) as an independent practice to see how many students mastered the concept.

**See It
2-8 mins**

Live Model Script

Okay students, now that we finished the lesson and group practice, I will give you 10 minutes to solve your Exit Ticket. The Exit Ticket is only two problems that you must solve by yourself without any help of your classmates. I really want to see your eyes on your paper, I will be walking around to monitor you are working by yourself, but I will not help you. If you get them wrong, it is okay because this is going to help me see what I need to review with you.

What did you notice when I assigned them the independent practice? What instructions were given to the students? What did I utilized as an independent practice?

(Expected answers from the teacher)

You gave them time for independently practicing the skills learned during the lesson, by giving them an exit ticket and providing clear instructions on how they needed to work independently.

(My response. - Yes, I implemented an independent practice by providing an exit ticket to students so they can have an opportunity to apply learned skills independently, and that will help me to see how many students mastered the concept.

2. What did you notice when I providing the Exit Ticket for the students?

(Expected answers from the teacher)

You gave them specific instruction for them to work independently (give examples).

	<p>(My response. - Yes, I told them that the expectations for the Exit Ticket was to work strictly individually. For example when I said...</p> <p>See the gap: Let us compare the models</p> <ol style="list-style-type: none"> How was my live modeling different from yours? <i>(Expected answers from the teacher)</i> <i>You provided (longer) time for independent practice.</i> <i>The teacher should mention Exit Ticket (align to lesson) to see who mastered the concept.</i>
<p>Name It 2 mins</p>	<p>Action Step: What & How</p>
	<p>Name the action step: Based on what we saw in the live modeling</p> <ol style="list-style-type: none"> What did you capture as problematic? <i>(Expected answers from the teacher)</i> <i>I did not give students time for a longer independent practice or I did not give student an Exit Ticket.</i> <p>Punch it: Yes. Your action steps today are:</p> <ol style="list-style-type: none"> Implementing and reviewing a longer independent practice and/or a daily Exit Ticket (aligned to the objective) to see how many students mastered the concept. Clarifying to students the expectations for the independent practice.
<p>Do it Rest of meeting</p>	<p>Plan before practice: Now we are going to plan before we practice. Let's think about:</p> <ol style="list-style-type: none"> What are the actions you need to take to accomplish your action steps based on what I modeled? <i>(Expected answers from the teacher)</i> <i>Provide time for independent practice or Exit Ticket.</i> <i>Share expectation on how they must work individually.</i> <p>Practice: Now, you will practice. Let's take it to live and role play. The teacher must role-play/ model the following: <i>(Expected answers from the teacher)</i> <i>Implement and review a longer independent practice and/or a daily Exit Ticket (aligned to the objective) to see how many students mastered the concepts.</i> <i>Provide expectation for student's independent practice.</i> I will stop and help/correct the teacher as she practices.</p> <p>Follow up: Next time, when I come in, I would like to see that you improved your lesson by:</p> <ol style="list-style-type: none"> Implementing a longer independent practice or Exit Ticket (aligned to the lesson) to see how many students mastered the concept. Clarifying students the expectations for the independent practice.

Triumph Public High Schools Laredo North **TIP Artifact – Cycle 2 Review Submission**

Submission: March 3rd, 2023

TIP Artifact include a DDI coaching script delivered by the Campus Principal (Ms. Violeta Menchaca-Villa) and the Instructional Officer (Ms. Belen Martinez) during our mid-year DDI implementation cycle.

Also, I am attaching a link to a video of this DDI meeting as well.

<https://drive.google.com/file/d/17zKsn0UBSRiR0tH7KKA3U8AshNZEWIT4/view?usp=sharing>

GIVING EFFECTIVE FEEDBACK

Prepare During observation	Prepare – During Observation
	<ul style="list-style-type: none"> ● Have an exemplar on how to frame the work ● Have clip from Ms. Lopez
See It 8 mins	See the Success, See the Model, and See the Gap
	<p>See the Success:</p> <ul style="list-style-type: none"> ● The last time we met, we set a goal of specifically reviewing that you have your exemplar and any samples ready for the do it section. I see that you improved on having what you need ready for the teacher. How is that helping you improve your observation feedback meetings? ● <i>Yes, great job!</i> <p>See the Model:</p> <ul style="list-style-type: none"> ● Narrow the focus: <ul style="list-style-type: none"> ○ Today, I want to dive into the <u>planning part of the do it section</u> in the observation feedback model, specifically on how we can frame the practice section for the teachers. ● Name the exemplar: <ul style="list-style-type: none"> ○ What can you do to ensure that your teacher understands what is expected during the planning part of the do it section before getting ready for the practice? <p style="text-align: right;"><i>(Expected answers from the IO)</i></p> <p><i>I must plan and frame the practice.</i></p> ○ <i>If IO cannot answer the question, I will ask the following</i> <i>What do you provide to the teacher (the same as you do with the student) before asking for an expectation?</i> <p style="text-align: right;"><i>(Expected answer from IO)</i></p> <p><i>Specific instructions</i></p> <ul style="list-style-type: none"> ● I am going to show a model, so you can see an example on how you can plan the do it section for your teachers. I need for you to read it aloud. <ul style="list-style-type: none"> ○ How was your panning different to the model? <i>(Expected answers from the IO)</i> It was not very specific ○ Why is it important to be specific when providing an exemplar or instructions to the teacher during the planning part of the do it section? <i>(Expected answers from the teacher)</i> <i>...so they can know what is expected from and what actions they should take in their practice section.</i> ● What do you think your action step should be? (My response. - Yes, your action step should be to really plan and frame the practice section for your teacher, so they can specifically understand what they have to demonstrate during the do it practice section.. <p>See the Gap:</p> <ul style="list-style-type: none"> ● Let's compare the models and now let's look at your observation/feedback with Ms. Lopez. (Play feedback video)

	<ul style="list-style-type: none"> ○ What do you think can be improved in the planning section? (Expected answers from the IO) Framing the planning and practice section ○ What is it important to frame the practice in the do it section ? (Expected answers from the IO) To help the teacher understand what is expected of them when practicing ○ How can you fix that? (Expected answers from the IO) By planning and creating specific instructions for the teacher during the planning in the do it section?
<p>Name it 2 mins</p>	<p>Action Step: What and How</p>
	<p>Prompt teacher to name the action step:</p> <ul style="list-style-type: none"> ● Based on what we discussed today, what do you think your action steps should be? (Expected answers from the teacher) Plan to frame the practice section by providing specific expectations to the teacher. <p>Punch it:</p> <ul style="list-style-type: none"> ● Yes, your action step today is: <ul style="list-style-type: none"> ○ 1.- To plan and prepare by framing your practice and providing specific expectations to the teacher. ○ Please write it down, so you do not forget (repeat 1)
	<p>Plan, Practice, and Follow Up</p>

Do It
Rest of meeting

Plan Before Practice:

- Script the changes:
 - Now we are going to plan before we practice. Let's work together with the model I presented to you, so you can create a similar one. I will give you 3 minutes to do it.
(Expected answers from the teacher)
IO should frame the practice similar to the model

- Push to make the plan more precise and more detailed
 - "Now that we have frame the practice,
 - How do you think this will help your teacher be successful in this section?
(Expected answers from the teacher)
This will help the teacher by understanding what they need specifically to do and achieve during the practice in the do it section .

Practice the Action Step:

- Now that you have frame the practice for the teacher we will take it live and role play
- I will be the teacher and you will be helping me understand what I need to do in the practice section with what you just created.

I will role-play the teacher answering correctly first, and then to add complexity, I will not comply.

Follow-up:

- I am so excited to see you plan and prepare by framing your practice and providing specific expectations to the teacher...
 - I need to go to your office to observe this happening.
 - When would be the best time to observe you implementing this?
 - Let's both put it on our agendas.
 - Thank you.