

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



Campus Number: 240801002

Board Approval Date: November 12, 2022

ESF Diagnostic Date: February 8, 2023

Superintendent:
DCSI/Grant Coordinator:

Frances Johnson
Scott Carothers

Principal: Sandra Castillo
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: Sandra Castillo

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Our 21-22 domain 1 results were approaches 58%, meets 19%, and masters 3%. As we reflected on our data, our 22-23 goals for domain 1 are Approaches 68%, Meets 24%, and Masters 8%. In reviewing our data and making our goals, we determined to have an achievable gap of 10% approaches and 5% meets and masters. In creating our goals and reviewing our gaps, we have determined that our domain 1 goal impact would a 3-point increase from an 83 to 86 and an overall impact of a 73 C to 87 B in our overall rating.

School Progress

What accountability goal has your campus set for this year?

Although we did not have 21-22 domain 2 results due to small numbers, we still reflected on our 2019 data and we determined our 22-23 domain 2 goal to be a scale score of a 91A and an overall impact of a 73 C to 87 B in our overall rating.

Closing the Gaps

What accountability goal has your campus set for this year?

Our 21-22 closing the gaps for our scale score was a 30. Our 22-23 closing the gaps domain scale score goal is a 77-C. If we meet our 22-23 goal, we would have closed the gap by 47 scale score points. This will impact our goal from going to a 30 to a 77 and an overall impact of a 73 C to 87 B in our overall rating.

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 focus subject for this year will be Math and ELA. We have determined these two content areas to be achievable and realistic. If we attain these two realistic and achievable targets, we will impact our domain III from a 30 to 77.

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

For Math we will target all students and for ELA we will target our Eco dis students. If we attain these two realistic and achievable targets, we will impact our domain III from a 30 to 77.

CCMR

What goals has your campus set for CCMR?

Our 22-23 goals for CCMR are to meet or come close to closing the gaps of our all students, Hispanics, and our Eco dis target by at least meeting 1 out of our 4 groups.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

Our 22-23 goal is to remain at a high 86% of on all 4 groups and meeting at least 1 out of the 4 targets.

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: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for 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: Planning for 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 data, we feel like there are positive indicators to ensure strong student performance.

ELA: In ELA we were close or met our targets that were established for cycle 1. For example we wanted to reach 33% approaches and we met 25%. We wanted to reach 11% at meets performance and we achieved 13% which is above our goal. We were only 1 percentage point away from meeting our masters performance level.

Math: This is an area where the campus struggled. We were reaching for 81% at approaches and only achieved 56%. We were reaching for 39% at meets and only achieved 13%. We did not have any students perform at the mastery level of performance. This is an areas we need to put as the highest priority in cycle 2.

Science: This is a celebration area. We surpassed all of our targets in this area at approaches, meets and masters. In fact 12% were at masters level. This is a very strong indicator for science for the 2022-2023 academic year.

Social Studies has strong performance in meets and masters level of performance with directly hitting our target for meets and exceeding our target by double digits in masters. However, we were reaching for 90% approaching and only 54% met approaching. This indicates that those students doing well are doing extremely well, but there is still a large group of potential students not even meeting approaches.

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

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Rationale: TPHS Laredo South Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment tool, 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 South campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of training intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Data Driven Instruction (DDI) and Observation & Feedback (OF). 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 South will continue to implement TIL DDI from 2021-2022 academic year and will refine DDI systems based on the TIL Principal Action Steps document for DDI. Consist monitoring of TIL DDI implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Office to ensure implementation of the additional TIL Observation and Feedback module. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS Laredo South have a 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 agreement is signed, district and campus leadership will attend three days of face-to-face TIL Observation & Feedback training that will build understanding and capacity. 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 through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of work that students will engage in is clearly understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: By May 2023 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 Highly Qualified Instructional Materials. District curriculum and instruction specialist will be reviewing teacher lesson plans to make sure they are using Highly Qualified Instructional Materials.

Did you achieve your 90 day outcome?: Yes

Why or why not?: TPHS Laredo South was successful at meeting the 90 day outcome for this cycle. All teachers were training in Carnegie Math and Odell ELA prior to school starting as well as ongoing coaching directly from the vendor. Also, teachers participate in the ESC 1 Odell and Carnegie 9 week planning units to address ongoing questions and needs.

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 without HQIM and bi weekly assessments	Action Step 2	Remind 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 we will focus on lesson objective, alignment, pacing, and training on the TPHS 5 steps lesson cycle. CLT will consistently review lesson plans looking for HQIM.</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, our focus will be to train teachers on choosing formative assessment aligned to the rigor of their objectives using our FAR rubric.</p> <p>Evidence Used to Determine Progress: PLCs Agendas & 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>

Step 4 Details	Formative Reviews
<p>Action Step 4: Professional Development will be provided on 5 step lesson cycle specifically to bell ringers that are aligned to the lesson, and pacing.</p> <p>Evidence Used to Determine Progress: Classroom Observations and Lesson Plan Reviews (Specifically looking for Bell Ringer time)</p> <p>Person(s) Responsible: Campus Leadership Team</p> <p>Non-Funded Resources Needed: Projector, Chart Paper, Conference Room, Markers, Post Its. PD Presenter Fees</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 10, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Cycle 1 - (Sept – Nov)

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for 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 South Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment, 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 South campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of training intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Observation & Feedback (OF). 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 South will continue to implement TIL DDI from 2021-2022 academic year and will refine DDI systems based on the TIL Principal Action Steps document for DDI. Consistent monitoring of TIL DDI implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL Observation and Feedback module. One-on-one coaching will be provided to the DCSI, Principal, and Campus Instructional Officer. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS Laredo South have a 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 agreement is signed, district and campus leadership will attend three days of face-to-face TIL Observation & Feedback training that will build understanding and capacity. 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 through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of work that students will engage in is clearly understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: (Updated on 12/12/22) 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 ESCI 1 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 South was successful at meeting the 90 day outcome for this cycle. Observation and feedback TIL module was launched and teachers, Instructional Officer, Principal, and DCSI has engaged in the process.

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 and ensuring CIL Team are observing and providing feedback on a timely manner.	Action Step 3	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 trainer to implement agreement.</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>Funding Sources: TECHNOLOGY - 6300-Supplies and materials - \$1,500</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 GBF observation and feedback meetings for the first 90 day cycle.</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: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Conduct Cycle 1 GBF observation and feedback meetings with teachers (four) instructional officer, (two) principal , and DCSI (one).</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 30, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Met coaching expectations for all groups with the exception of the DCSI 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 30, 2022</p> <p>Funding Sources: TRAVEL TO LAREDO AREA - 6400-Other operating costs - \$500</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 teacher progress on GBF on the trajectory focusing on alignment of instructional activities.</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: October 17, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: We did not reach most of our Cycle Formative Goals, and there were few improvements from Cycle 1 to Cycle 2. From Cycle 1 to Cycle 2 in Reading, we increased from 25% to 33% at the Approaches level, and we met our target at the Meets level by over 11% and at the Masters level by over 1%. We missed our Closing the Gap Focus 2 goal by 4%. From Cycle 1 to Cycle 2 in Mathematics, we decreased by 4% at the Approaches level, decreased by 13% at the Meets level, and we stayed the same at the Masters level. We did not meet our Closing the Gap Focus 1 Goal by 44%. Mathematics will be a focus area moving into Cycle 3 since we missed our Meets and Masters goals by the largest margin in this subject area. From Cycle 1 to Cycle 2 in Science, we decreased by 25% at the Approaches level, 26% at the Meets level, and 4% at the Masters level. From Cycle 1 to Cycle 2 in Social Studies, we increased by 3% at the Approaches level, we decreased by 19% at the Meets level, and we decreased by 12% at the Masters level.

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: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Rationale: TPHS Laredo South Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment tool, 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 South campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of training intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Data Driven Instruction (DDI) and Observation & Feedback (OF). 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 South will continue to implement TIL DDI from 2021-2022 academic year and will refine DDI systems based on the TIL Principal Action Steps document for DDI. Consistent monitoring of TIL DDI implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Office to ensure implementation of the additional TIL Observation and Feedback module. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS Laredo South have a 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 agreement is signed, district and campus leadership will attend three days of face-to-face TIL Observation & Feedback training that will build understanding and capacity. 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 through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of work that students will engage in is clearly understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: By May 2023 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 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 Actions: DCSI will work with ESC-1 to plan a new teacher training and coaching implementation model to support new teachers in ensuring they meet cycle 2 targets. DCSI will provide 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 Offer with lesson alignment implementation with monthly Zoom calls to address any barriers that may arise during the 90-day cycle. Finally, DCSI will make site-visits to engage in collaborative coaching with Instructional Coach and CLT.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers received professional development 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?
Challenges that are being face on the Laredo South campus are a majority of teachers are new to the campus and/or are new to the teacher field.	Action Step 1	The most impactful action step that the campus will take will be to engage ESC 1 Laredo Extension Office to support new teachers through a system of training, support, practice, and coaching model. Keeping the leadership narrowly focused on the goals of the TIP and the focus of the TIP will be through frequent and ongoing communication with DCSI. (Action Steps #1, and 2 address specific challenges)

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 and CLT</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 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: One Time - Evidence Collection Date: February 3, 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</p> <p>Non-Funded Resources Needed: Calendared planning time for content teachers and TIL Lesson Alignment resources for exit tickets and exemplar responses.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 9, 2023 - Frequency: Weekly - Evidence Collection Date: March 3, 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: One Time - Evidence Collection Date: January 27, 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: Planning for 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 South Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment, 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 South campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of training intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Observation & Feedback (OF). 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 South will continue to implement TIL DDI from 2021-2022 academic year and will refine DDI systems based on the TIL Principal Action Steps document for DDI. Consistent monitoring of TIL DDI implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL Observation and Feedback module. One-on-one coaching will be provided to the DCSI, Principal, and Campus Instructional Officer. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS Laredo South have a 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 agreement is signed, district and campus leadership will attend three days of face-to-face TIL Observation & Feedback training that will build understanding and capacity. 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 through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of work that students will engage in is clearly understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: (Updated on 12/12/22) 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 sessions, 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 12, 2022 - Frequency: One Time - Evidence Collection Date: December 20, 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: 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: 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 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 Approaches and Meets level in ELA, Approaches level in Biology, and Meets 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: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Rationale: TPHS Laredo South Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment tool, 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 Level 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 South campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of training intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Data Driven Instruction (DDI) and Observation & Feedback (OF). 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 South will continue to implement TIL DDI from 2021-2022 academic year and will refine DDI systems based on the TIL Principal Action Steps document for DDI. Consistent monitoring of TIL DDI implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Office to ensure implementation of the additional TIL Observation and Feedback module. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS Laredo South have a 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 agreement is signed, district and campus leadership will attend three days of face-to-face TIL Observation & Feedback training that will build understanding and capacity. 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 through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of work that students will engage in is clearly understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: By May 2023 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 using the GBF Rubric.

District Actions: DCSI will ensure communication and collaboration with Principal to ensure that lesson plans are being evaluated and teacher planning support is provided in ensuring that the instructional delivery plan aligns the objective to the rigor of the quality exit ticket. DCSI will hold the campus accountable through artifact and evidence evaluation during C&I Zoom meetings and Principal Support calls. DCSI will provide necessary support and "at-bats" practice to refine any lesson alignment skills from previous cycles. DCSI will focus efforts to support the campus in the absence of the Instructional Officer and help to prioritize and focus support on teachers with the most needs that will have the most impact on EOC STAAR assessment.

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.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Implementation at the campus has not been consistent in Cycle 1 and Cycle 2. The biggest challenge will be the lack of Instructional Officer at the campus who resigned unexpectedly. Of course challenges of calendaring and time to implement the systems will be even more difficult. Concern that the principal will get overwhelmed is also a concern for DCSI. Finally, a challenge will be to ensure that the work around academics, DDI, and lesson planning are identified as a priority.	Action Step 2, Action Step 3	To address the challenges, we have incorporated action steps 2, and 3 to specifically address the support and resources necessary to continue to implement the systems 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 Master Teacher worked alongside all teachers to provide lesson plan feedback. 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 and CLT</p> <p>Non-Funded Resources Needed: ESC 1 . ESSER 2 Funds will be utilized.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Training primarily focused on 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: Calendar co-planning time to align DCSI and IO lesson plan feedback.</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: Some Progress</p> <p>Necessary Adjustments/Next Steps: Calendar consistent lesson planning time. Support only took place in April and May.</p>

Cycle 3 - (Mar – May)

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for 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 South Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self assessment, 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 South campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of training intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Observation & Feedback (OF). 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 South will continue to implement TIL DDI from 2021-2022 academic year and will refine DDI systems based on the TIL Principal Action Steps document for DDI. Consistent monitoring of TIL DDI implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL Observation and Feedback module. One-on-one coaching will be provided to the DCSI, Principal, and Campus Instructional Officer. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS Laredo South have a 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 agreement is signed, district and campus leadership will attend three days of face-to-face TIL Observation & Feedback training that will build understanding and capacity. 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 through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of work that students will engage in is clearly understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: (Updated on 12/12/22) 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, coaching sessions will be 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 GBF Rubric processes, using calendar created, protocols, and conducting the coaching sessions. The 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, 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: Some Progress</p> <p>Necessary Adjustments/Next Steps: The Instructional Officer conducted coaching and feedback. Moving forward we need to calendar windows of time for DCSI to provide coaching to Principal at the beginning of each Cycle.</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:</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:</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: Some Progress</p> <p>Necessary Adjustments/Next Steps: Bi-weekly principal support calls occurred only in the month of March during Cycle 3.</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 South Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document 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 South 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 South Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document to determine that campus instructional leaders need 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: 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 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
1	2	2	TECHNOLOGY		\$1,500.00
Sub-Total					\$1,500.00
Budgeted Budget Object Code Amount					\$4,459.00
+/- Difference					\$2,959.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	5	TRAVEL TO LAREDO AREA		\$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					\$17,000.00
+/- Difference					\$34,671.00

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	75	25	32	N/A	Released STAAR	33	25	Released STAAR	35	33	37	40
			All	All	Reading	Meets	STAAR	75	10	10	N/A	Released STAAR	11	13	Released STAAR	13	24	15	13
			All	All	Reading	Masters	STAAR	75	0	0	N/A	Released STAAR	2	1	Released STAAR	3	4	5	1
			All	All	Mathematics	Approaches	STAAR	23	46	81	N/A	Released STAAR	81	56	Released STAAR	83	50	86	64
			All	All	Mathematics	Meets	STAAR	23	8	38	N/A	Released STAAR	39	13	Released STAAR	40	0	43	18
			All	All	Mathematics	Masters	STAAR	23	0	19	N/A	Released STAAR	20	0	Released STAAR	22	0	24	3
			All	All	Science	Approaches	STAAR	26	33	71	N/A	Released STAAR	72	73	Released STAAR	74	48	76	83
			All	All	Science	Meets	STAAR	26	6	17	N/A	Released STAAR	18	26	Released STAAR	20	0	22	11
			All	All	Science	Masters	STAAR	26	0	0	N/A	Released STAAR	1	4	Released STAAR	3	0	5	3
			All	All	Social Studies	Approaches	STAAR	35	52	89	N/A	Released STAAR	90	54	Released STAAR	91	57	94	82
			All	All	Social Studies	Meets	STAAR	35	21	29	N/A	Released STAAR	30	30	Released STAAR	32	11	34	46
All	All	Social Studies	Masters	STAAR	35	8	4	N/A	Released STAAR	6	12	Released STAAR	7	0	9	11			
Closing the Gaps	Focus 1	Academic Achievement	All	All Students	Mathematics	N/A	Mathematics	N/A	8	38	100	Released STAAR	42	13	Released STAAR	44	0	46	18
	Focus 2	Academic Achievement	All	Econ Disadv	ELA	N/A	ELA	N/A	10	11	100	Released STAAR	15	17	Released STAAR	28	24	33	40

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	75	Did Not Meet	68	67	75	65	67	63	60
					Approaches	32	33	56	35	33	37	40
					Meets	10	11	13	13	24	15	13
					Masters	0	2	0	3	4	5	1
	Math	All	STAAR	23	Did Not Meet	19	19	43	17	50	14	36
					Approaches	81	81	56	83	50	86	64
					Meets	38	39	13	40	0	43	18
					Masters	19	20	0	22	0	24	3

Addendums

Biology Sep 6, 2022 12:07 PM

Board

- Great job on having goals and lesson objectives for the day.

Lesson Objectives

- Reteaching
 - Use visuals as you're reteaching something different from the first time it was thought.
 - Reviewing CBA #1 Using conceptual understanding however it needs to be modeled due to more than half of the class getting questions incorrect.
 - Great job of how you are aggressively monitoring throughout your classroom as students are identifying their own gaps throughout the exam.
- **Giving Effective Feedback**
 - **Phase 3**
 - Re-teaching 101- Model for the students how to think/solve/ write
 - Model the thinking, not just the procedure
 - Narrow the focus to the thinking students are struggling with.
 - Model replicable thinking steps that students can follow.
 - Model how to activate one's own content knowledge and skills that have been learned in previous lessons.
 - Vary the think - aloud in tone and cadence from the normal "teacher" voice to highlight the thinking skills.
- **SEE IT**
 - We set a goal last week of targeting data driven instruction, setting students goals, and being able to accomplish your objective in one lesson. I noticed that you have been using more data driven in class activities and saw student engagement and understanding great accomplishment.
 - Mrs. Perez, Tell me about what you saw throughout your lesson on 9/6/22 in the beginning of class.
 - Lets go ahead and look at your CBA #1 Data and visualize where students needed reteaching of that specific TEKS and questions on the assessment. What did students need to be able to know to answer those particular questions correctly?
 - Tell me about your thoughts of how students were responding to each of the questions that you provided for them on CBA#1 and gaps that you saw throughout your reteaching lesson?
 - What do students need to do in order for you to know that they mastered the material?

Name it .

- Name the action step
 - Based on what we discussed today, what do you think your action steps should be when doing the reteaching?
 - Re-teaching 101- Model for the students how to think/solve/ write
 - Model the thinking, not just the procedure

- Narrow the focus
- Model how to activate one's own content knowledge and skills that have been learned in previous lessons.
 - **("Eyes on me." and let students follow along with your techniques")**
- Vary the think - aloud in tone and cadence from the normal "teacher" voice to highlight the thinking skills.

- **DO IT**

- Plan before practice
 - Where would be a good place to implement this in your upcoming lesson?
- Push to make the plan more precise
 - "What prompts will you use with students that we can practice today"
- Practice
 - "Let's take it live pretending that I am your student and your the teacher "
 - How do you feel after we have practiced the action steps you will be working with your students?

- **Follow up**

- **When I come in I will observe for**
 - Narrow the focus
 - Model how to activate one's own content knowledge and skills that have been learned in previous lessons. **("Eyes on me." and let students follow along with your techniques")**
 - Vary the think - aloud in tone and cadence from the normal "teacher" voice to highlight the thinking skills.
- **When will be the best time to observe your implementation of this?**
- **Great, I can't wait to meet again.**

9/28/22

- **Board**

- **Great job on board and agenda just make sure to use the board in the back or front to update the agenda for each subject you are teaching.**

- **Lesson**

- **She is covering lewis dot structures and explaining to students the importance of lewis dot structures and the representation of each dot which are the valence electrons.**
- **Make sure students are always on task by monitoring the classroom at all times and check for understanding to make sure all students**

are on the same task instead of talking about what they are not supposed to.

○

9-21-22 <https://drive.google.com/file/d/11Stub--TTbed-WVRthkpb7aN1ofebF2s/view>

9-28-22 <https://drive.google.com/file/d/1hSOFiMJie2p-kZ4jH1bVxlEC1MJooKcq/view>

10/3/22

Board

- Great job on having goals and lesson objectives for the day.

Lesson Objectives

- Reteaching
 - Great job on providing students with a visual representation of what is expected for themselves to notate on. Maybe breaking down the lesson into different parts in order for students to be more engaged once they have mastered vocabulary.
 - Reviewing CBA #2 cell membrane content was great however breaking down the concept between the purpose, differentiation between passive and active transport.
 - Great job of how you are aggressive monitoring throughout your classroom as students are identifying their own gabs throughout the class.

10-3-22

Board

- Great job on having goals and lesson objectives for the day.

Lesson Objectives

- Great job on providing multiple essential questions to check understanding of how Enzymes work and close misconceptions.
- Maybe having questions students will answer on their independent practices to check for understanding after the lecture has been completed.
- Great Job on modifying your class lesson when students do not understand a certain concept and instructing them to get in pairs with one another.
- **Giving Effective Feedback**
 - Phase 3
 - Pacing: Create the illusion of speed so that students feel constantly engaged.
 - Planning the amount of time to take for the I DO Part of the lesson before doing the independent practice.
- **SEE The Success**

- We set a goal last week of targeting data driven instruction, setting students goals, and being able to accomplish your objective in one lesson. I noticed that you have been using more data driven in class activities and saw student engagement and understanding great accomplishment.

See the model

- Today, I want to dive into recognizing the importance of pacing in the classroom .
- What is the importance of pacing to create success in your classroom
- How much time did you spend on the I DO part of the lesson?

See the GAP

- As we reflect on the lesson that I observed, what are some gaps you were able to recognize based on the video I showed you ?

Name it .

- Now based on what we have discussed today, what do you think your action step should be to close the gap on today's lesson?

Punch it

- Phase 3
 - Pacing: Create the illusion of speed so that students feel constantly engaged.
 - Planning the amount of time to take for the I DO Part of the lesson before doing the independent practice.
- **DO IT**
 - Plan before practice
 - Mrs. Perez as your planning please identify your action step and good place to implement this in your upcoming lesson?
 - Push to make the plan more precise
 - “ What prompts will you use with students that we can practice today”
 - Practice
 - “Let's take it live pretending that I am your student and your the teacher “
 - How do you feel after we have practiced the action steps you will be working with your students?
 -
- **Follow up**
 - **When I come in I will observe for**
 - Pacing: Create the illusion of speed so that students feel constantly engaged.
 - Planning the amount of time to take for the I DO Part of the lesson before doing the independent practice.

- When will be the best time to observe your implementation of this?
- Great, I can't wait to meet again.
- 10-4-22 [miu-kdfe-bkd \(2022-10-03 16:24 GMT-5\)](#)

Biology 7:55 am 10-4-22

Board

- Great Job on board updates of students agenda

Lesson

- Great job on providing multiple essential questions to check understanding of how Enzymes work and close misconceptions.
- Maybe having questions students will answer on their independent practices to check for understanding after the lecture has been completed.
- Great Job on modifying your class lesson when students do not understand a certain concept and instructing them to get in pairs with one another.
- Great Job on pacing and breaking down the lesson Maybe start with reviewing vocabulary or start implementing vocabulary quizzes every friday before CBA's .
- **Giving Effective Feedback**
 - Phase 3
 - Pacing: Create the illusion of speed so that students feel constantly engaged.
 - Planning the amount of time to take for the I DO Part of the lesson before doing the independent practice.
- **SEE The Success**
 - We set a goal last week of targeting data driven instruction, setting students goals, and being able to accomplish your objective in one lesson. I noticed that you have been using more data driven in class activities and saw student engagement and understanding great accomplishments. What made that successful? What was the positive impact on circulating the room?

See the model

- Today, I want to dive into recognizing the importance of pacing in the classroom .
- What is the importance of pacing to create success in your classroom
- How much time did you spend on the I DO part of the lesson?

See the GAP

- As we reflect on the lesson that I observed, what are some gaps you were able to recognize based on the video I showed you ?

Name it .

- Now based on what we have discussed today, what do you think your action step should be to close the gap on today's lesson?

Punch it

- Phase 3
 - Pacing: Create the illusion of speed so that students feel constantly engaged.
 - Planning the amount of time to take for the I DO Part of the lesson before doing the independent practice.

- **DO IT**

- Plan before practice
 - Mrs. Perez as your planning please identify your action step and good place to implement this in your upcoming lesson?
- Push to make the plan more precise
 - “ What prompts will you use with students that we can practice today”
- Practice
 - “Let's take it live pretending that I am your student and your the teacher “
 - How do you feel after we have practiced the action steps you will be working with your students?

-

- **Follow up**

- **When I come in I will observe for**
 - Pacing: Create the illusion of speed so that students feel constantly engaged.
 - Planning the amount of time to take for the I DO Part of the lesson before doing the independent practice.
- **When will be the best time to observe your implementation of this?**
- **Great, I can't wait to meet again.**

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

Submission: March 3rd, 2023

TIP Artifact include a DDI coaching script delivered by the campus Principal (Ms. Sandra Castillo) and the Instructional Officer (Ms. Amanda Munoz) 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/1EFaCGN2kw6HngZ0C7iZkSTbXlohnYzH/view?usp=sharing>

**OF Coaching : Giving Effective Feedback & Meetings using the TIL Model of Coaching
with a Focus on See It – Fully Unpacking the Model**

Ms. Amanda Munoz, TPHS Laredo South Principal – Feb 28, 2023

Good Afternoon Ms. Munoz,

Thank you for joining me today for your coaching session after your onsite coaching of Mrs. Garduno

SEE IT:

See the Success: As I read your script and saw you in action, I can see evidence that you met your previous coaching action step of following the giving effective meetings model using the components of see it, name it, and do it. Great work Ms. Munoz. I am very proud of you and your perseverance and dedication to fully implement the TIL Observation and Feedback Model as a school improvement initiative.

Q1: What do you feel was most successful in using the Waterfall Model?

(Ideal Response: Looking for specifics around each of the steps of the model for how to identify the gap and the process of showing a model vs. current practice, writing a strong action step that includes the what and how, and the multiple rounds of practice that would be completed in order for a teacher to feel comfortable doing the change immediately upon leaving the coaching session.

Q2: What impacts are you seeing as you focus staff members on implementing the TIL Waterfall model with fidelity?

(Ideal Response: The leadership sets the expectation for growing and improving on the campus. As the leader grows in coaching ability, so do other campus level staff and it makes a significant impact on culture and academic achievement. Changing adult behavior is the key. Holding staff members accountable and coaching them to ensure the model is implemented with fidelity will ensure that teachers improve and become self-reflection practitioners as well.)

See the Exemplar:

Narrow the Focus: Today I would like to narrow the focus to the See the Model section where you worked on aligning the action step to the do it model.

Q3: What is the importance in the coaching process for the teacher to fully understand the action step to the do it model that you demonstrate and/or show?

(Ideal Response: it is important that the teacher see exactly what the model is including the components parts so that they can identify their gap in current practice as well as clearly understand the criteria that is expected for implementation of the action step or focus area.)

See the Model: So now we are going to look at the GBFS waterfall and I would like for you to pay close attention to the action step that you selected for your teacher and its bullet points. As you read the bullet points of the action step you selected I want you to keep in mind the following:

1. Was my action step aligned to my do it model?
2. Did I identify the action step correctly with my do it model?

What did you see in the Model? So going back to our questions before the GBFS

1. How can I keep the action step aligned to my do it script/model? **(Ideal Response: very narrow probing questions, and use of waterfall)**
2. Is my action step Rigor or Management? **(Ideal Response: "Management.)**
3. What success criteria can you keep in mind to identify the ideal action step? **(Ideal Response: Using the GBFS to identify the correct action step.)**

Now, let's look at your script. I want you to look at your punch it section and read your action step. I want you to read and identify the key differences from your script and the GBFS.

Provide Script & Copy of GBFS

1. What do you see as differences in the Management and Rigor Trajectory of the GBFS waterfall and your action step on your Punch It?
2. What challenges did you encounter with Mrs. Garduno when aligning it to the do it or practice of your script?
3. What can you do to ensure a successful action step alignment to your do it model section in future coaching sessions?

So Ms.Munoz, what do you think your action step for today should be?

NAME IT:

WHAT: Your action step for today is to **align your action step to your do it model with the end in mind.**

HOW:

1. Using the GBFS waterfall to identify the action step.
2. Identify whether the action step is rigor or management.
3. Keep your action steps bite sized and manageable.

4. Have a backup plan if the teacher is unable to see all the key action steps (document with the steps, key actions, etc.)

Punch It:

Please repeat it back to me in your own words what your action step is today.

Please write down the action step.

Please read it back to me one more time for clarity of understanding

DO IT:

In order for me to support you, I want to go into practice so that we can plan and practice delivering a strong action step.

Scripting: I want us to go back to your script. I want you to

Revise/edit/develop a clear and concise set of guiding questions that are specific to what you want the teacher to see.

Spar/scare our scripts. Ms. Munoz will go first. As we talk, we will add ideas and thoughts to our script to make them complete.

So let's take it live. I want to role play this section with you to see if we can spend more time identifying the action step and aligning it to you do it model so that the teacher can more effectively identify the gap.

Round 1: Make it simple

Round 2: Make it complex – Ms. Guarduno does model the correct success criteria, or has problems identifying the success criteria.

Round 3: Reflection.

Do you think with these adjustments, you can be even more successful with coaching Ms. Garduno in the future? Why or why not?

Do you feel comfortable and ready to implement this action step in your next coaching with Ms. Garduno or another staff member?

Do you need any additional support or practice to be able to effectively implement this action step in your next coaching?

Now that we have identified your action step and practiced to perfection your action step, when can I get a video or pop in one of your coaching sessions of you implementing this action step with your next coaching?

Thank you so much for participating in coaching with me and I look forward to seeing you implement this action step in your next coaching. Do you have any questions or comments as we end our meeting today?

Have a great day Ms. Munoz.