

Triumph Public High Schools - RGV
Triumph Public High Schools RGV San Benito - TIP
2022-2023 Targeted Improvement Plan



Campus Number: 108804003

Board Approval Date: November 12, 2022

Superintendent:
DCSI/Grant Coordinator:

Mrs. Frances Berrones-Johnson
Mr. Michael Scott Carothers

Principal: Dr. Hans Schuller
ESC Case Manager: Mrs. Francene Phoenix
ESC Region: 1

Assurances

DCSI/Grant Coordinator

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

Signature: Mr. Michael Scott Carothers

Principal Supervisor

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

Signature: Mr. Michael Scott Carothers

Principal

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

Signature: Dr. Hans Schuller

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

TPHS RGV San Benito met the established student performance targets for 2021-2022. The campus increased its Domain 1 STAAR performance from a scaled score of 85-B to a scaled score of 93-A by increasing the percentage of students who performed at the Meets grade level or above. TPHS San Benito objective for 2022-2023 is minimally maintain or increase progress achieved. Please note that in 2022 the campus Domain 1 scaled score increased significantly by 6 points from the 2019 rating. In addition, the overall accountability rating increased from a C rating to an A rating. The objective for 2022-2023 will be to maintain the overall rating.

School Progress

What accountability goal has your campus set for this year?

TPHS San Benito's focus is on 2A-Academic Progress. We will be monitoring our students that did test in 2021-2022 STAAR and tracking progress as we will be receiving data on those students that teste this year (Algebra I and English II). For 2021-2022, the scaled score was 86, a significant increase over the 2019-2020 score of 71. The goal for 2022-2023 will be to maintain progress made the previous year.

Closing the Gaps

What accountability goal has your campus set for this year?

TPHS San Benito will focus on closing the gap for Academic Achievement, for All Students in ELA and Mathematics. The target for ELA is 44%, the 2021-2022 result was 37%, a significant increase over previous years. Our goal for 2022-2023 will be as 7% increase. For Mathematics, the target is 46%, the 2021-2022 result was 33%, also a significant increase over previous years. The goal for 2022-2023 will be a 13% increase.

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?

TPHS San Benito campus will focus on ELA (English I and English II) and Mathematics (Algebra I). We are choosing these two subjects/content areas because they make an impact on all three of the accountability domains.

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

At this campus, the all students group is almost identical to the Hispanic subgroup and the Eco. Dis subgroup. However, the campus wants to continue a very purposeful focus on Eco Dis. and EL subgroups. This has been the two groups at the campus' with the lowest performance and will need specific focus to ensure they make progress and in turn the campus shows progress on the accountability system in Domain 1, 2A and 3.

CCMR

What goals has your campus set for CCMR?

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

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

Board adopted/approved CCMR targets for TPHS RGV San Benito apply to all students and all subgroups (Hispanic, Eco Dis, SPED, Cont & Non-Cont Enrolled).

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

TPHS San Benito federal graduation rate goal will be 75% for all students and all subgroups (Hispanic, Eco Dis, SPED, EL, Cont & Non-Cont Enrolled), a 5% increase from the previous year.

Self Assessment

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

Key Practice:

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

Success Criteria:

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

Evidence:

Implementation Level:

Key Practice:

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

Success Criteria:

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

Evidence:

Implementation Level:

Key Practice:

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

Success Criteria:

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

Evidence:

Implementation Level:

Key Practice:

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

Success Criteria:

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

Evidence:

Implementation Level:

Key Practice:

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

Success Criteria:

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

Evidence:

Implementation Level:

Essential Action Reflection:

There is currently no evidence of any key practice

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

Key Practice:

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

Success Criteria:

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

Evidence:

Implementation Level:**Key Practice:**

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

Success Criteria:

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

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

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

Success Criteria:

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

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

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

Success Criteria:

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

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

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

Success Criteria:

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

Evidence:

Implementation Level:

Key Practice:

Preferred substitutes are recruited and retained.

Success Criteria:

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

Evidence:

Implementation Level:

Essential Action Reflection:

There is currently no evidence of any key practice

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

Key Practice:

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

Success Criteria:

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

Evidence:

Implementation Level:

Key Practice:

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

Success Criteria:

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

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

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

Success Criteria:

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

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

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

Success Criteria:

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

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

There is currently no evidence of any key practice

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

There is currently no evidence of any key practice

Essential Action 5.1: Effective classroom routines and instructional strategies.

Key Practice:

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

Success Criteria:

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

Evidence:

Implementation Level:

Key Practice:

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

Success Criteria:

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

Evidence:

Implementation Level:

Key Practice:

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

Success Criteria:

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

Evidence:

Implementation Level:

Essential Action Reflection:

There is currently no evidence of any key practice

Essential Action 5.3: Data-driven instruction.

Key Practice:

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

Success Criteria:

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

Evidence:

Implementation Level:

Key Practice:

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

Success Criteria:

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

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

Evidence:

Implementation Level:

Key Practice:

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

Success Criteria:

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

Evidence:

Implementation Level:

Key Practice:

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

Success Criteria:

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

Evidence:

Implementation Level:

Essential Action Reflection:

There is currently no evidence of any key practice

Essential Actions

Cycles 1-3

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

Implementation Level: Fully Implemented

Key Practices:

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

Implementation Level: Fully Implemented

Key Practices:

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

Implementation Level: Fully Implemented

Key Practices:

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

Implementation Level: Partial 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: Fully Implemented

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

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

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: Fully Implemented

Key Practices:

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

Implementation Level: Fully Implemented

Key Practices:

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

Implementation Level: Partial 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: Fully Implemented

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial 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?: We showed growth towards meeting out student achievement goals for this cycle.

ELA: There was strong performance in ELA specifically in English II. We were extremely close to meeting our approaches and meets goals in ELA. In fact our meets goals was 39% and we met 35%. We believe that continued focus here will move us to reach out Cycle 2 and overall targets.

Math: We are way off in this area. After reviewing the implementation of math HQIM, we can see that there needs to be targeted support for Algebra I in implementation of HQIM. We have already established some resources utilizing "Texas Curriculum Resource (TCR)" to assist with this transition. We also do believe that there is specifically an implementation dip here and that we will still be able to meet Cycle 2 targets and end of year targets. Math will be our top priority in the next cycle to ensure stronger academic performance.

Science: We exceed our Cycle 1 targets approaches, meets, and masters for Biology. I think that we might need to increase our targets in the future to continue to push for quality and excellence in Biology.

Social Studies: In this area we had some strengths and some areas of opportunity. We were very close to meeting our approaches targets which is a success and celebration for us. However, our meets performance status was significantly lower than what we wanted. Our masters performance was fairly strong but still a little short of what we wanted. Deeper commitment to lesson planning and DDI processes for this content areas will be necessary.

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

Implementation Level: Partial 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 RGV San Benito Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in January 2022, to determine that daily lesson plans are submitted on a bi-weekly basis and interim assessments are administered at least 3-4 times per year for all; however, there is no evidence of high-quality instructional materials that include key ideas, essential questions, recommended resources, and no evidence of consistent daily lesson-level formative assessments. If the campus selects and implements high quality instructional materials and provide ongoing coaching and support to teachers in using the materials, the campus will achieve full implementation on the key practice for Effective Schools Framework 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 RGV San Benito campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Data Driven Instruction (DDI) and Lesson Alignment (LA). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Master Teacher. Ongoing implementation support will be provided to the DCSI, Principal, and Master Teacher to ensure implementation. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS RGV San Benito have a Data Driven Instruction and Lesson Alignment implementation plan addressing the training schedule, coaching component, and on-site visit support and feedback touchpoints.

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

Desired Annual Outcome: (Updated on 12/12/22) By May 2023 the Campus Leadership Team (CLT) will ensure that 100% of campus instructional leaders will review lesson plans and provide feedback on a bi-weekly basis to ensure high-quality instructional materials are being implemented with fidelity, alignment to the scope and sequence, and expected level of rigor. Full implementation of this goal will be evidenced by TIL Observation & Feedback scripts and coaching video along with TIL DDI video that will be collected monthly.

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

Desired 90-day Outcome: (Updated on 12/12/2022) By the end of November 2022 the Campus Leadership Team (CLT) will ensure that the DDI calendar for the year is completed, initial training for TIL DDI training from ESC 1 has been completed by all CLT members and DCSI, and one cycle Master Teacher, Principal, and DCSI coaching will be completed. This goal will be evidenced by Instructionally Focused Calendar identify DDI dates, DDI initial coaching dates, completed site-visit summary from ESC 1 TIL team, and DCSI coaching video.

District Actions: District staff will ensure that contacts for ESC 1 TIL DDI are assigned and that the initial training is calendared and conducted during this 90 day cycle. Also, DCSI will conduct bi monthly meetings with Principal to assist in any barriers that are being experienced. CSI will have ongoing communication between Master Teacher monthly via Zoom.

Did you achieve your 90 day outcome?: Yes

Why or why not?: TPHS RGV San Benito has been successful at reaching our 90-Day Outcome for EA 4.1. We were able to meet this outcome due to effective planning and support provided by the ESC 1 TIL team along with our School Improvement Support (Ms. Phoenix). Implementation of TIL DDI along with the continued implementation of TIL Observation & Feedback has gone smoothly and the staff is committed to the work and is passionate about the work and the impact it will make on student achievement. Student achievement in Cycle 1 demonstrates progress to meeting standards in ELA with specific growth in English II. Mathematics is an area that we need to focus on for the continued success of students and of the campus in accountability. Mathematics implementation of HQIM has been a bit more challenging. I do believe that in mathematics we are experiencing an implementation dip. We anticipate future scores will improve greatly through out dedication support, action steps in Cycle 2, and implementation of TIL with 100% fidelity.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Potential challenges include the following: adhering to the calendar that is established for TIL DDI and supporting new teachers so that they don't get overwhelmed.	Action Step 4	Specific action steps include the following: having a strong clearly communicated calendar that identifies TIL DDI coaching cycles as a priority, introduction of TIL DDI to staff as a means to develop and support new teachers, DCSI bimonthly meetings with the principal to support TIL implementation, and DCSI monthly meetings with Master Teacher to support TIL implementation.

Step 1 Details	Formative Reviews
<p>Action Step 1: Engage with the Texas Instructional Leadership (DDI) Data driven Instruction (DDI)</p> <p>Evidence Used to Determine Progress: Signed and executed TIL DDI ESC 1 Agreement.</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed: 2022- 2022 SIG Funds</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: September 26, 2022</p> <p>Funding Sources: TIL Data Driven Instruction - 6200-Professional and contracted services - \$14,285</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: TIL DDI initial training was completed as planned. No adjustments needed to meet this goal. However, TPHS RGV San Benito is establishing a DDI refresh training for January 2023 and will provide additional coaching and feedback to campus leadership and teachers implementing DDI.</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Attend the TIL Data Driven Instruction introduction session and the two face-to-face training for CLT Members and DCSI at ECS 1.</p> <p>Evidence Used to Determine Progress: ECS 1 certificates of all CLT members attending including the DCSI.</p> <p>Person(s) Responsible: DCSI and Principal.</p> <p>Non-Funded Resources Needed: TIL Data Driven Instruction Team from ESC 1.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: June 13, 2022 - Frequency: Ongoing - Evidence Collection Date: June 17, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: TIL DDI initial training was completed as planned. No adjustments needed to meet this goal. However, TPHS RGV San Benito is establishing a DDI refresh training for January 2023 and will provide additional coaching and feedback to campus leadership and teachers implementing DDI.</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: Development of the TIL Data Driven Instruction Roll Out Plan.</p> <p>Evidence Used to Determine Progress: Roll out plan with required steps.</p> <p>Person(s) Responsible: DCSI, Principal, Master Teacher, and CLT.</p> <p>Non-Funded Resources Needed: Initial Two-day face-to-face training.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 29, 2022 - Frequency: One Time - Evidence Collection Date: September 2, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: TIL DDI initial training was completed as planned. No adjustments needed to meet this goal. However, TPHS RGV San Benito is establishing a DDI refresh training for January 2023 and will provide additional coaching and feedback to campus leadership and teachers implementing DDI.</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Calendar the TIL Data Driven Instruction ---Coaching/Feedback cycles.</p> <p>Evidence Used to Determine Progress: Master calendar with meetings and timeframes.</p> <p>Person(s) Responsible: Principal and Master Teacher</p> <p>Non-Funded Resources Needed: Master Calendar.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 29, 2022 - Frequency: Ongoing - Evidence Collection Date: September 2, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Review and revise</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: Conduct 4 cycles of coaching with teachers, conduct 2 Master Teacher coaching cycles, conduct 2 Principal coaching cycles, and 2 DCSI coaching cycles.</p> <p>Evidence Used to Determine Progress: Coaching videos and TIL Coaching Scripts/Plans.</p> <p>Person(s) Responsible: DCSI, Principal, Master Teacher.</p> <p>Non-Funded Resources Needed: TIL Data Driven Instruction resources (manual and templates provided at training.)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 19, 2022 - Frequency: Quarterly - Evidence Collection Date: October 28, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We made some progress on this action step; however, due to DCSI being out on medical leave, not all DCSI coaching was completed as originally planned. This will continue into the next cycle with a focus on building stronger capacity with coaching and follow up at the leadership level.</p>

Step 6 Details	Formative Reviews
<p>Action Step 6: Monthly Master Teacher and DCSI Meetings to review TIL Data Driven Instruction Implementation including lesson planning and lesson alignment support (two meetings in this 90-day cycles.)</p> <p>Evidence Used to Determine Progress: Agenda and meeting summary.</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed: Video conference capabilities (ZOOM).</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2022 - Frequency: Ongoing - Evidence Collection Date: October 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Continue this in the next cycle as it is an important to ensure we meet our action steps and stay focused on the 90-day outcomes.</p>
Step 7 Details	Formative Reviews
<p>Action Step 7: Meetings with Principal to address challenges and check in on TIL Data Driven Instruction implementation.</p> <p>Evidence Used to Determine Progress: Agenda and meeting summary.</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed: Video conference capabilities (ZOOM).</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 29, 2022 - Frequency: Weekly - Evidence Collection Date: October 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Continue this in the next cycle as it is an important to ensure we meet our action steps and stay focused on the 90-day outcomes.</p>

Cycle 1 - (Sept – Nov)

Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

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

Rationale: TPHS RGV San Benito Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in January 2022, to determine that campus instructional leaders review disaggregated data to track and monitor the progress of all students. In addition, teachers use a corrective instruction action planning process in PLCs to identify trends in student misconceptions. However, missing from the corrective instruction action planning process is the following success criteria: unpacking the standards and create an exemplar, identify the conceptual and procedural gaps, plan and practice the reteach, write the corrective instruction action plan, and plan the date and method of reassessment and follow up for the reassessment reviews.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of educators they manage. TIL consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Data Driven Instruction (DDI). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal, and Master Teacher. Ongoing implementation support will be provided to the DCSI, Principal, and Master Teacher to ensure implementation. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS RGV San Benito have a Data Driven Instruction implementation plan addressing the training schedule, coaching component, and on-site support and feedback touchpoints.

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

Desired Annual Outcome: (Updated on 12/12/2022) By May 2023 the Campus Leadership Team (CLT) will ensure that 100% of core content teachers will implement weekly corrective instruction action planning process that includes unpacking standards and creating exemplars, determine conceptual or procedural error, planning reteach, practicing reteach, and following-up with reteach success. The implementation of this goal will be evidenced by DDI video collected during meetings, and teacher reteach plans that address identified conceptual and/or procedural error that will be collected monthly.

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

Desired 90-day Outcome: (Updated 12/12/2022) By the end of November 2022 the Campus Leadership Team (CLT) will ensure that all campus leaders will be providing 100% of teachers with collaborative lesson planning time, feedback, and training on lesson alignment process to include K/S charts, assessment item analysis and quality objective development based on TIL success criteria. This goal will be evidenced by lesson planning feedback documents, calendar of Master Teacher for collaborative

planning, and review of lesson plans based on TIL success criteria.

District Actions: Signed ESC1 TIL DDI implementation agreement. DCSI will attend the two-day face-to-face TIL DDI training with the CLT and one-day DDI DCSI specific training from ESC 1. DCSI will meet monthly with the Master Teacher to address specific needs in lesson planning and address potential challenges.

Did you achieve your 90 day outcome?: Yes

Why or why not?: TPHS RGV San Benito was successful at meeting the Cycle 1 90-Day Outcome for EA 5.3. We established DDI protocols for all core content teachers to conduct DDI meetings including all components of the process (K/S charts, assessment alignment, exemplars, etc.) on a weekly basis over an exit ticket. Master Teacher facilitates the meetings and ensure the appropriate reteach is selected and practiced. Follow up to observe reteach is also conducted by the Master Teacher. Master Teacher calendar demonstrated allotted time to work with teachers on collaborative lesson planning. Student data demonstrates growth in ELA and almost reaching targets in other content areas. The lone exception is mathematics where we will need to focus in the next 90 days.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Potential challenges include the following: adhering to the calendar that is established for collaborative lesson planning, following the collaborative lesson planning system established by the DCSI, supporting new teachers so that they don't get overwhelmed in the lesson planning tools available to the campus.	Action Step 2	Specific action steps include the following: having strong clearly communicated calendar that identifies TIL DDI coaching cycles as a priority, introduction of TIL DDI to staff as a means to develop and support new teachers, DCSI bimonthly meetings with the principal to support TIL implementation, and DCSI monthly meetings with Master Teacher to support TIL implementation.

Step 1 Details	Formative Reviews
<p>Action Step 1: Attend the TIL Data Driven Instruction introduction session and the two face-to-face training for CLT Members and DCSI at ESC 1.</p> <p>Evidence Used to Determine Progress: ECS 1 certificates of all CLT members attending including the DCSI.</p> <p>Person(s) Responsible: DCSI and Principal.</p> <p>Non-Funded Resources Needed: TIL Data Driven Instruction Team from ESC 1.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: June 13, 2022 - Frequency: One Time - Evidence Collection Date: June 17, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: TIL DDI initial training was completed as planned. No adjustments needed to meet this goal. However, TPHS RGV San Benito is establishing a DDI refresh training for January 2023 and will provide additional coaching and feedback to campus leadership and teachers implementing DDI.</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: Calendar the TIL Data Driven Instruction - Coaching feedback cycles.</p> <p>Evidence Used to Determine Progress: Master calendars with meetings and timeframes.</p> <p>Person(s) Responsible: Principal and Master Teacher.</p> <p>Non-Funded Resources Needed: Master calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 29, 2022 - Frequency: One Time - Evidence Collection Date: September 2, 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: Development of TIL Data Driven Instruction Roll out Plan.</p> <p>Evidence Used to Determine Progress: Roll out plan with required steps.</p> <p>Person(s) Responsible: DCSI, Principal, Master Teacher, and CLT.</p> <p>Non-Funded Resources Needed: Initial two day face-to-face training.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 29, 2022 - Frequency: One Time - Evidence Collection Date: September 2, 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 achieve our student performance goals for cycle 2. More specifically, for English 1&2 the goals were Approaches 72% and we got 59%; the goal for Meets was 40% and we got 24%; the goal for Masters was 4% and we got 0%. For Algebra the goals were Approaches 87% and we got 33%; for Meets the goal was 38% and there we scored 0% and Masters was 17% and we got 0%. In Biology the Approaches goal was 95% and we got 84%; for Maters the goal was 55% and we got 16%; and ;for Masters the goal was 12% and we got 0%; for US History the Approaches goal was 98% and we got 90%; for Meets the goal was 77% and we got 16%; and finally for Masters the goal was 30% and we got 3%. As you see we got close in several categories but still fell short in each.

Some barriers and challenges have been the turnover rate of our student population. In the past couple of months we have had almost a third of our students change. Many our our new students suffer from extensive academic gaps that require a significant amount of remediation. I believe our staff has done an admirable job at working with such a challenging population, and it is evidenced in our December 2022 STAAR performance. We have had to be extremely fluid and adaptable in order to do as well as we have.

As mentioned there is always room for improvement not only for working with challenging students but also in how we are implementing TIL. From the district end and Region One end, there have been significant personnel changes. We lost our US History and English 2 teachers, additionally our original DCSI fell sick in the fall and was out of commission of a couple of months. His ill health led to an eventual personnel change. Also, at the Region, there was a change in the TIL service provider's for our school.

Lastly, on our end, we could have done a better job at the implementation of TIL. Even though we met minimal requirements of completion of Cycle 2, there are many nuances to the TIL process that just take time to incorporate into daily practices.

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

Implementation Level: Partial 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 RGV San Benito Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in January 2022, to determine that daily lesson plans are submitted on a bi-weekly basis and interim assessments are administered at least 3-4 times per year for all; however, there is no evidence of high-quality instructional materials that include key ideas, essential questions, recommended resources, and no evidence of consistent daily lesson-level formative assessments. If the campus selects and implements high quality instructional materials and provide ongoing coaching and support to teachers in using the materials, the campus will achieve full implementation on the key practice for Effective Schools Framework 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 RGV San Benito campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Data Driven Instruction (DDI) and Lesson Alignment (LA). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Master Teacher. Ongoing implementation support will be provided to the DCSI, Principal, and Master Teacher to ensure implementation. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS RGV San Benito have a Data Driven Instruction and Lesson Alignment implementation plan addressing the training schedule, coaching component, and on-site visit support and feedback touchpoints.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Texas Instructional Leadership Data Driven Instruction and Lesson Alignment focus for the campus will be communicated through the commitment between DCSI, Principal, and TPHS Central Office (Superintendent and Business Office) through a signed ESC 1 agreement. Once the agreement is signed, district and campus leadership will attend three days of face-to-face TIL Data Driven Instruction training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of

TIL Data Driven Instruction processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Parent engagement opportunities include surveys, parent-student-teacher conferences (twice per semester), and through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of work that students will engage in is clearly understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: (Updated on 12/12/22) By May 2023 the Campus Leadership Team (CLT) will ensure that 100% of campus instructional leaders will review lesson plans and provide feedback on a bi-weekly basis to ensure high-quality instructional materials are being implemented with fidelity, alignment to the scope and sequence, and expected level of rigor. Full implementation of this goal will be evidenced by TIL Observation & Feedback scripts and coaching video along with TIL DDI video that will be collected monthly.

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

Desired 90-day Outcome: (Updated 12/12/2022) By the end of the second 90-day cycle the Campus Leadership Team (CLT) will ensure that all core teachers will receive weekly feedback and coaching with specific action steps and follow up meetings to ensure implementation of reteach plans as aligned to TIL DDI. This goal will be evidence by reteach plans, coaching video, and teacher action step tracker.

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

Did you achieve your 90 day outcome?: Yes

Why or why not?: Overall, we achieved our 90 day outcome. We still have one more coaching session with DCSI, because we had a change in DCSI, this delayed the coaching 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?
Teachers having trouble implementing HQIM resources	Action Step 4	Specifically provides a resource at the ESC 1 for use and understanding as well as 9 week planning utilizing Carnegie Math and Odell ELA.
Fidelity of implementation of the instructionally focused calendar with coaching and lesson plan feedback.	Action Step 1, Action Step 3, Action Step 6, Action Step 7	Site-Visits by DCSI where artifact collection and evidence collection will be conducted will ensure that the instructionally focused calendar is implemented with fidelity. Ongoing other checks with weekly principal calls and monthly Master Teacher meetings also support this challenge.

Step 1 Details	Formative Reviews
<p>Action Step 1: Conduct 4 cycles of coaching with teachers, conduct 2 Master Teacher coaching cycles, conduct 2 Principal coaching cycles, and 2 DCSI coaching cycles.</p> <p>Evidence Used to Determine Progress: Coaching videos and TIL Coaching Scripts/Plans.</p> <p>Person(s) Responsible: DCSI, Principal, Master Teacher.</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: Quarterly - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We had a DCSI change, still need to conduct one coaching session.</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: 1 Day TIL DDI Refresh professional development and practice lab for principals and leaders. This will include ongoing support and feedback from ESC 1 TIL team.</p> <p>Evidence Used to Determine Progress: Completion of TIL DDI refresh training and practice lab with TIL ESC 1 team.</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 31, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: DCSI Site-Visit and artifact/evidence training including feedback and coaching. (2 Site Visits in this 90 days)</p> <p>Evidence Used to Determine Progress: Agenda and leadership action steps tracker completed for each site-visit.</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 12, 2022 - Frequency: Ongoing - Evidence Collection Date: February 24, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: Teachers will attend ESC 1 HQIM training for Carnegie Math and Odell ELA. Participation and engagement at the training will help answer questions and concerns teachers are having with HQIM implementation. This includes using the Texas Curriculum Resource (TCR).</p> <p>Evidence Used to Determine Progress: Teacher lesson plan reviews, attendance certifications/registrations, implementation of TCR resources.</p> <p>Person(s) Responsible: Principals/DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 6, 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 5 Details	Formative Reviews
<p>Action Step 5: Ongoing lesson plan feedback, review, and correction with Master Teacher in cord content areas.</p> <p>Evidence Used to Determine Progress: Lesson plan samples, Master Teacher Calendar, lesson plan samples</p> <p>Person(s) Responsible: Master Teacher/Principal/DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: December 12, 2022 - Frequency: Weekly - 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: Monthly Master Teacher meetings with DCSI for planning and implementation support</p> <p>Evidence Used to Determine Progress: Agenda and Zoom meeting calendar invites.</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 7 Details	Formative Reviews
<p>Action Step 7: Bi-Weekly principal support calls to address implantation success and barriers/challenges to ensure we stay on track with meeting 90-day outcomes and student achievement targets.</p> <p>Evidence Used to Determine Progress: Weekly summary notes and calendar.</p> <p>Person(s) Responsible: DCSI/C&I Specialist</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 24, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Cycle 2 - (Dec – Feb)

Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

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

Rationale: TPHS RGV San Benito Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in January 2022, to determine that campus instructional leaders review disaggregated data to track and monitor the progress of all students. In addition, teachers use a corrective instruction action planning process in PLCs to identify trends in student misconceptions. However, missing from the corrective instruction action planning process is the following success criteria: unpacking the standards and create an exemplar, identify the conceptual and procedural gaps, plan and practice the reteach, write the corrective instruction action plan, and plan the date and method of reassessment and follow up for the reassessment reviews.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of educators they manage. TIL consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Data Driven Instruction (DDI). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal, and Master Teacher. Ongoing implementation support will be provided to the DCSI, Principal, and Master Teacher to ensure implementation. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS RGV San Benito have a Data Driven Instruction implementation plan addressing the training schedule, coaching component, and on-site support and feedback touchpoints.

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

Desired Annual Outcome: (Updated on 12/12/2022) By May 2023 the Campus Leadership Team (CLT) will ensure that 100% of core content teachers will implement weekly corrective instruction action planning process that includes unpacking standards and creating exemplars, determine conceptual or procedural error, planning reteach, practicing reteach, and following-up with reteach success. The implementation of this goal will be evidenced by DDI video collected during meetings, and teacher reteach plans that address identified conceptual and/or procedural error that will be collected monthly.

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

Desired 90-day Outcome: (Updated 12/12/2022) By the end of the second 90-day cycle the Campus Leadership Team (CLT) will ensure that by the end of the 90-day cycle, the campus leaders will be collaboratively working with 100% of core teachers on development of quality daily formative assessments aligned to the rigor of the daily objective so that teachers are providing lesson plans that have strong alignment between daily objectives and the daily assessment. This will be accomplished by providing professional

devolvement on the development of quality exit tickets, development of exemplar responses, and giving feedback in a collaborative setting between the content teacher and Master Teacher. This goal will be evidenced by lesson plan review and feedback forms, sample exit tickets, example exemplar responses, TIL Lesson Alignment tool with feedback, teacher action steps tracker, and leadership calendars that demonstrate time for coaching and feedback.

District Actions: DCSI will provide the campus leadership team with professional development resources for development of quality exit tickets and the development of exemplar responses. DCSI will continue to support the Master Teacher with lesson alignment implementation with monthly ZOOM calls to address barriers that may arise during the 90-day cycle. Finally, the DCSI will make site-visits to engage in collaborative coaching with Master Teacher and CLT.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The campus leadership team has been working with the core teachers on developing quality daily formative assessments aligned to the rigor of the daily objectives. Teachers have been provided professional development on the development of quality exit tickets, development of exemplar responses, and give feedback in a collaborative setting between content teacher and Master Teacher. Weekly lesson plan feedback will be provided by the Master Teacher.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Calendaring and implementation with fidelity	Action Step 1, Action Step 2, Action Step 3	These action steps will ensure that campus remains focused on the instructionally focused calendar and the implementation of TIL DDI with fidelity.

Step 1 Details	Formative Reviews
<p>Action Step 1: Training on TIL success criteria for writing a strong lesson objective and exit ticket by DCSI with ESC 1 TIL support. This will also support the previous work on K/S chart development and implementation of exemplars.</p> <p>Evidence Used to Determine Progress: Completed training with DCSI</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: Ongoing - Evidence Collection Date: February 24, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</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 Master Teacher and Principal to ensure continued growth in this area.</p> <p>Evidence Used to Determine Progress: Site-visit documentation agenda and summaries including action step trackers for individuals being coached.</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: Ongoing - Evidence Collection Date: February 24, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Lesson Plan Review by Master Teacher and DCSI to provide feedback and coaching.</p> <p>Evidence Used to Determine Progress: Completed Lesson Alignment Rubric from TIL LAFA.</p> <p>Person(s) Responsible: DCSI and Master Teacher</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>

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: We did not hit most of our performance targets, however, we feel that given our ambitious goals for this school our campus has made significant strides in increasing student learning. Moreover, we were able to reach our targets given our 2022-2023 student snapshot data for several subjects for students scoring at the Approaches level in English, Biology, and US History. We were also able to reach our target for students scoring at the Meets level in English and Science.

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

Implementation Level: Partial 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 RGV San Benito Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in January 2022, to determine that daily lesson plans are submitted on a bi-weekly basis and interim assessments are administered at least 3-4 times per year for all; however, there is no evidence of high-quality instructional materials that include key ideas, essential questions, recommended resources, and no evidence of consistent daily lesson-level formative assessments. If the campus selects and implements high quality instructional materials and provide ongoing coaching and support to teachers in using the materials, the campus will achieve full implementation on the key practice for Effective Schools Framework 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 RGV San Benito campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of educators they manage. Texas Instructional Leadership consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Data Driven Instruction (DDI) and Lesson Alignment (LA). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Master Teacher. Ongoing implementation support will be provided to the DCSI, Principal, and Master Teacher to ensure implementation. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS RGV San Benito have a Data Driven Instruction and Lesson Alignment implementation plan addressing the training schedule, coaching component, and on-site visit support and feedback touchpoints.

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

Desired Annual Outcome: (Updated on 12/12/22) By May 2023 the Campus Leadership Team (CLT) will ensure that 100% of campus instructional leaders will review lesson plans and provide feedback on a bi-weekly basis to ensure high-quality instructional materials are being implemented with fidelity, alignment to the scope and sequence, and expected level of rigor. Full implementation of this goal will be evidenced by TIL Observation & Feedback scripts and coaching video along with TIL DDI video that will be collected monthly.

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

lesson plans to teachers prior to instructional delivery.

Desired 90-day Outcome: By the end of the 90-day cycle, the campus leaders will be collaboratively working with 100% of teachers on development of quality daily formative assessments aligned to the rigor of the daily objective so that teachers are providing lesson plans that have strong alignment between daily objectives and the daily assessment.

District Actions: DCSI will provide the campus leadership team with professional development resources for development of quality exit tickets and the development of exemplar responses. DCSI will continue to support the Master Teacher with lesson alignment implementation with monthly ZOOM calls to address barriers that may arise during the 90-day cycle. Finally, the DCSI will make site-visits to engage in collaborative coaching with Master Teacher and CLT.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The campus leaders worked collaboratively with all teachers on the development of quality daily formative assessments aligned to the rigor of the daily objective.

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?
Fidelity of implementation of the instructionally focused calendar with coaching and lesson plan feedback.	Action Step 1, Action Step 2, Action Step 3	Site-Visits by DCSI where artifact collection and evidence collection will be conducted will ensure that the instructionally focused calendar is implemented with fidelity. Ongoing other checks with weekly principal calls and monthly Master Teacher meetings also support this challenge.
Teachers having trouble implementing HQIM resources	Action Step 4, Action Step 5	Specifically provides a resource at the ESC 1 for use and understanding as well as 9 week planning utilizing Carnegie Math and Odell ELA. There will be a focus on training new teachers with HQIM resources.

Did you achieve your annual outcome?: Yes

Why or why not?: The campus instructional reviewed lesson plans and provided feedback on a bi-weekly basis evidenced by lesson plan feedback documentation, Observation and Feedback scripts, and DDI scripts.

Step 1 Details	Formative Reviews
<p>Action Step 1: Weekly CLT Meetings to measure progress towards meeting student performance goals and review the implementation of TIL DDI process.</p> <p>Evidence Used to Determine Progress: CLT meeting agenda/summaries, Student performance goals progress charts</p> <p>Person(s) Responsible: Principal, Master Teacher, CLT</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Weekly - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Monthly C&I meeting led by DCSI with Master Teacher to discuss the implementation of TIL processes.</p> <p>Evidence Used to Determine Progress: Meeting agenda and notes</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Every two-weeks Principal Support Zoom calls to monitor implementation and focus on TIP and TIL DDI implementation.</p> <p>Evidence Used to Determine Progress: Agenda and summary notes from the call</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: Teachers will attend ESC 1 HQIM training for Carnegie Math and Odell ELA. Participation and engagement at the training will help answer questions and concerns teachers are having with HQIM implementation. This includes using the Texas Curriculum Resource (TCR).</p> <p>Evidence Used to Determine Progress: Teacher lesson plan reviews, attendance certifications/registrations, implementation of TCR resources.</p> <p>Person(s) Responsible: Principals/DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: Master Teacher will lead professional development meetings with new teachers on the TIL DDI process, K/S charts, assessment item analysis, exemplar responses, and student work to determine potential conceptual or perceptual error and then reteach at the point of error.</p> <p>Evidence Used to Determine Progress: Master Teacher calendar, results of weekly data meetings, reteach plans</p> <p>Person(s) Responsible: Master Teacher and Principal</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Quarterly - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Cycle 3 - (Mar – May)

Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

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

Rationale: TPHS RGV San Benito Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in January 2022, to determine that campus instructional leaders review disaggregated data to track and monitor the progress of all students. In addition, teachers use a corrective instruction action planning process in PLCs to identify trends in student misconceptions. However, missing from the corrective instruction action planning process is the following success criteria: unpacking the standards and create an exemplar, identify the conceptual and procedural gaps, plan and practice the reteach, write the corrective instruction action plan, and plan the date and method of reassessment and follow up for the reassessment reviews.

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of educators they manage. TIL consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the area of Data Driven Instruction (DDI). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal, and Master Teacher. Ongoing implementation support will be provided to the DCSI, Principal, and Master Teacher to ensure implementation. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS RGV San Benito have a Data Driven Instruction implementation plan addressing the training schedule, coaching component, and on-site support and feedback touchpoints.

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

Desired Annual Outcome: (Updated on 12/12/2022) By May 2023 the Campus Leadership Team (CLT) will ensure that 100% of core content teachers will implement weekly corrective instruction action planning process that includes unpacking standards and creating exemplars, determine conceptual or procedural error, planning reteach, practicing reteach, and following-up with reteach success. The implementation of this goal will be evidenced by DDI video collected during meetings, and teacher reteach plans that address identified conceptual and/or procedural error that will be collected monthly.

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

Desired 90-day Outcome: By the end of the 90-day cycle, the campus leaders will be collaboratively working with 100% of teachers on development of quality daily formative assessments aligned to the rigor of the daily objective so that teachers are providing lesson plans that have strong alignment between daily objectives and the daily assessment.

District Actions: DCSI will provide the campus leadership team with professional development resources for development of quality exit tickets and the development of exemplar responses. DCSI will continue to support the Master Teacher with lesson alignment implementation with monthly ZOOM calls to address barriers that may arise during the 90-day cycle. Finally, the DCSI will make site-visits to engage in collaborative coaching with Master Teacher and CLT.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The campus leaders worked alongside all teachers to conduct an error analysis of student work using the TIL DDI model. Data analysis was conducted using student work on daily formative assessments that were aligned with the daily lesson objective.

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

Did you achieve your annual outcome?: Yes

Why or why not?: The campus instructional leaders worked alongside all teachers to unpack the standards, create teacher exemplars, determine student learning gaps (procedural or conceptual), and planned the reteach using either modeling or guided discourse.

Step 1 Details	Formative Reviews
<p>Action Step 1: Conduct 4 cycles of coaching with teachers, conduct 2 Master Teacher coaching cycles, conduct 2 Principal coaching cycles, and 2 DCSI coaching cycles.</p> <p>Evidence Used to Determine Progress: Coaching videos and TIL Coaching Scripts/Plans.</p> <p>Person(s) Responsible: Master Teacher, Principal, and DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Increased coaching and instructional support for our math teacher on a weekly basis to ensure students are reaching the performance goals at the Meets and Masters performance levels in their Algebra 1 STAAR exam.</p> <p>Evidence Used to Determine Progress: TIL Coaching scripts and video, lesson planning tools, lesson plan samples</p> <p>Person(s) Responsible: Master Teacher and Principal</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: DCSI and ESC1 will conduct TIL Site-Visits to gather data on the level of implementation of the DDI process.</p> <p>Evidence Used to Determine Progress: Feedback from ESC1, travel records</p> <p>Person(s) Responsible: DCSI</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: None</p>

Cycle 4 - (Jun – Aug)

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

Implementation Level: Partial 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 RGV San Benito Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in January 2022, to determine that daily lesson 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 provide precise and actionable lesson plan feedback, the campus will achieve full implementation on 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 RGV San Benito campus will use the Texas Instructional Leadership approach in which training and support will be provided to campus and district leaders. The Texas Instructional Leadership training and support will provide campus and district leaders the ability to build the capacity of 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 Coaches. Ongoing implementation support will be provided to the DCSI, Principal, and Master Teacher to ensure implementation. One-on-one coaching will be provided to the DCSI, Principal, and Master Teacher. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS RGV San Benito have a 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 TPHS RGV San Benito instructional leadership team will complete the onboarding professional development for TIL Lesson Alignment (LA). The instructional leadership team ensures the LA calendar for the year is completed. This goal will be evidenced by Instructional Focused Calendar identifying LA dates, LA initial coaching dates, scheduled LA site visits from ESC 1 TIL team and DCSI.

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 second week of August 2023.</p> <p>Evidence Used to Determine Progress: Completed training certificates for all identified staff members.</p> <p>Person(s) Responsible: DCSI & Principal</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 7, 2023 - Frequency: One Time - Evidence Collection Date: August 11, 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 7, 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>
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 of meeting.</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 21, 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: Partial 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 San Benito Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Self-Assessment, to determine that campus instructional leaders review disaggregated data and provide actionable feedback to target student learning gaps using the TIL Data-Driven Instruction (DDI) coaching model. However, there is a 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 the established TIL DDI coaching model, the campus instructional leadership has created a structured system of reviewing student data and providing actionable feedback to teachers. 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 7, 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

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	TIL Data Driven Instruction		\$14,285.00
Sub-Total					\$14,285.00
Budgeted Budget Object Code Amount					\$14,285.00
+/- Difference					\$0.00
Grand Total Budgeted					\$14,285.00
Grand Total Spent					\$14,285.00
+/- Difference					\$0.00

Student Data

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	94	40	66	N/A	Released STAAR	69	56	Released STAAR	72	59	75	72
			All	All	Reading	Meets	STAAR	94	23	37	N/A	Released STAAR	39	35	Released STAAR	40	24	42	32
			All	All	Reading	Masters	STAAR	94	0	0	N/A	Released STAAR	2	0	Released STAAR	4	0	5	0
			All	All	Mathematics	Approaches	STAAR	30	50	82	N/A	Released STAAR	84	53	Released STAAR	87	33	92	67
			All	All	Mathematics	Meets	STAAR	30	17	36	N/A	Released STAAR	34	0	Released STAAR	38	0	41	25
			All	All	Mathematics	Masters	STAAR	30	0	15	N/A	Released STAAR	16	0	Released STAAR	17	0	20	13
			All	All	Science	Approaches	STAAR	20	53	100	N/A	Released STAAR	90	92	Released STAAR	95	84	100	95
			All	All	Science	Meets	STAAR	20	27	53	N/A	Released STAAR	54	69	Released STAAR	55	16	58	55
			All	All	Science	Masters	STAAR	20	7	9	N/A	Released STAAR	10	23	Released STAAR	12	0	14	10
			All	All	Social Studies	Approaches	STAAR	58	79	98	N/A	Released STAAR	97	90	Released STAAR	98	90	99	97
			All	All	Social Studies	Meets	STAAR	58	44	66	N/A	Released STAAR	76	47	Released STAAR	67	16	70	66
All	All	Social Studies	Masters	STAAR	58	15	27	N/A	Released STAAR	28	20	Released STAAR	30	3	32	10			
Closing the Gaps	Focus 1	Academic Achievement	All	All Students	ELA	N/A	ELA	N/A	23	37	86	Released STAAR	39	33	Released STAAR	42	24	44	32
	Focus 2	Academic Achievement	All	All Students	Mathematics	N/A	Mathematics	N/A	17	33	42	Released STAAR	36	0	Released STAAR	40	0	46	25

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	94	Did Not Meet	34	31	9	30	41	25	28
					Approaches	66	69	56	70	59	75	72
					Meets	37	39	35	40	24	42	32
					Masters	0	2	0	3	0	5	0
	Math	All	STAAR	30	Did Not Meet	18	16	47	13	67	8	33
					Approaches	82	84	53	87	33	92	67
					Meets	36	37	0	38	0	41	25
					Masters	15	16	0	17	0	20	13

Addendums

Triumph Public High Schools Rio Grande Valley
San Benito

TIP Artifact – Cycle 1 Review Submission

Submission: December 16, 2022

TIP Artifact include a DDI coaching script delivered by the Master Teacher (Ms. Andrea Cortez) who is a part of the Campus Leadership Team with an English Teacher (Mr. B. Sanchez) early on in our DDI implementation cycle.

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

[TPHS RGV SB Coaching Video](#)

Teacher: ___B. Sanchez_____

Coaching Date: _9/28/2022_____

Prepare	
Prepare Before the Meeting	<ul style="list-style-type: none">● Prime the pump: script the ideal teacher interpretation of the standard, script exemplar, find student exemplar, categorize H-M-Ls, pull upcoming lesson plan(s) and pertinent prompting guides● Teacher pre-work expectations: teacher selects standard, records aggressive monitoring notes from assignment, and teacher selects prompts from requisite prompting guide
See It 12-18 min.	See Past Success, See the Exemplar, and See and Analyze the Gap
	<p>See Past Success (1min): Good afternoon Mr. Sanchez, welcome to our first DDI meeting. I am so excited to be working alongside you. One thing I do i want to point out are your B.O.Y results overall you had 54% retesters passing. 13% being at meets. That is great work so keep me moving forward!</p> <p>See the Standard (3-5 min): Today I want to focus on standard E.26A analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures Let’s take a quick minute to look at our K/S and compare. I know you came over a few times and we kind of looked at it together before you ventured off to complete on your own. We will take the lead from you as you are the knowledgeable one in English. <i>K/S in hand: Compare mine to teachers and add on mine if needed.</i></p> <p>See the Exemplar (3-5 min): So let’s now look at your exemplar, which is the exit ticket from Tuesday. It was a 3 part question, correct? Q: Explain briefly, what students need to show you for mastery? <i>Ideal Response: An archetype is a behavioral pattern, and the reflection of that behavior in a story. In the stories we listened to today I was able to find archetypes or similarities in the way that the main character could bee seen as a fool or a hero, the description of the animals (Wolf/ coyote), and the way that the wolf/ coyote both ended up falling and getting burnt. Archetypes can be told in different cultures by changing the way the story is being told (orally, visually, auditory) and what type of story they choose to tell it in (Folktale, legend, personal narrative).</i> Q: How many L-M-H did we have? Response:Low- Medium- High- What class period period are we targeting?</p> <p>So now that we identified the L-M-H from these exit tickets. Lets move into seeing the gap.</p> <p>See the Gap (5-8 min): Using the language of the unpacked standard and exemplar from our chart, Q: what are the key gaps that we see in our students' work? <i>Teacher Response:</i></p>
	State the Error and Conceptual Misunderstanding

<p>Name It 2 min.</p>	<p>Punch It-Name the Conceptual and/or Procedural Understanding: Q: So would this be a conceptual or Procedural understanding? <i>Ideal Response:</i> Procedural</p>
<p>Do It Rest of the Meeting</p>	<p style="text-align: center;">See Past Success, See the Exemplar, and See and Analyze the Gap</p> <p>Plan the Reteach (8-10 mins): Guided Discourse Let's plan the reteach. I will give you 3 minutes to write yours and then we will compare and spar to make the best one.</p> <ul style="list-style-type: none"> ● After the Do Now, the teacher goes back to addressing the previous day's exit ticket. ● Displays the teachers exemplar (Jamboard) ● Have student samples displayed as well ● Ask a medium student to read the 1st question and ask if that compares to the teachers answer ● Teacher then then builds off by taking the kids through the thinking process of his own as to how he would answer each question. <p>Ex: So i read question #1 and ask myself “ what is an archetype”? ok i know an archetype is a pattern found in different types of stories. So let me write that down. Then I read question 2 and ask</p> <p>Perfect the Plan: Let's compare our plans. Teacher goes first. Here is the reteach plan I made.</p> <p>Practice (remaining time): Let's practice this Model</p> <p>Follow-up (last 2 minutes): Q: When will we deliver this reteach lesson?</p> <p>This wraps up our meeting, thank you so much Mr. Sanchez for your time and can't wait to see you put this into practice!</p>

Triumph Public High Schools Rio Grande Valley
San Benito

TIP Artifact – Cycle 2 Review Submission

Submission: March 3rd, 2023

TIP Artifact include a DDI coaching script delivered by the DCSI (Mr. Gautier Tirado) and the campus principal (Dr. Hans Schuller) 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/1CWORho04jYNNe3NInpYMazAjG8XgC8He/view?usp=sharing>

See it: Success, Model, & Gap	
<p>See It 2-8 min</p>	<p>See the Success: First off, I'd like to thank you again for allowing us to observe you lead a weekly data meeting. I see that you made a deep commitment to the TIL DDI process by leading a weekly data meeting with your English teacher. As I watched you lead a data meeting, and as I followed along in your script, it was evident that you had analyzed the assessment item & the student work in advance in order to highlight key errors. Great job!</p> <p>Q: How does engaging in TIL DDI coaching with content area teachers build capacity in your campus leadership?</p> <p><i>Ideal Response:</i></p> <ul style="list-style-type: none"> • Develop a deeper understanding of content. • Demonstrates commitment to the process • Develop skill sets of leaders that will help change teacher practices that improve student performance outcomes.
	<p>See the Exemplar: Narrow the Focus Today I would like to dive into leading effective data meetings with teachers by focusing on the "See It" section of your script.</p> <p>Name the Exemplar I would like for us to look at the document I shared with you called "Weekly Data Meetings: Leading Teacher Teams to Analyze Student Daily Work" which I've shared you (<i>drop it into our Zoom meeting chat – ensure we both have access to this document before moving forward</i>).</p> <p>So now that you have that document in front of you. I want you to take 3 minutes to look over the "Prepare: Before the meeting" and "See It" section of the plan (Set Timer for 3 minutes)</p> <p>Q: What are the key components that you need to have prepared prior to a data meeting with a teacher in regards to materials?</p> <p><i>Ideal Response:</i></p> <ul style="list-style-type: none"> • <i>Student exemplar, Hi/Med/Low samples, Upcoming lesson plans</i> • <i>TEKS standards with identified K/S charts</i> • <i>Reteach plan with an identified gap in student understanding (unpack the standard)</i> <p>I'm glad you were able to identify some of the materials needed to lead a weekly data meeting. I want to draw your attention to the "Unpack the teacher's written exemplar" section.</p> <p>Q: What is the value of reviewing the lesson plan, specifically the teacher exemplar, for your weekly data meetings?</p> <p><i>Ideal Response: Enables us to identify the keys to an ideal answer. Q: What should a teacher exemplar do? How is it different from let's say for example, an incorrect answer?</i></p>
	<p>See the Gap: You're absolutely right. The teacher exemplar should tell us the keys to an ideal answer</p> <p>Q: What can we do as leaders to ensure that the teacher exemplar that is being analyzed during a data meeting accurately identifies the keys to an answer?</p> <p><i>Ideal Response:</i></p> <ul style="list-style-type: none"> • <i>Understand the standard and assessment item prior to the WDM (part of our previous conversation).</i>

	<ul style="list-style-type: none"> Develop a teacher exemplar and compare it with the teacher Q: “What could you have prepared prior to the meeting that would have helped your teacher improve their own teacher exemplar?” <p>Q: What is the benefit of creating your own teacher exemplar prior to leading a WDM?</p> <p><i>Ideal Response:</i></p> <ul style="list-style-type: none"> Creates a collaborative process during the “Unpack the teachers’ written exemplar” section of the WDM. Clarifies misconceptions of the exemplar response (if any)
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Name It 2 min	Action Step: What & How
	<p>Name the Action Step:</p> <p>So our action step for today will be to fully script the unpacking of the teacher exemplar.</p> <ul style="list-style-type: none"> Prepare your own teacher exemplar prior to the WDM. Script how you and the teacher will compare written exemplars.
	<p>Punch it:</p> <p>I’ve sent you the action-step via chat. Go ahead and take a minute to write it down.</p>

Do It Rest of meeting	Action Step: What & How
	<p>Plan before Practice:</p> <p>So let’s practice this action step.</p> <p>Let’s start by going back to your script and materials. Let’s take 3 minutes to script out a revision for the “See It” section, where you unpacked the teacher’s exemplar. For the purposes of this exercise, I’ve provided you with a teacher exemplar that I created for the purposes of this practice. This will act as your written exemplar. While you script, I will script along with you and then we will spar and compare our plans.</p> <p>Sample Exemplar: In “The Necklace”, Matilda and her husband should have told the truth because their dishonesty made it difficult for them to live comfortably because it caused them to struggle with money and wasting time.</p> <p>“Let’s take 1-2 min to review the exemplar: What were the keys to an ideal answer?”</p> <p>T responds. Offer praise.</p> <p>“Now, I want us to take 1-2 min to compare both our written exemplars.”</p> <p>Q: Now that you’ve had time to look at both written exemplars, did you notice any differences in our responses?</p> <ul style="list-style-type: none"> If no differences, “Good, let’s move on.” If there is a difference, “Is this difference something that should be included as one of the keys to an ideal answer?” If the teacher can’t identify the difference: “I want to draw your attention to a part of the exemplar (or a part of the K/S chart).” <ul style="list-style-type: none"> If the teacher exemplar is updated, then we need to go back and identify if any changes need to be made to our K/S chart. <p>Q: “Is there anything you would add to our chart of the unpacked standard?”</p> <p>P shares first. I will make sure that their plan aligns to the model I have created.</p>
	<p>Practice:</p> <p>So let’s practice. We are going to do 3 rounds.</p> <p><u>Round 1</u>: I will role play as Mr. Sanchez and you will go through your script, starting from the “Unpack the teacher’s written exemplar”.</p> <p><u>Round 2</u>: Now let’s build some complexity this round. I am going to pretend that I did not notice any differences in the 2 written exemplars.</p>

Round 3: Let's practice one last time.

Lock it in (Check for Mastery):

Q: So how does that feel? Do you feel that you can successfully unpack the teacher's written exemplar through this collaborative plan?

Follow up:

Now we have identified your next action step and we have practiced your next action step, I look forward to seeing this action step in practice in your next video you sent to me. When can I expect to see your next video?

- Dr. Schuller will get back to me before our March 23rd, 2023.

Thank you so much for participating in TIL DDI coaching with me today. I am really excited to see your next video. It has been a pleasure coaching you today and I am learning so much from working with you. Have a great rest of your day.