

**Triumph Public High Schools - West Texas**  
**Triumph Public High Schools El Paso East - TIP**  
**2023-2024 Targeted Improvement Plan**



**Superintendent:**  
**DCSI/Grant Coordinator:**

Frances Berrones-Johnson  
Gautier Tirado

**Principal:** Sarah Luna  
**ESC Case Manager:** Nellie Ugarte  
**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:** Gautier Tirado

## 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:** Gautier Tirado

## 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:** Sarah Luna

# Attestation

## 2023-2024 District Coordinator of School Improvement Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 23 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the [DCSI Job Description](#), and that the DCSI selected can perform all the duties included in the job description.

**DCSI Name:** Gautier Tirado  
**DCSI Title/Position:**

**Superintendent Name:** Frances Berrones-Johnson  
**Date:** Thu, Jan 11, 2024

# Table of Contents

Data Analysis .....	5
Student Achievement .....	5
Student Achievement - CCMR .....	6
Student Achievement - Graduation Rate .....	7
School Progress .....	8
Closing the Gaps .....	9
Self Assessment .....	10
Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities. ....	10
Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction. ....	12
Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators. ....	13
Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines. ....	15
Essential Action 4.1: Daily use of high-quality instructional materials. ....	17
Essential Action 5.1: Professional Development for Effective Classroom Instruction. ....	17
Essential Action 5.2: Build teacher capacity through observation and feedback cycles. ....	19
Essential Action 5.3: Data-driven instruction. ....	21
Essential Actions .....	23
Submission 1 and 2A .....	23
Summer Planning .....	23
Submissions .....	25
Submission 1 (optional) .....	25
Submission 2A (optional) .....	34
2023-2024 Reflection .....	38
Summer Planning .....	39
Campus Grant Funding Summary .....	40
Student Data .....	42
Student Achievement and Closing the Gaps .....	42
Academic Growth .....	43

# Data Analysis

## Student Achievement

**What accountability goal has your campus set for this year in Domain 1? What challenges are you anticipating in Achieving your subject area Student Achievement goals?**

### Accountability Goals

1. TPHS El Paso East ELA student performance will achieve 44% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2023-2024 STAAR English I and English II assessments.
2. TPHS El Paso East Algebra I student performance will achieve 45% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2023-2024 STAAR Algebra I assessment.
3. TPHS El Paso East Biology student performance will achieve 60% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2023-2024 STAAR Biology assessment.
4. TPHS El Paso East US History student performance will achieve 55% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2023-2024 STAAR US History assessment.

### Challenges

- Compared to last school year, there is a decreased number of total staff at TPHS El Paso East.
- New teachers have been assigned to key positions, and most teachers have less than 5 years of experience in education.
- Implementing the Texas Instructional Leadership (TIL) Data-Driven Instruction (DDI) may prove to be difficult considering last year's module, Lesson Alignment and Formative Assessment, still requires refinement.
- The total number of retesters has increased for most STAAR-tested subject areas. Historically, retesters struggle to attain "meet" or above passing standard on their STAAR End-of-Course (EOC) assessment.

## Student Achievement - CCMR

### What goals has your campus set for CCMR?

TPHS El Paso East aims to have at least 60% of 2023-2024 graduates be identified as being college, career, or military-ready.

- The percentage of graduating students deemed college-ready will increase to 35%
- The percentage of graduating students deemed career-ready will increase to 35%

### Challenges

The primary challenge in meeting this target lies in the changes to the AEA accountability system. Students earned "sunsetting" certifications.

## **Student Achievement - Graduation Rate**

### **What goals has your campus set for Graduation Rate?**

TPHS El Paso East aims to maintain a component score of 100 in Domain 1 - Graduation Rate.

### **Challenge**

- This school year we have a larger group of STAAR retesters across multiple subject areas.
- Our credit-recovery platform has changed and our teachers are not as familiar with the new platform.
- Maintaining a perfect component score may prove to be difficult to replicate given a completely new group of graduates.

## School Progress

### What accountability goal has your campus set for this year in Domain 2A? What challenges are you anticipating in achieving your school progress domain goals?

Although TPHS El Paso East achieved a scaled score of 93 on School Progress, Part B, the Academic Growth scaled score was a 65. During the 2023-2024 school year TPHS El Paso East aims to attain a Scaled Score over 80 on School Progress, Part A.

#### Challenge

- New teachers have been assigned to key positions, and most teachers have less than 5 years of experience in education.
- The total number of retesters has increased for most STAAR-tested subject areas. Historically, retesters struggle to attain "meet" or above passing standard on their STAAR End-of-Course (EOC) assessment.
- Maintaining close to a perfect score on School Progress, Part B (98) may prove to be difficult with a new group of testers.

## Closing the Gaps

**What accountability goal has your campus set for this year in Domain 3? What 3 - 4 priority targets are you focusing on in Domain 3? Why have you identified these groups/subjects?**

TPHS El Paso East aims to improve its Component Score of 36 to 44. The primary targets the campus is focusing on are:

Academic Achievement Status (RLA) - All Students

School Quality (CCMR) - All Students, Hispanic, and High Focus

These groups/subjects have been identified as areas of need due to our percentages being well below the 2023 target. We feel there is an opportunity for the campus to take significant strides in Domain 3 if we target these specific groups/subjects.

# Self Assessment

**Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.**

**Key Practice:**

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

**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:**

Job descriptions are clearly outlined for each staff member Weekly calendars include observation/feedback, PLCs, and data meetings (DDI)

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Performance expectations are clear, written, measurable, and match the 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:**

Lesson Alignment Formative Assessment - lesson alignment tool Observations and feedback occur weekly

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

**Success Criteria:**

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

**Evidence:**

Lesson alignment tool feedback recordings PLC meetings

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus instructional leaders meet weekly 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:**

Observation feedback script DDI script

**Implementation Level:**

Work is Underway

**Key Practice:**

Principal improves campus leaders through regularly scheduled, job-embedded professional development 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)
- Principals' calendar includes modeling the use of these tools and techniques
- Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement

**Evidence:**

Weekly check-ins with instructional coaches on summary of findings during observations

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Some (less than half) of the key practices are substantially in place and functioning

## **Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.**

### **Key Practice:**

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

### **Success Criteria:**

- Creation and refinement of mission, vision, values, and goals include the authentic and collaborative involvement and investment of administrators, teachers, staff, parents, and students
- Campus leaders have a system for gathering student, staff, and family feedback and respond with transparency

### **Evidence:**

mission and vision displayed in every classroom mission and vision recited at all local council meetings some parent engagement

### **Implementation Level:**

Work is Underway

### **Key Practice:**

Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.

### **Success Criteria:**

- Campus vision, mission, values, and/or goals articulate:
  - High expectations and shared ownership for student success
  - Ambitious student learning through rigorous and engaging lessons
  - Support for teachers to implement high leverage teaching practices
- Goals are set for student outcomes and implementation progress metrics aligned to highest priority curriculum and instruction strategies

### **Evidence:**

Rigor evident from some implementation of HQIM specifically for math with Carnegie Rigor in ELAR - Odell & Shared Inquiry Model Coaching teachers

### **Implementation Level:**

Work is Underway

### **Key Practice:**

Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary 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 the mission and/or vision in addition to aligned practices and policies
- Staff can articulate the school’s mission, vision, and values and share how classroom and schoolwide routines, procedures, and policies reflect them

**Evidence:**

There is a clear understanding and carry-out of campus/classroom policies and procedures Administration holds teachers accountable through observation feedback There needs to be more implementation in the classroom with the mission and vision

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Work is underway to develop at least one of the key practices

**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:**

Principals have some control over this, but the majority of our recruitment is handled through our corporate HR department Marketing is handled by principal/campus at some level, but the majority of the control is handled from our marketing director at the corporate office

**Implementation Level:**

Substantially in place and functioning

**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:**

Yes. Resumes and pre-interview questions handled by HR department. Interviews are conducted by principal, ask for following systems currently in place with fidelity- indicator of alignment with mission, vision, and goals

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

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

**Success Criteria:**

- High-performing teachers are identified based on improving student outcomes and willingness to learn and develop
- Personalized strategies are employed to retain high performing staff including leadership opportunities and recognition

**Evidence:**

High performing teachers are identified based on rigor in the classroom and student progress

**Implementation Level:**

Work is Underway

**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

**Evidence:**

The strongest teachers in specific contents handle the tested courses--STAAR

**Implementation Level:**

Substantially in place and functioning

**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
- Targeted training includes adult facilitation and team dynamics
- Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching

**Evidence:**

Instructional coaches who have specialized in certain content areas support and help train teachers On-going observation and feedback happens regularly for teacher-growth throughout several times a year

**Implementation Level:**

Work is Underway

**Key Practice:**

Preferred substitutes are recruited and retained.

**Success Criteria:**

- Effective substitutes are identified and prioritized in short-term placement/deployment
- Ineffective substitutes are also identified and de-prioritized/prohibited

**Evidence:**

We have not been able to establish a key practice that involves hiring effective substitutes We are able to identify ineffective substitutes

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Most (at least half) of the key practices are substantially in place and functioning

**Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.**

**Key Practice:**

Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.

**Success Criteria:**

- Campus leadership has communicated clear school-wide expectations for student and adult actions to both staff and students
- Campus calendar indicates dedicated time for training and ongoing professional development focused on classroom culture and management
- Teachers and campus leaders use a framework for classroom management that features high leverage practices to maximize instruction and facilitate a productive learning environment (setting clear behavioral expectations, routines and procedures, physical classroom layout, and student engagement strategies)

- Campus leaders develop teachers to build a sense of belonging in their classrooms through setting high academic expectations, soliciting and responding to student feedback, and providing equitable opportunities for classroom participation

**Evidence:**

Campus leadership has communicated clear school-wide expectations for student and adult actions to both staff and students Teachers and campus leaders use a framework for classroom management that features high leverage practices to maximize instruction and facilitate a productive learning environment (setting clear behavioral expectations, routines and procedures, physical classroom layout, and student engagement strategies) Campus leaders develop teachers to build a sense of belonging in their classrooms through setting high academic expectations, soliciting and responding to student feedback, and providing equitable opportunities for classroom participation

**Implementation Level:**

Work is Underway

**Key Practice:**

Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.

**Success Criteria:**

- School wide routines include steps for students that are clear, action-oriented, and easy to remember
- School wide routines include clear steps for adults to take to support students in meeting the expectations of routines
- Staff and students demonstrate safe and effective transitions and describe the routines for safe and effective transitions and gatherings, such as class changes and student meals

**Evidence:**

School wide routines include steps for students that are clear, action-oriented, and easy to remember School wide routines include clear steps for adults to take to support students in meeting the expectations of routines Staff and students demonstrate safe and effective transitions and describe the routines for safe and effective transitions and gatherings, such as class changes and student meals

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.

**Success Criteria:**

- Clear campus-wide guidelines exist for immediate next steps when a student does not fully meet expectations
- There is a system of rewards and consequences within the school-wide behavior system that is consistently implemented
- Staff uses consistent responses to student behaviors
- Schools have a system in place that positively reinforces students who model expectations and demonstrate behaviors that reflect campus values

**Evidence:**

Clear campus-wide guidelines exist for immediate next steps when a student does not fully meet expectations There is a system of rewards and consequences within the school-wide

behavior system that is consistently implemented Staff uses consistent responses to student behaviors Schools have a system in place that positively reinforces students who model expectations and demonstrate behaviors that reflect campus values

**Implementation Level:**

Substantially in place and functioning

**Essential Action Reflection:**

Most (at least half) of the key practices are substantially in place and functioning

**Essential Action 4.1: Daily use of high-quality instructional materials.**

**Lever 4 Self Assessment:**

Campus has High-Quality Materials in place for both RLA and Math as defined by RBIS Indicators. (Based on Key Practice 1 Success Criteria for RBIS)

**Success Criteria:**

- Students have daily access to HQIM as part of their RLA student assignments.
- Students have daily access to HQIM as part of their Math student assignments.

**Evidence:**

Students have access to HQIM as part of their RLA student assignments. Students have access to HQIM as part of their Math student assignments.

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Work is underway to develop at least one of the key practices

**Essential Action 5.1: Professional Development for Effective Classroom Instruction.**

**Key Practice:**

Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

**Success Criteria:**

- Teachers and campus leaders use frameworks for content specific pedagogical practices that reflect research based instructional strategies and are aligned to campus instructional materials (for example, in math pushing students to choose appropriate tools or techniques to solve problems)
- Leaders provide teachers with effective initial training and ongoing support to ensure instruction contains content specific pedagogical practices
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices

**Evidence:**

Teachers and campus leaders use frameworks for content specific pedagogical practices that reflect research based instructional strategies and are aligned to campus instructional materials (for example, in math pushing students to choose appropriate tools or techniques to solve problems) Leaders provide teachers with ongoing support to ensure instruction contains content-specific pedagogical practices.

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.

**Success Criteria:**

- Teachers and campus leaders use a framework for instruction that contains high leverage practices relevant in any content (independent practice, monitoring student work, strategies that place cognitive lift on students such as wait time, encouraging discourse, and requiring evidence to support claims)
- Teachers and campus leaders use a framework for instruction that contains high leverage practices for affirming students’ needs and experiences (e.g., activating prior knowledge, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives)
- Leaders provide teachers with effective up-front training and ongoing coaching to ensure instruction contains best practice in any subject, including affirming students’ needs and experiences
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on universal best teaching practices

**Evidence:**

Teachers and campus leaders use a framework for instruction that contains high-leverage practices relevant in any content (independent practice, monitoring student work, strategies that place cognitive lift on students such as wait time, encouraging discourse, and requiring evidence to support claims) Teachers and campus leaders use a framework for instruction that contains high-leverage practices for affirming students’ needs and experiences (e.g., activating prior knowledge, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives) Leaders provide teachers with effective up-front training and ongoing coaching to ensure instruction contains best practice in any subject, including affirming students’ needs and experiences Campus calendar indicates dedicated time for training and ongoing job-embedded professional development on universal best teaching practices

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.

**Success Criteria:**

- Campus calendar indicates dedicated time for training and ongoing professional development focused on differentiation of tier 1 instructional materials for all learners
- Campus-wide training and professional development focuses on the incorporation of proactive instructional approaches that address flexibility in the way information is presented, how students respond and demonstrate understanding, and how students engage in instruction
- Campus-wide training and ongoing support leads teachers to be responsive to IEP goals, goals for students who are Emergent Bilingual 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:**

Campus calendar indicates dedicated time for training and ongoing professional development focused on differentiation of tier 1 instructional materials for all learners Campus-wide training and ongoing support leads teachers to be responsive to IEP goals, goals for students who are Emergent Bilingual and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Some (less than half) of the key practices are substantially in place and functioning

**Essential Action 5.2: Build teacher capacity through observation and feedback cycles.****Key Practice:**

Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

**Success Criteria:**

- Campus observation tools feature a list of teaching practices involving both management/engagement and rigor (for example, high quality instructional materials observation tools, T-TESS, Get Better Faster, Teach Like a Champion, etc.)
- Campus leaders have a system to observe and track the level of teacher implementation of teaching practices as well as progress over time

**Evidence:**

Campus observation tools feature a list of teaching practices involving both management/engagement and rigor (for example, high quality instructional materials observation tools, T-TESS, Get Better Faster, Teach Like a Champion, etc.) Campus leaders have a system to observe and track the level of teacher implementation of teaching practices as well as progress over time

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.

**Success Criteria:**

- Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results
- All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year

**Evidence:**

Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results All teachers experience observation and feedback,

not just evaluation, at minimum quarterly throughout the school year

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.

**Success Criteria:**

- Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable
- Teacher goals or action steps are responsive to the teacher's current proficiency
- Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement

**Evidence:**

Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement

**Implementation Level:**

Work is Underway

**Key Practice:**

Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.

**Success Criteria:**

- During observation debrief conversations, instructional leaders check-in with teachers on their progress with prior development goals, giving feedback on their implementation
- Instructional leaders clearly communicate the area of focus, goal, or action step to the teacher
- Instructional leaders show a model of the practice they would like teachers to implement, and discuss with the teacher how and when to implement the practice in their classroom
- Teachers practice, set a time to implement the goal or action step, and receive feedback on their area of focus

**Evidence:**

During observation debrief conversations, instructional leaders check-in with teachers on their progress with prior development goals, giving feedback on their implementation Instructional leaders clearly communicate the area of focus, goal, or action step to the teacher Instructional leaders show a model of the practice they would like teachers to implement, and discuss with the teacher how and when to implement the practice in their classroom Teachers practice, set a time to implement the goal or action step, and receive feedback on their area of focus

**Implementation Level:**

Substantially in place and functioning

**Essential Action Reflection:**

Most (at least half) of the key practices are substantially in place and functioning

**Essential Action 5.3: Data-driven instruction.****Key Practice:**

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

**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, including an analysis of student work samples to assess curricular rigor, determine the impact of instruction, and make decisions alongside teachers to improve instruction

**Evidence:**

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, including an analysis of student work samples to assess curricular rigor, determine the impact of instruction, and make decisions alongside teachers to improve instruction

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus leaders facilitate a consistent process for teachers, 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 to respond.

**Success Criteria:**

- **Understand the task, any related texts and standards and create or internalize the exemplar:** Unpack the standard into knowledge and skills, create or internalize the teacher exemplar to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery
- **Analyze and sort student work:** categorize student work into high, medium, and low levels of mastery, and analyze to look for trends in student misconceptions
- **Identify the highest leverage gap:** Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding that if corrected would yield the greatest increase in mastery
- **Plan the response:** Identify adjustments to make to upcoming instructional opportunities where students will revisit unmastered concepts and/or concepts foundational to the current or upcoming unit of instruction
- **Practice the response:** Stand and deliver portions of your planned instructional response with real-time feedback, repeating as necessary until practice is strong
- **Follow Through:** Write the corrective instruction action plan, including the identified gap and when the planned response will take place, specific students to be addressed, and the follow-up date for reassessment and further data review

**Evidence:**

No evidence yet.

**Implementation Level:**

Not Yet Started

**Key Practice:**

Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.

**Success Criteria:**

- The master schedule includes at least one block weekly for teacher teams to meet for the purpose of reflecting on student work
- Teacher team meeting agendas are developed utilizing a common protocol
- Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery

**Evidence:**

No evidence yet

**Implementation Level:**

Not Yet Started

**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 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:**

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

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Work is underway to develop at least one of the key practices

# Essential Actions

## Submission 1 and 2A

**Essential Action 1.1:** Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

**Implementation Level:** Beginning Implementation

**Key Practices:**

**Essential Action 1.2:** Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

**Implementation Level:** Planning for Implementation

**Key Practices:**

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

**Implementation Level:** Partial Implementation

**Key Practices:**

**Essential Action 3.1:** Explicit school-wide behavioral expectations and culture routines.

**Implementation Level:** Partial Implementation

**Key Practices:**

**Essential Action 4.1:** Daily use of high-quality instructional materials.

**Implementation Level:** Planning for Implementation

**Key Practices:** When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.

**Essential Action 5.1:** Professional Development for Effective Classroom Instruction.

**Implementation Level:** Beginning Implementation

**Key Practices:**

**Essential Action 5.2:** Build teacher capacity through observation and feedback cycles.

**Implementation Level:** Partial Implementation

**Key Practices:**

**Essential Action 5.3:** Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Key Practices:** Campus leaders facilitate a consistent process for teachers, 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 to respond.

## Summer Planning

**Essential Action 1.1:** Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 1.2:** Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

**Implementation Level:** Not Yet Started

**Key Practices:**

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

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 3.1:** Explicit school-wide behavioral expectations and culture routines.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 4.1:** Daily use of high-quality instructional materials.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 5.1:** Professional Development for Effective Classroom Instruction.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 5.2:** Build teacher capacity through observation and feedback cycles.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 5.3:** Data-driven instruction.

**Implementation Level:** Not Yet Started

**Key Practices:**

# Submissions

## Submission 1 (optional)

### Essential Action 4.1: Daily use of high-quality instructional materials.

**Implementation Level:** Planning for Implementation

**Key Practices:** When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.

**Rationale:** (Updated 11/27/23) TPHS El Paso East Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in October 2023, 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 in mathematics. If the campus provides additional support for math teachers in effectively utilizing high-quality instructional materials and provides ongoing coaching and support to teachers in using the materials, the campus will achieve full implementation of the key practice for Effective Schools Framework Lever 4. This will also continue to improve student outcomes for the campus.

**Source Used to Identify Rationale:** ESF Diagnostic

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?:** The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of the educators they manage. TIL consists of a suite of 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 Instructional Coach. Ongoing implementation support will be provided to the DCSI, Principal, and Instructional Coach to ensure implementation. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Coach. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS El Paso East 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 focus for the campus will be communicated through the commitment between DCSI, the 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, the 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 2023. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Data Driven Instruction processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Parent engagement opportunities include surveys, parent-student-teacher conferences (twice per semester), and through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of student engagement is the use of the modeling and/or the guided discourse reteach models in classrooms addressing specific success criteria and for individual objectives and standards.

**Desired Annual Outcome:** (Updated on 11/27/23) By May 2024 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 videos along with TIL DDI videos that will be collected monthly.

**District Commitment Theory of Action:** 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 monthly meetings with the Principal to assist in any barriers that are being experienced. DCSI will have ongoing communication with the Instructional Coach monthly via Zoom.

**Incremental Outcome 1 (optional):** The Campus Leadership Team (CLT) will ensure that By May 2024, 100% of campus instructional leaders will review lesson plans and provide feedback weekly to ensure high-quality instructional materials are being implemented with fidelity, alignment to the scope and sequence, and expected level of rigor. Full implementation of this goal will be evidenced by utilizing the TIL Lesson Alignment Tool which will measure lesson objective and exit ticket alignment and alignment to HQIM documents.

**District Actions:** The district will ensure the Campus Leadership Team will have the appropriate resources (including TIL professional development, books, handouts, etc.). The district will ensure teachers have access to HQIM materials (including online licenses and print materials).

**Incremental Outcome 2 (optional):** By February 2024, the Instructional Coach and Principal will review 100% of lesson plans and provide feedback weekly using the TIL Lesson Alignment protocol in order to monitor the usage of HQIM in ELA and Math. Progress towards this incremental outcome will be monitored by the DCSI and Principal. The evidence will consist of completed TIL Lesson Alignment tools, coaching scripts, and leadership calendars.

**Did you achieve your Incremental Outcome 1 (optional):** Yes

**What data supports your claim? (optional):**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The math HQIM was not used with fidelity last school year.	Action Step 2, Action Step 3	Ensuring teachers have the appropriate, ongoing, support will allow teachers to use HQIM effectively.

**Did you achieve your Incremental Outcome 2 (optional):** Yes

**What data supports your claim? (optional):**

Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> Ensure math teacher has access to Carnegie Learning web applications, including Mathia, and textbooks throughout the 2023-2024 school year.</p> <p><b>Evidence Used to Determine Progress:</b> Carnegie Learning accounts and purchase orders</p> <p><b>Leader(s) Accountable:</b> DCSI and Campus Principal</p> <p><b>Leader Follow Up Action(s):</b> Renew licenses prior to the end of contract date (December 2023).</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 7, 2023 - <b>Frequency:</b> - <b>Evidence Collection Date:</b> December 29, 2023</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> The Campus Principal, Instructional Coach, and mathematics teacher will attend a series of professional development opportunities centered on the Research-Based Instructional Strategies (RBIS) utilized in our math HQIM.</p> <p><b>Evidence Used to Determine Progress:</b> ESC 19 PD attendance documentation</p> <p><b>Leader(s) Accountable:</b> DCSI and Campus Principal</p> <p><b>Leader Follow Up Action(s):</b> Verify attendance</p> <p><b>Non-Funded Resources Needed:</b> TIL ESC 19 RBIS professional development team</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> January 9, 2024 - <b>Frequency:</b> - <b>Evidence Collection Date:</b> February 12, 2024</p> <p><b>Funding Sources:</b> RBIS Professional Development - 6200-Professional and contracted services - \$2,400</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> Ongoing contracts for HQIM support for Carnegie Learning so teachers have professional development with content experts.</p> <p><b>Evidence Used to Determine Progress:</b> Completed contracts for professional development and support through ESC 19.</p> <p><b>Leader(s) Accountable:</b> DCSI and Principal</p> <p><b>Leader Follow Up Action(s):</b> Check for implementation of math HQIM.</p> <p><b>Non-Funded Resources Needed:</b> Quotes and cost needs from ESC 19</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> August 7, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 12, 2024</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 4 Details	Formative Reviews
<p><b>Action Step 4:</b> Principal and Instructional Coach will review weekly lesson plans and provide feedback using the TIL Lesson Alignment protocol.</p> <p><b>Evidence Used to Determine Progress:</b> TIL Lesson Alignment Observation Tool and Scripts</p> <p><b>Leader(s) Accountable:</b> Principal and Instructional Coach</p> <p><b>Leader Follow Up Action(s):</b> Review documentation for implementation</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> August 7, 2023 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 12, 2024</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 5 Details	Formative Reviews
<p><b>Action Step 5:</b> The DCSI will host monthly meetings with Instructional Coaches and other district leaders to address fidelity of implementation, key action steps, and resolve barriers.</p> <p><b>Evidence Used to Determine Progress:</b> Training agenda and materials.</p> <p><b>Leader(s) Accountable:</b> DCSI</p> <p><b>Leader Follow Up Action(s):</b> The DCSI will follow up in the event an Instructional Coach is absent to ensure the campus principal attends on their behalf.</p> <p><b>Non-Funded Resources Needed:</b> ZOOM Video Conference application</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 31, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 5, 2024</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Submission 1 (optional)

### Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Key Practices:** Campus leaders facilitate a consistent process for teachers, 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 to respond.

**Rationale:** TPHS El Paso East Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document 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.

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?:** The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of the educators they manage. TIL consists of a suite of 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 Instructional Coach. Ongoing implementation support will be provided to the DCSI, Principal, and Instructional Coach to ensure implementation. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Coach. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS El Paso East 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 focus for the campus will be communicated through the commitment between DCSI, the 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, the 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 2023. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Data Driven Instruction processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Parent engagement opportunities include surveys, parent-student-teacher conferences (twice per semester), and through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of student engagement is the use of the modeling and/or the guided discourse reteach models in classrooms addressing specific success criteria and for individual objectives and standards.

**Desired Annual Outcome:** By May 2024 the Campus Leadership Team (CLT) will ensure that 100% of core content teachers will implement a weekly corrective instruction action planning process that includes unpacking standards and creating exemplars, determining 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 errors 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.

**Incremental Outcome 1 (optional):** The Campus Leadership Team (CLT) will ensure that by May 2024, the Instructional Coach will be providing weekly coaching through weekly observation and a feedback system with action steps to teachers using the TIL OF and LA cycles focusing on aligning daily lessons to the student expectations found in

the TEKS. The fidelity of implementation of this goal will be evidenced by TIL coaching scripts and coaching videos.

**District Actions:** If the District provides opportunities for ongoing support and coaching of the campus leaders then the campus leaders will be provided with a foundation and a plan in which to implement TIP-focused interventions and strategies; to ensure adequate planning, implementation, and monitoring systems to ensure increased student performance on state assessments.

**Incremental Outcome 2 (optional):**

**Did you achieve your Incremental Outcome 1 (optional):** Yes

**What data supports your claim? (optional):**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The DDI protocol is new to the campus and conflicts with existing data analysis practices.	Action Step 2, Action Step 5	The initial DDI professional development will aim to provide a comprehensive overview of the protocol. Additionally, campus site-visits and practice labs will be used to support the CLT in providing effective feedback.
The Lesson Alignment protocol will be utilized in addition to the Observation and Feedback and Lesson Alignment Protocol. Implementing 3 coaching models may prove difficult.	Action Step 2, Action Step 5	The development of an effective and manageable implementation plan will ensure each TIL protocol is implemented with fidelity.
Implementing multiple coaching protocols will be difficult since the campus no longer has access to funds that were allocated for the Master Teacher, who acted as a coach for teachers in prior years.	Action Step 1	An Instructional Coach will be used to provide coaching to all content teachers. The Instructional Coaches' job description aligns with the duties outlined in the TIP.

**Did you achieve your Incremental Outcome 2 (optional):** Yes

**What data supports your claim? (optional):**

Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> Employ a full-time Instructional Coach to provide support for all TIL Modules, including Lesson Alignment.</p> <p><b>Evidence Used to Determine Progress:</b> Instructional Coach Job Description and Schedule</p> <p><b>Leader(s) Accountable:</b> DCSI, CFO and Principal</p> <p><b>Leader Follow Up Action(s):</b> Ensure Instructional Coach job duties and responsibilities align with efforts listed on the Targeted Improvement Plan</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 1, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> September 1, 2023</p> <p><b>Funding Sources:</b> Instructional Coach - 6100-Payroll</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> Deliver two-day initial TIL Data-Driven Instruction professional development to DCSI, Principal, and Teacher to launch in the Fall of 2023. Develop an implementation plan for DDI for the 2023-2024 school year.</p> <p><b>Evidence Used to Determine Progress:</b> ESC 19 documents demonstrating attendance and participation in training sessions completed by ESC 19 calendar and implementation plan.</p> <p><b>Leader(s) Accountable:</b> DCSI, Principal</p> <p><b>Leader Follow Up Action(s):</b> Review the implementation plan with documentation that is collected throughout the 2023-2024 school year to determine the implementation level.</p> <p><b>Non-Funded Resources Needed:</b> ESC 19 TIL DDI Team</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 7, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2023</p> <p><b>Funding Sources:</b> Texas Instructional Leadership - 6200-Professional and contracted services</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> Collect and review BOY assessment data for all STAAR-tested subject areas and use PLC to review BOY data.</p> <p><b>Evidence Used to Determine Progress:</b> BOY data reports and PLC agenda.</p> <p><b>Leader(s) Accountable:</b> DCSI, Principal, Instructional Coach, and other members of CLT.</p> <p><b>Leader Follow Up Action(s):</b> Review PLC agendas to ensure BOY data has been reviewed by all STAAR-test subject area teachers.</p> <p><b>Non-Funded Resources Needed:</b> Access and student data uploads into the BOY Assessment system</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 11, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> September 29, 2023</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 4 Details	Formative Reviews
<p><b>Action Step 4:</b> Calendar the PLC meetings, benchmarks, and teacher observations, and feedback cycles for the school year.</p> <p><b>Evidence Used to Determine Progress:</b> PLC calendar with specific dates for all content area PLC every month, PLC agenda any additional documentation from PLCs conducted from August 2023 to February 2024.</p> <p><b>Leader(s) Accountable:</b> DCSI, Principal</p> <p><b>Leader Follow Up Action(s):</b> Review PLC agendas to ensure implementation of DDI coaching model.</p> <p><b>Non-Funded Resources Needed:</b> Exemplars, agendas, and additional documentation, instructional calendar.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 1, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 29, 2024</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 5 Details	Formative Reviews
<p><b>Action Step 5:</b> The DCSI and ESC 19 TIL DDI Team will conduct quarterly campus site visits to collect evidence and discuss the next steps in the DDI implementation plan. The evidence collected will include a video recording of a DDI meeting, DDI coaching scripts, teacher exemplars, student responses, and lesson/reteach plans.</p> <p><b>Evidence Used to Determine Progress:</b> Video recordings of a DDI meeting, DDI coaching scripts, teacher exemplars, student responses, and lesson/reteach plans</p> <p><b>Leader(s) Accountable:</b> DCSI, Principal, Instructional Coach</p> <p><b>Leader Follow Up Action(s):</b> DCSI will provide actionable feedback using the Principal action steps of TIL DDI.</p> <p><b>Non-Funded Resources Needed:</b> ESC 19 TIL DDI Team</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2023 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 29, 2024</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 6 Details	Formative Reviews
<p><b>Action Step 6:</b> Collect and review Benchmark assessment data for all STAAR-tested subject areas and use PLC to review benchmark data.</p> <p><b>Evidence Used to Determine Progress:</b> 1st- and 2nd-9 Weeks Benchmark.</p> <p><b>Leader(s) Accountable:</b> DCSI, Principal, Instructional Coach, and other members of CLT.</p> <p><b>Leader Follow Up Action(s):</b> Review PLC agendas to ensure benchmark data has been reviewed by all STAAR-test subject area teachers.</p> <p><b>Non-Funded Resources Needed:</b> Access and student data uploads into the assessment system</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 25, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> February 5, 2024</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Submission 2A (optional)

**Did you achieve your student performance data goals?:**

**What data supports your claim?:**

### **Essential Action 4.1:** Daily use of high-quality instructional materials.

**Implementation Level:** Planning for Implementation

**Key Practices:** When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.

**Rationale:** (Updated 11/27/23) TPHS El Paso East Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed Effective Schools Framework Diagnostic completed in October 2023, 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 in mathematics. If the campus provides additional support for math teachers in effectively utilizing high-quality instructional materials and provides ongoing coaching and support to teachers in using the materials, the campus will achieve full implementation of the key practice for Effective Schools Framework Lever 4. This will also continue to improve student outcomes for the campus.

**Source Used to Identify Rationale:** ESF Diagnostic

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?:** The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of the educators they manage. TIL consists of a suite of 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 Instructional Coach. Ongoing implementation support will be provided to the DCSI, Principal, and Instructional Coach to ensure implementation. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Coach. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS El Paso East 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 focus for the campus will be communicated through the commitment between DCSI, the 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, the 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 2023. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Data Driven Instruction processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Parent engagement opportunities include surveys, parent-student-teacher conferences (twice per semester), and through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of student engagement is the use of the modeling and/or the guided discourse reteach models in classrooms addressing specific success criteria and for individual objectives and standards.

**Desired Annual Outcome:** (Updated on 11/27/23) By May 2024 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 videos along with TIL DDI videos that will be collected monthly.

**District Commitment Theory of Action:** 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 monthly meetings with the Principal to assist in any barriers that are being experienced. DCSI will have ongoing communication with

the Instructional Coach monthly via Zoom.

**District Actions:**

**Did you achieve your annual outcome?:**

**What data supports your claim?:**

## Submission 2A (optional)

### Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Key Practices:** Campus leaders facilitate a consistent process for teachers, 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 to respond.

**Rationale:** TPHS El Paso East Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document 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.

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?:** The campus will use the TIL approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of the educators they manage. TIL consists of a suite of 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 Instructional Coach. Ongoing implementation support will be provided to the DCSI, Principal, and Instructional Coach to ensure implementation. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Coach. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS El Paso East 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 focus for the campus will be communicated through the commitment between DCSI, the 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, the 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 2023. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL Data Driven Instruction processes to the campus. This priority will be communicated to the parents and the community through connections and activities being embedded into the CIP/DIP. The campus will ensure that parent engagement opportunities identify the focus area and strategies we are implementing to ensure growth in student performance. Parent engagement opportunities include surveys, parent-student-teacher conferences (twice per semester), and through College, Career, and Military presentations. Students will be successfully engaged in activities that will support student performance growth, and faculty and staff will communicate new skills, practices, and efforts to students to ensure they know what the campus is doing to support them in meeting performance expectations. An example of student engagement is the use of the modeling and/or the guided discourse reteach models in classrooms addressing specific success criteria and for individual objectives and standards.

**Desired Annual Outcome:** By May 2024 the Campus Leadership Team (CLT) will ensure that 100% of core content teachers will implement a weekly corrective instruction action planning process that includes unpacking standards and creating exemplars, determining 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 errors 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.

**District Actions:**

**Did you achieve your annual outcome?:**

**What data supports your claim?:**

## 2023-2024 Reflection

**What Essential Action have you prioritized this year?:** Essential Action 5.3

**What progress have you made toward that Essential Action? Use evidence from adult led systems to support your answer.:** Our Essential Action 5.3 focuses on implementing data-driven instruction to enhance student achievement through the systematic use of data to inform teaching practices.

**Actions Taken:** We conducted multiple professional development sessions focused on data analysis and interpretation. These sessions trained instructional leaders on how to use student performance data to guide instructional decisions. We implemented a new data management system to streamline the collection and analysis of student performance data. This system allows for real-time access to data and facilitates data-driven decision-making. However, the primary focus was on student work analysis. We implemented the Texas Instructional Leadership (TIL) Data-Driven Instruction (DDI) protocol to conduct student-work analysis meetings. Data meetings were scheduled monthly and revolved around formative assessment of student samples.

**Evidence from Adult-Led Systems:** Regular classroom observations were conducted to ensure that data-driven instructional strategies were being implemented effectively. Feedback from these observations was used to support teacher development. Data meetings are held monthly, where teachers and instructional leaders review student data and adjust instructional plans accordingly. Coaching scripts provide evidence of these discussions and decisions.

**Impact on Student Outcomes:** By May 2024 the Campus Leadership Team (CLT) ensured that 100% of core content teachers implemented a corrective instruction action planning process that includes unpacking standards and creating exemplars, determining 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 errors that will be collected monthly. As we move into the 2024-2025 school year, we will aim to increase the frequency of student work analysis.

## Summer Planning

**Will you continue your work on the Essential Action from this past year?:** Yes

**What VIP are you working with for the 2024-2025 school year?:** TIL

**Have you had an ESF Diagnostic since July 1st 2021?:** Yes

**What actions do you intend to take this Summer to push the work of that Essential Action?:** The Curriculum and Instruction Department has gathered data on our curriculum needs throughout Spring 2024. As a result of these efforts, the C&I department is developing a Curriculum Management System (CMS).

The following list of professional development activities will push the work of Essential Action 5.1:

June:

Principal's Academy: This 3-day training will focus on the rollout of our new CMS. The training will highlight the roles and responsibilities of the campus leadership team, the process of building a lesson plan using the new CMS, and other components of student scheduling that will help support effective instruction in the classroom.

RBIS Training: This 2-day training will be hosted by ESC 1 and will focus on providing an in-depth understanding of the Research-Based Instructional Strategies, as defined by the TEA, for ELA and Mathematics.

July:

Summer Conference: This 3-day conference includes all TPHS staff members. Only day 2 will support Essential Action 5.1 as it relates to our campus-level instructional staff. The focus of day 2 will be on rolling out the CMS with all instructional staff.

August: (Job-Embedded Professional Development begins towards the end of August as the 2024-2025 school year begins.)

Texas Instructional Leadership (TIL) Formative Assessment (FA): This 3-day training will serve as the introduction of the new TIL coaching model.

TIL FA Implementation Plan: This 1/2-day workshop will be used to create the implementation plan for TIL FA.

**Where do you see alignment between the above actions and the chosen Essential Action?:** The alignment between the chosen essential action, 5.1 Professional Development for Effective Classroom Instruction, and the above actions is evident in several key areas:

Principal's Academy Alignment: This training emphasizes the roles and responsibilities of campus leadership in utilizing the CMS to support effective instruction, aligning to improve instructional leadership and planning.

RBIS Training Alignment: By focusing on Research-Based Instructional Strategies for ELA and Mathematics, this training directly supports the use of high-quality instructional materials and effective instruction, which are critical components of our essential action.

Summer Conference Alignment: The focus on rolling out the CMS with all instructional staff aligns with our goal of defining and implementing a high standard of curriculum and instruction, thereby supporting professional learning and a positive school culture.

TIL Formative Assessment Training Alignment: Introducing the TIL coaching model and creating an implementation plan for TIL FA supports the development of job-embedded professional development and continuous improvement of instructional practices, which are central to our essential action.

By aligning these summer professional development activities with the essential action, we ensure that our efforts in implementing the CMS will lead to improved instructional quality and student outcomes, ultimately helping us achieve our goal of all TPHS campuses being rated as "A" campuses by 2027.

# Campus Grant Funding Summary

6100-Payroll					
Sub	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	Instructional Coach		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$65,268.00
<b>+/- Difference</b>					\$65,268.00
6200-Professional and contracted services					
Sub	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	2	RBIS Professional Development		\$2,400.00
1	2	2	Texas Instructional Leadership		\$0.00
<b>Sub-Total</b>					\$2,400.00
<b>Budgeted Budget Object Code Amount</b>					\$45,131.00
<b>+/- Difference</b>					\$42,731.00
6300-Supplies and materials					
Sub	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
6400-Other operating costs					
Sub	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
6600-Capital Outlay					
Sub	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00

6600-Capital Outlay					
Sub	Essential Action	Step	Resources Needed	Account Code	Amount
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Budget Object Code Amount</b>	\$0.00
				<b>+/- Difference</b>	\$0.00
Indirect Costs					
Sub	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Budget Object Code Amount</b>	\$4,732.00
				<b>+/- Difference</b>	\$4,732.00
				<b>Grand Total Budgeted</b>	\$115,131.00
				<b>Grand Total Spent</b>	\$2,400.00
				<b>+/- Difference</b>	\$112,731.00

# Student Data

Student Achievement and Closing the Gaps															
Core Metrics	Sub Metrics	Grade	Student Group	Student Group Analyzed	Subject Tested	Performance Level	Sub 2 Assessment	2024 Student Count	% of Assessments						
									2022 Results	2023 Results	Sub 1 Actual Results		2024 Accountability Goal		
											Sub 1 Assessment Type	Sub 1 Actual Results	Sub 2 Goal	Actual Results	
Student Achievement	# of Students at Approaches, Meets, and Masters	All	All	All	Reading	Approaches	STAAR	138	79	69	District Created Benchmark		73		
		All	All	All	Reading	Meets	STAAR	138	65	36	District Created Benchmark		44		
		All	All	All	Reading	Masters	STAAR	138	8	5	District Created Benchmark		9		
		All	All	All	Mathematics	Approaches	STAAR	138	100	100	District Created Benchmark		100		
		All	All	All	Mathematics	Meets	STAAR	138	55	40	District Created Benchmark		45		
		All	All	All	Mathematics	Masters	STAAR	138	9	12	District Created Benchmark		15		
		All	All	All	Science	Approaches	STAAR	138	91	100	District Created Benchmark		100		
		All	All	All	Science	Meets	STAAR	138	64	58	District Created Benchmark		60		
		All	All	All	Science	Masters	STAAR	138	18	8	District Created Benchmark		10		
		All	All	All	Social Studies	Approaches	STAAR	138	95	92	District Created Benchmark		94		
		All	All	All	Social Studies	Meets	STAAR	138	53	53	District Created Benchmark		55		
		All	All	All	Social Studies	Masters	STAAR	138	9	22	District Created Benchmark		24		
			CCMR	N/A	Graduates	Graduates	CCMR	N/A	N/A	138	44	41	N/A		60
	Graduation Rate	N/A	Graduates	Graduates	Graduation	N/A	N/A	138	100	100	N/A		100		
Closing the Gaps	Priority Target 1	School Quality/College & Career Readiness	All	First Lowest EG	Hispanic	Mathematics	N/A	Mathematics	N/A	31	31	Other		60	
	Priority Target 2	Graduation Rate Status	All	First Lowest EG	Hispanic	ELA	N/A	ELA	N/A	61	74	Other		80	
	Priority Target 3	English Language Proficiency	All	EB-TELPAS	EB	TELPAS	N/A	TELPAS	N/A	23	26	Other		34	

**Academic Growth**

**Academic Growth Current Year RLA**

Student Prior Year Performance	Student Count	Submission 1 Results						Summative Submission 2 Goals					
		Low DNM	High DNM	Low App	High App	Meets	Masters	Low DNM	High DNM	Low App	High App	Meets	Masters
Low DNM													
High DNM													
Low App													
High App													
Meets													
Masters													
Current Year Student Count													
		Sub 2 Goals Student Count											
		Sub 2 Goals Percentages						N/A	N/A	N/A	N/A	N/A	N/A
		Sub 2 Results											

**Academic Growth Current Year MATH**

Student Prior Year Performance	Student Count	Submission 1 Results						Summative Submission 2 Goals					
		Low DNM	High DNM	Low App	High App	Meets	Masters	Low DNM	High DNM	Low App	High App	Meets	Masters
Low DNM													
High DNM													
Low App													
High App													
Meets													
Masters													
Current Year Student Count													
		Sub 2 Goals Student Count											
		Sub 2 Goals Percentages						N/A	N/A	N/A	N/A	N/A	N/A
		Sub 2 Results											