

Triumph Public High Schools - Central Texas
Triumph Public High Schools Laredo South - TIP
2023-2024 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Frances Berrones-Johnson
Gautier Tirado

Principal: Sandra Lee Castillo
ESC Case Manager: Catalina Requenez
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: Sandra Lee Castillo

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: Corporate Instructional Officer

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

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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?

1. TPHS Laredo South ELA student performance will achieve 25% 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 Laredo South Algebra I student performance will achieve 38% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2023-2024 STAAR Algebra I assessment.
3. TPHS Laredo South Biology student performance will achieve 20% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2023-2024 STAAR Biology assessment.
4. TPHS Laredo South US History student performance will achieve 66% in the “meets” or above passing standard for All Students, Eco Dis, Hispanic subgroups on the 2023-2024 STAAR US History assessment.

Challenges

- The total number of staff members has decreased from last school year.
- New teachers have been assigned to key positions, and most teachers have less than 5 years of experience in education including our Mathematics teacher.
- The addition of the Lesson Alignment (LA) module may help clarify any misconceptions encountered in DDI however, most staff members who were present during the implementation of DDI are no longer employed at TPHS Laredo.
- 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 Laredo South 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 be greater than 18%.
- The percentage of graduating students deemed career-ready will be greater than 38%

Challenges

Although we have increased the number of Industry-Based Certification (IBC) programs, compared to last school year, students are still limited to 10 IBCs to choose from.

Historical trend data suggests our students do not express as much interest in college readiness programs as they do in career readiness programs.

- 2021 - 20%
- 2022 - 10%

Student Achievement - Graduation Rate

What goals has your campus set for Graduation Rate?

TPHS Laredo South 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 Laredo South was not rated for School Progress, Part A and achieved a School Progress, Part B scaled score of 81. During the 2023-2024 school year TPHS Laredo South aims to attain a Scaled Score over 85 on School Progress, Part B.

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.

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 Laredo South aims to improve its Component Score of 29 to 34. The primary targets the campus is focusing on are:

Academic Achievement Status (RLA) - All Students

Academic Achievement Status (Math) - 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:

Comprehensive list of responsibilities, including teachers assigned for supervision. Weekly calendars show scheduled times for observations/feedback of classroom instruction, PLCs, and key data meetings. The evidence consists of calendars, CLT meeting agendas and minutes, and observation/feedback coaching plans.

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:

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

Implementation Level:

Substantially in place and functioning

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:

Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles and PLCs. The evidence consists of faculty and staff meeting agendas, CLT meeting agendas, and observation/feedback coaching plans.

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:

Lead team meetings include written agendas, recorded meeting minutes, and next steps captured along with follow-up techniques.

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:

Principals' calendar reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings). Principals' calendar include modeling the use of these tools and techniques. The principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement. The evidence consists of CLT meeting agendas and minutes and individual teacher coaching plans.

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 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:

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. The evidence consists of surveys, the campus mission and vision, and the Campus Improvement Plan.

Implementation Level:

Substantially in place and functioning

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:

Campus vision, mission, values, and/or goals articulate high expectations, ambitious student learning, and support for teachers. Goals are set for student outcomes and implementation progress metrics aligned to the highest priority curriculum and instruction strategies. These decisions are based on measurable student outcomes such as student STAAR performance scores, CCMR, and graduation rate.

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:

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. The evidence consists of artifacts visible in hallways and classrooms such as rules and procedures.

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 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:

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. Tracking methods are often inconsistent and need refinement. The evidence consists

of new employee hiring documentation (ie. job descriptions, marketing materials, interview questions, etc.)

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:

Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school’s vision, mission, values, and goals. Criteria are established before selection activities and include a demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop - Interviews formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals. Teachers do not demonstrate a lesson as part of the hiring process. The evidence consists of new employee hiring documentation (ie. job descriptions, marketing materials, interview questions, etc.)

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:

Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff. High-performing teachers are identified based on improving student outcomes and willingness to learn and develop. Professional development plans are developed and implemented to support all staff. Professional development plans are not individualized for all content teachers. Personalized strategies are employed to retain high-performing staff including leadership opportunities, and recognition, excluding financial rewards. The evidence consists of faculty and staff meeting agendas, professional development sign-in sheets, and district-level award samples.

Implementation Level:

Substantially in place and functioning

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:

Content expertise, previous achievement results for both staff and students and diversity amongst grade-level and content teams are all considered during the assignment of staff. The principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement. The evidence consists of the CLT team meeting agenda and minutes, and district-level meeting (CAT Meeting) agendas and minutes.

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:

Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills. Targeted training includes adult facilitation. Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching

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:

Effective substitutes are identified and prioritized in short-term placement/deployment. Ineffective substitutes are also identified and de-prioritized/prohibited. The evidence consists of internal substitute lists and CLT meeting agendas.

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 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. 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. The evidence consists of classroom observations, rules and procedures postings throughout the campus, morning announcements, and meeting agendas.

Implementation Level:

Substantially in place and functioning

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. The evidence can be observed in campus culture walks and classroom observations.

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. The evidence consists of the student handbooks, behavioral referral documentation, and observed in campus culture walks and classroom observations.

Implementation Level:

Substantially in place and functioning

Essential Action Reflection:

All 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 daily access to HQIM as part of their RLA student assignments. Students have limited 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 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. The campus calendar indicates dedicated time for training and ongoing job-embedded professional development on content-specific teaching practices. There is a need for professional development in research-based instructional strategies. The evidence includes contracts with the local ESC for professional development opportunities, ongoing feedback cycles using TIL processes, and CLT calendars.

Implementation Level:

Substantially in place and functioning

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. There is a need to provide coaching on lesson alignment. The evidence consists of teacher lesson plans, coaching and professional development calendars, and observation/feedback scripts.

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 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. There is a need to provide campus-wide training and ongoing support for teachers to be responsive to IEP goals, goals for students who are Emergent Bilingual and other diverse learning needs when structuring student tasks.

Implementation Level:

Work is Underway

Essential Action Reflection:

Most (at least 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. The evidence consists of coaching scripts that follow the "See It, Name It, Do It" model, observations/feedback cycles, and coaching calendars. There is a need to use HQIM observation tools.

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. The evidence consists of coaching scripts, and observation/feedback cycles and coaching calendars.

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. 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 their impact on student achievement. The evidence consists of coaching scripts.

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. The evidence consists of coaching scripts and videos.

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:

Data analysis meetings are held, but they are not calendared in the assessment calendar. Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions. The evidence consists of faculty and staff meeting agendas.

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:

There is evidence of the first success criteria found in teacher lesson plans.

Implementation Level:

Work is Underway

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:

There is little to no evidence of this occurring at the campus.

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:

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.

Implementation Level:

Substantially in place and functioning

Essential Action Reflection:

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

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: Partial 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: Partial 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: Full Implementation

Key Practices:

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

Implementation Level: Planning for Implementation

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

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

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.

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.

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

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

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

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

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.

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.

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.

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.

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.

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.

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

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

Beginning Implementation

Collins Education Associates - Collins Writing Program: Improving Student Performance Through Writing and Thinking Across the Curriculum

Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Implementation Level: Partial Implementation

Key Practices: Performance expectations are clear, written, measurable, and match the job responsibilities.

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

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

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

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

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

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

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

Lesson, unit, and interim assessments are consistently administered in alignment with the conceptual understandings, procedural skills, and knowledge learned in the instructional materials.

Lesson, unit, and interim assessments are consistently administered in alignment with the conceptual understandings, procedural skills, and knowledge learned in the instructional materials.

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

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

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

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

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.

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.

Planning for Implementation

Cognia - Strategic Thinking & Improvement Planning, Coaching & Professional Learning

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: Beginning Implementation

Key Practices:

Summer Planning

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

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

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

Key Practices:

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

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

Key Practices:

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

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

Key Practices:

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

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

Key Practices:

Essential Action 5.1: Professional Development for Effective Classroom Instruction.

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

Key Practices:

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

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

Key Practices:

Essential Action 5.3: Data-driven instruction.

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

Key Practices:

Submissions

Submission 1 (optional)

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

Implementation Level: Planning for Implementation

Key Practices: Beginning Implementation

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

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

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

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.

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.

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.

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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.

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

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

Collins Education Associates - Collins Writing Program: Improving Student Performance Through Writing and Thinking Across the Curriculum

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.

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

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.

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

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

Rationale: TPHS Laredo South Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self-assessment tool, to determine that all the components for high-quality instructional materials are not present including professional development and training for teachers to implement adopted instructional materials through internalization protocols and monitoring the rigor of taught lesson. It is also noted that teachers reported inconsistent lesson plan feedback with very little detail or action steps. If the campus selects and implements 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: New Leaders - Instructional Leadership Program

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS Laredo South campus will use the Texas Instructional Leadership (TIL) approach in which training and support will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of the educators they manage. TIL consists of a suite of training intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of Observation & Feedback (OF), Lesson Alignment (LA). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Campus Instructional Officer for the TIL LA module. TPHS Laredo South will continue to implement TIL OF from 2022-2023 academic year and will refine OF systems based on the TIL Principal Action Steps document. Consistent monitoring of TIL OF and LA implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL LA module. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Officer. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS Laredo South will have an LA 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?: The Texas Instructional Leadership (TIL) Lesson Alignment (LA), and the continuation of Observation & Feedback (OF), 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 Formative Assessment training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL LA 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 a clear understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: 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 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 before instructional delivery.

Incremental Outcome 1 (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.

District Actions: The district will ensure the Campus Leadership Team will have the appropriate resources to provide effective feedback (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):

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>Action Step 1: The campus will develop a professional development plan for teachers to engage in during the 2023 Fall semester. The professional development will focus on research-based instructional strategies, HQIM, content support, effective instructional strategies, etc.</p> <p>Evidence Used to Determine Progress: Contract with local ESC listing the professional development opportunities for teachers.</p> <p>Leader(s) Accountable: DCSI and Principal</p> <p>Leader Follow Up Action(s): Observe teachers for implementation of Professional Development contents in classroom instruction.</p> <p>Non-Funded Resources Needed: ESC 1 Professional Development team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2023 - Frequency: Ongoing - Evidence Collection Date: December 20, 2023</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 2 Details | Formative Reviews |
| <p>Action Step 2: Ongoing contracts for HQIM support for Carnegie Learning and Odell Education so teachers have professional development with content experts.</p> <p>Evidence Used to Determine Progress: Contracts with local ESC, Carnegie Learning, and/or Odell Education.</p> <p>Leader(s) Accountable: DCSI and Principal</p> <p>Leader Follow Up Action(s): Ensure teachers attend HQIM support training.</p> <p>Non-Funded Resources Needed: ESC 1, Carnegie Learning, and Odell Education teams</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: August 15, 2023 - Frequency: Ongoing - Evidence Collection Date: February 29, 2024</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p> |

| Step 3 Details | Formative Reviews |
|---|---|
| <p>Action Step 3: The Principal and Instructional Officer will review weekly lesson plans and provide feedback using the TIL Lesson Alignment protocol. During collaborative lesson planning focus on lesson alignment activities including alignment to assessment items, scope and sequence, and identifying objectives to ensure quality daily lesson objectives.</p> <p>Evidence Used to Determine Progress: Lesson Alignment scripts and coaching calendar.</p> <p>Leader(s) Accountable: Principal and Instructional Officer</p> <p>Leader Follow Up Action(s): Provide ongoing coaching to the campus principal to increase fluency with TIL LA coaching model.</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2023 - Frequency: Ongoing - Evidence Collection Date: February 29, 2024</p> <p>Funding Sources: Texas Instructional Leadership - 6200-Professional and contracted services</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 4 Details | Formative Reviews |
| <p>Action Step 4: 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>Evidence Used to Determine Progress: Curriculum and Instruction (C&I) and Instructional Coach (IC) Meeting Agendas and DCSI calendar.</p> <p>Leader(s) Accountable: DCSI</p> <p>Leader Follow Up Action(s): Evaluate meeting working documents to determine next steps for the campus.</p> <p>Non-Funded Resources Needed: ZOOM web application</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 31, 2023 - Frequency: Ongoing - Evidence Collection Date: February 29, 2024</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p> |

Submission 1 (optional)

Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Implementation Level: Partial Implementation

Key Practices: Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings. Lesson, unit, and interim assessments are consistently administered in alignment with the conceptual understandings, procedural skills, and knowledge learned in the instructional materials.

Lesson, unit, and interim assessments are consistently administered in alignment with the conceptual understandings, procedural skills, and knowledge learned in the instructional materials.

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

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

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

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

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.

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.

Planning for Implementation

Cognia - Strategic Thinking & Improvement Planning, Coaching & Professional Learning

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

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

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

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

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

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

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

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

Source Used to Identify Rationale: New Leaders - Instructional Leadership Program

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS Laredo South campus will use the Texas Instructional Leadership (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 areas of Observation & Feedback (OF), Lesson Alignment (LA). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Campus Instructional Officer for the TIL LA module. TPHS Laredo South will continue to implement TIL OF from 2022-2023 academic year and will refine OF systems based on the TIL Principal Action Steps document. Consistent monitoring of TIL OF and LA implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL LA module. One-on-one

coaching will be provided to the DCSI, Principal, and Instructional Officer. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS Laredo South will have an LA 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?: The Texas Instructional Leadership (TIL) Lesson Alignment (LA), and the continuation of Observation & Feedback (OF), 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 Formative Assessment training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL LA 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 a clear understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: The Campus Leadership Team (CLT) will ensure that by May 2024, the Instructional Officer 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 Commitment Theory of Action: If the District provides opportunities for ongoing support and coaching of the campus leaders then the campus leaders will be provided with a foundation and a plan in which to implement TIP-focused interventions and strategies; to ensure adequate planning, implementation, and monitoring systems to ensure increased student performance on state assessments.

Incremental Outcome 1 (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. 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.

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):

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 Lesson Alignment protocol is new to the campus and conflicts with existing lesson plan review protocols. | Action Step 2, Action Step 4, Action Step 5 | The initial Lesson Alignment 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 Data-Driven Instruction Protocol. Implementing 3 coaching models may prove difficult. | Action Step 2 | The development of an effective, manageable, implementation plan will ensure each TIL protocol is implemented with 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? |
|---|--|--|
| 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 descriptions 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>Action Step 1: The DCSI, Principal, and Instructional Officer will engage in the three-day TIL LA training and develop an implementation plan.</p> <p>Evidence Used to Determine Progress: ESC 1 attendance certificates and TIL LA implementation plan</p> <p>Leader(s) Accountable: DCSI and Principal</p> <p>Leader Follow Up Action(s): Ensure any absentee participants receive a follow-up training.</p> <p>Non-Funded Resources Needed: ESC 1 TIL LA team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 30, 2023 - Frequency: One Time - Evidence Collection Date: September 4, 2023</p> <p>Funding Sources: Texas Instructional Leadership - 6200-Professional and contracted services</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p> |

| Step 2 Details | Formative Reviews |
|--|--|
| <p>Action Step 2: Conduct weekly lesson plan reviews for all STAAR-tested subject area teachers. Every week the Principal and Instructional Officer will complete a lesson alignment tool for all teachers. The Instructional Officer will provide face-to-face feedback, using the LA tool, to 1 teacher who is identified by the Principal and Instructional officer. The Principal will conduct at least 2 face-to-face feedback, using the LA tool, to 2 different teachers every month (excluding September). (Updated 1/10/24: The Principal will conduct at least 1 face-to-face feedback session, using the LA tool, with different teachers every month.)</p> <p>Evidence Used to Determine Progress: Coaching calendar and TIL LA scripts.</p> <p>Leader(s) Accountable: DCSI, Principal, and Instructional Officer</p> <p>Leader Follow Up Action(s): Provide ongoing feedback to principals using the TIL Principal action steps.</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 11, 2023 - Frequency: Ongoing - Evidence Collection Date: March 29, 2024</p> | <p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 3 Details | Formative Reviews |
| <p>Action Step 3: The DCSI and ESC 1 TIL LA team will conduct a campus visit to observe TIL LA implementation. The DCSI will provide monthly LA coaching to the principal via Zoom or during scheduled campus visits.</p> <p>Evidence Used to Determine Progress: DCSI Site Visit agendas and calendar</p> <p>Leader(s) Accountable: DCSI</p> <p>Leader Follow Up Action(s): Provide TIL LA coaching to the Principal</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2023 - Frequency: Ongoing - Evidence Collection Date: February 29, 2024</p> <p>Funding Sources: Texas Instructional Leadership - 6200-Professional and contracted services</p> | <p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p> |

| Step 4 Details | Formative Reviews |
|---|---|
| <p>Action Step 4: (Updated 11/28/23) Conduct a TIL LA practice lab on using the "See It, Name It, Do It" model to provide effective feedback.</p> <p>Evidence Used to Determine Progress: Training sign-in sheets.</p> <p>Leader(s) Accountable: DCSI</p> <p>Leader Follow Up Action(s): Observe the execution of a TIL LA coaching session conducted by the Principal and Instructional Officer</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 30, 2023 - Frequency: One Time - Evidence Collection Date: December 4, 2023</p> <p>Funding Sources: Texas Instructional Leadership - 6200-Professional and contracted services</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</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: Beginning Implementation

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

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

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

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.

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.

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.

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.

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.

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.

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

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

Collins Education Associates - Collins Writing Program: Improving Student Performance Through Writing and Thinking Across the Curriculum

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.

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

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.

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

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

Rationale: TPHS Laredo South Campus Leadership Team utilized the Effective Schools Framework Essential Actions Success Criteria document and the recently completed plan4learning self-assessment tool, to determine that all the components for high-quality instructional materials are not present including professional development and training for teachers to implement adopted instructional materials through internalization protocols and monitoring the rigor of taught lesson. It is also noted that teachers reported inconsistent lesson plan feedback with very little detail or action steps. If the campus selects and implements 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: New Leaders - Instructional Leadership Program

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS Laredo South campus will use the Texas Instructional Leadership (TIL) approach in which training and support

will be provided to campus and district leaders. The TIL training and support will provide campus and district leaders the ability to build the capacity of the educators they manage. TIL consists of a suite of training intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of Observation & Feedback (OF), Lesson Alignment (LA). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Campus Instructional Officer for the TIL LA module. TPHS Laredo South will continue to implement TIL OF from 2022-2023 academic year and will refine OF systems based on the TIL Principal Action Steps document. Consistent monitoring of TIL OF and LA implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL LA module. One-on-one coaching will be provided to the DCSI, Principal, and Instructional Officer. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS Laredo South will have an LA 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?: The Texas Instructional Leadership (TIL) Lesson Alignment (LA), and the continuation of Observation & Feedback (OF), 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 Formative Assessment training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL LA 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 a clear understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: 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 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 before instructional delivery.

District Actions:

Did you achieve your annual outcome?:

What data supports your claim?:

Submission 2A (optional)

Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Implementation Level: Partial Implementation

Key Practices: Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings. Lesson, unit, and interim assessments are consistently administered in alignment with the conceptual understandings, procedural skills, and knowledge learned in the instructional materials.

Lesson, unit, and interim assessments are consistently administered in alignment with the conceptual understandings, procedural skills, and knowledge learned in the instructional materials.

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

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

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

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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.

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Planning for Implementation

Cognia - Strategic Thinking & Improvement Planning, Coaching & Professional Learning

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

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

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

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

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

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

Source Used to Identify Rationale: New Leaders - Instructional Leadership Program

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: TPHS Laredo South campus will use the Texas Instructional Leadership (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 areas of Observation & Feedback (OF), Lesson Alignment (LA). There will be three days of face-to-face professional development for the campus leadership team, including the DCSI, Principal and Campus Instructional Officer for the TIL LA module. TPHS Laredo South will continue to implement TIL OF from 2022-2023 academic year and will refine OF systems based on the TIL Principal Action Steps document. Consistent monitoring of TIL OF and LA implementation will continue as well. Ongoing implementation support will be provided to the DCSI, Principal, and Campus Instructional Officer to ensure implementation of the additional TIL LA module. One-on-one

coaching will be provided to the DCSI, Principal, and Instructional Officer. The training and coaching are aligned to the best practices described in the Effective School Framework. ESC 1 and TPHS Laredo South will have an LA 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?: The Texas Instructional Leadership (TIL) Lesson Alignment (LA), and the continuation of Observation & Feedback (OF), 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 Formative Assessment training that will build understanding and capacity. Once the face-to-face training is completed, the district and campus leadership will develop a rollout plan to bring the implementation of TIL LA 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 a clear understanding of exemplars and success criteria when working on standards and daily objectives.

Desired Annual Outcome: The Campus Leadership Team (CLT) will ensure that by May 2024, the Instructional Officer 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 Commitment Theory of Action: If the District provides opportunities for ongoing support and coaching of the campus leaders then the campus leaders will be provided with a foundation and a plan in which to implement TIP-focused interventions and strategies; to ensure adequate planning, implementation, and monitoring systems to ensure increased student performance on state assessments.

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 5.1

What progress have you made toward that Essential Action? Use evidence from adult led systems to support your answer.: Progress Toward the Essential Action:

This year, our campus focused on 5.1 Professional Development for Effective Classroom Instruction by implementing the TIL Lesson Alignment protocol and the TIL Observation/Feedback protocol. By January 2024, teachers received weekly lesson plan feedback from campus instructional leaders using the Lesson Alignment Feedback Form, which evaluates key components such as the lesson objective, exit ticket, exemplar response, and success criteria. Initially, feedback was provided in written format and communicated face-to-face, using a locally developed script template based on the See It, Name It, Do It model. Weekly feedback continued from January through May 2024.

Implementation Monitoring
Campus-Level Monitoring:

Classroom Observations: Regular classroom observations were conducted by campus instructional leaders to ensure fidelity to the protocols. These observations focused on key components outlined in the Lesson Alignment Feedback Form.

Feedback Sessions: Weekly face-to-face coaching sessions were held to discuss lesson plans and observation feedback. This feedback was tracked to review progress over time and to identify trends and patterns.

Lesson Plan Reviews: Instructional leaders reviewed lesson plans weekly, providing detailed feedback using a locally developed coaching script template based on the See It, Name It, Do It model from the Get Better Faster coaching structures.

District-Level Monitoring:

Data Collection and Analysis: The district collected data on the frequency and quality of feedback, as well as teacher adherence to the Lesson Alignment protocol. This data was analyzed to identify trends and areas for improvement.

Site Visits: District-level administrators conducted site visits to observe protocol implementation and provide additional support as needed. These visits included classroom walkthroughs and meetings with instructional leaders.

Professional Development Sessions: Ongoing professional development sessions were provided at the district level to reinforce the protocols. These sessions were developed by the DCSI and ESC to address challenges identified through observational and quantitative data.

Data Evidence of Success:

Teacher Performance: Analysis of lesson plans showed an improvement in alignment with key components (lesson objective, exit ticket, exemplar response, and success criteria) from the beginning to the end of the year. The percentage of lesson objectives classified as 'effective' increased across all subject areas.

Student Achievement: STAAR EOC data showed an increase in the passing rate across four subject areas: Algebra 1, US History, Biology, and English 1. Additionally, there was an increase in the Meets performance grade level in three subjects.

Frequency of Feedback: Campus Leadership provided weekly coaching through observations and a feedback system with action steps to all teachers during the second semester of the 2023-2024 School Year.

By integrating these monitoring mechanisms and analyzing the data collected, we have made significant progress toward our Essential Action. The structured approach to professional development, ongoing support, and data-driven feedback has been crucial in achieving our instructional goals and improving student outcomes.

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 |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Budget Object Code Amount | | | | | \$134,394.00 |
| +/- Difference | | | | | \$134,394.00 |
| 6200-Professional and contracted services | | | | | |
| Sub | Essential Action | Step | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Texas Instructional Leadership | | \$0.00 |
| 1 | 2 | 1 | Texas Instructional Leadership | | \$0.00 |
| 1 | 2 | 3 | Texas Instructional Leadership | | \$0.00 |
| 1 | 2 | 4 | Texas Instructional Leadership | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Budget Object Code Amount | | | | | \$60,000.00 |
| +/- Difference | | | | | \$60,000.00 |
| Indirect Costs | | | | | |
| Sub | Essential Action | Step | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Budget Object Code Amount | | | | | \$5,606.00 |
| +/- Difference | | | | | \$5,606.00 |
| Grand Total Budgeted | | | | | \$200,000.00 |
| Grand Total Spent | | | | | \$0.00 |
| +/- Difference | | | | | \$200,000.00 |

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 | 112 | 32 | 43 | District Created Benchmark | | 50 | | |
| | | All | All | All | Reading | Meets | STAAR | 112 | 10 | 13 | District Created Benchmark | | 25 | | |
| | | All | All | All | Reading | Masters | STAAR | 112 | 0 | 2 | District Created Benchmark | | 5 | | |
| | | All | All | All | Mathematics | Approaches | STAAR | 112 | 81 | 88 | District Created Benchmark | | 90 | | |
| | | All | All | All | Mathematics | Meets | STAAR | 112 | 38 | 13 | District Created Benchmark | | 38 | | |
| | | All | All | All | Mathematics | Masters | STAAR | 112 | 19 | 6 | District Created Benchmark | | 5 | | |
| | | All | All | All | Science | Approaches | STAAR | 112 | 71 | 75 | District Created Benchmark | | 77 | | |
| | | All | All | All | Science | Meets | STAAR | 112 | 17 | 6 | District Created Benchmark | | 20 | | |
| | | All | All | All | Science | Masters | STAAR | 112 | 0 | 0 | District Created Benchmark | | 5 | | |
| | | All | All | All | Social Studies | Approaches | STAAR | 112 | 89 | 91 | | | 93 | | |
| | | All | All | All | Social Studies | Meets | STAAR | 112 | 29 | 64 | | | 66 | | |
| | | All | All | All | Social Studies | Masters | STAAR | 112 | 4 | 14 | | | 16 | | |
| | CCMR | N/A | Graduates | Graduates | CCMR | N/A | N/A | 112 | 16 | 59 | N/A | | 63 | | |
| | Graduation Rate | N/A | Graduates | Graduates | Graduation | N/A | N/A | 112 | 100 | 100 | N/A | | 100 | | |
| Closing the Gaps | Priority Target 1 | Academic Achievement | All | First Lowest EG | Hispanic | ELA | N/A | ELA | N/A | 11 | 13 | District Created Benchmark | | 25 | |
| | Priority Target 2 | Academic Achievement | All | First Lowest EG | Hispanic | Mathematics | N/A | Mathematics | N/A | 38 | 13 | District Created Benchmark | | 38 | |
| | Priority Target 3 | School Quality/College & Career Readiness | All | First Lowest EG | Hispanic | ELA | N/A | ELA | N/A | 14 | 55 | Other | | 60 | |

