Midland Independent School District
Sam Houston Collegiate Preparatory - TIP
2022-2023 Targeted Improvement Plan

Campus Number: 165901109
Board Approval Date: October 19, 2022
ESF Diagnostic Date: March 27, 2023

Superintendent: Mike Miles - TFS Charter
DCSI/Grant Coordinator: Nicole Gabriel

Principal: Shameka Johnson
ESC Case Manager: Melinda Marquez
ESC Region: 13
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: Nicole Gabriel

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: Nicole Gabriel

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: Shameka Johnson
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Student Achievement

What accountability goal has your campus set for this year?

Domain 1 Goal: ELA 85% Approaches, 60% Meets, and 35% Masters - Math and Science 85% Approaches, 50% Meets, and 35% Masters

Rationale: If the campus meets this goal, the average will be 57 which generates a scaled score of 86. Looking at the 2022 scores, math and science will need to improve the most. In ELA, the distance between the 2022 score and the goal is minimal. Therefore, we set the goal of 85%, 60%, and 35% for Cycle 2 and 3. In math and science we scaffolded the goals in Cycle 2 and 3. We looked at the distance between the 2022 score and the goal and divided by 2 to come up with the scaffolded goal from Cycle 1 to 2 to 3. The goal will be met by ensuring that there is ongoing PD, coaching, and implementation support.
School Progress

What accountability goal has your campus set for this year?

Domain 2A Goal:

ELA - Decrease DNM from 18 to 15 in Cycle 1, 2, and 3, Increase App from 82 to 85 in Cycle 1, 2 and 3, Increase Meets from 59 to 60 in Cycle 1, 2 and 3, Increase Masters from 33 to 35 in Cycle 1, 2, and 3

Math - Decrease DNM to 21 to 15 in Cycle 1, 2 and 3, Increase App from 79 to 85 in Cycle 1, 2 and 3, Increase Meets from 42 to 46 in Cycle 2 and 50 in Cycle 3, Increase Masters from 18 to 26 in Cycle 1 and 35 in Cycle 2 and 3

Rationale: Again, looking at the 2022 scores, math will need to improve the most. We looked at the distance between the 2022 score and the goal and divided by 2 to come up with the scaffolded goal from Cycle 1 to 2 to 3. In Cycle 2, the goal is the same as the end of the year. In our experience with implementing the TFS model, we have been able to achieve the end of year growth goal by the end of Feb. This is done by ensuring that there is ongoing PD, coaching, and implementation support.

Domain 2B Goal: ELA 85% Approaches, 60% Meets, and 35% Masters - Math and Science 85% Approaches, 50% Meets, and 35% Masters

Rationale: If the campus meets this goal, the average is 34 and with a 94% EcoDis the scaled score will be a 75. Rationale is the same as Domain 1.
Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3: (3-1: maintain 9 targets met and add 3 more), (3-2: maintain 8 out 8 targets met), and (3-4: maintain 8 targets met and add 1 more).

Rationale: If the campus meets these targets, the Domain 3 score will be at least 92. After looking at the 2022 scores, the subpops that either met a target or were within 10 or less points of meeting a target were counted as met in the goal for each section 3-1, 3-2, 3-3, and 3-4. This will be done by administering daily Demonstration of Learning (DOL) assessments that identify the correct differentiated assignment for each student.
Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

In Domain 1, Math will be a focus because of the performance in 2022. With this improvement, Domain 1 will score at or above 86.

Again, Math will be a focus in Domain 2A and 2B. With this improvement, Domain 2A and 2B has the potential of scoring at or above the A range.

In Domain 3-1, Math will need to meet the target for the All, White, and EcoDis In Domain 3-2, maintain all 8 targets met. In Domain 3-4 SpEd will need to meet the target. These subjects and subpops were selected because they where within 10 points of meeting the target. If all targets are met, the Domain 3 score could be at or above 92.

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

In Domain 3-1, Math will need to meet the target for the All, White, and EcoDis In Domain 3-2, maintain all 8 targets met. In Domain 3-4 SpEd will need to meet the target. These subjects and subpops were selected because they where within 10 points of meeting the target. If all targets are met, the Domain 3 score could be at or above 92.
Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Fully Implemented
Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Essential Action 5.3: Data-driven instruction.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:
Did you achieve your student performance data goals? Why or why not?: The campus did not achieve their student performance data goals. The checkpoint test that was utilized for the Cycle 1 review, was created by MISD. Since our Curriculum MAPs are not the same as MISD, the scores could have been somewhat skewed, but they did show common instructional trends that the campus has identified as areas in need of improvement. 3rd grade math and reading, 4th Math, and 5th grade science had a scaled score in the 70s. The other grades and subjects were below 70. The campus plans to utilize a math instructional specialist, along with the principal, to co-plan/teach with the 5th and 6th grade math teachers and the assistant principal will co-plan/teach with the 4th, 5th, and 6th grade reading teachers. Two reading specialist will provide small group reading intervention. A para was hired to help with the large number of Special Ed students, especially in 5th grade. In cycle 2 and 3, the campus plans to readjust the data goals to be more obtainable. The campus will also analyze NWEA MAP results in January to help inform the readjustment of student data goals.

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Fully Implemented

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Based on the self assessment, the campus needs to more consistent with providing clear expectations for instructional delivery and then monitoring and providing the support needed for effective implementation. One of the key actions in the Sam Houston 2022-2023 TFS Action Plan is to grow staff capacity and provide the highest quality instruction. If the TFS-Ready Characteristic and the LSAE Model are implemented with fidelity, student learning will be maximize, students will experience cognitive lift, productive struggle, and discourse. If school leaders conduct spot observations, analyze results to inform quality of instruction, and provide job embedded coaching, teachers will consistently and effectively deliver instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with Third Future Schools Charter. The TFS Charter will provide ongoing job-embedded PD, coaching, and implementation support needed to successfully implement research-based teaching practices that promote critical-thinking skills and include differentiation. (TFS Ready Characteristics, LSAE Model, Spot Observation expectations, and the use of multiple response strategies (MRS))

How will you communicate these priorities to your stakeholders? How will you create buy-in?: As teachers and administrators participate in the hiring process, they are informed of the expectations listed in Essential Action 5.1. Communication during PD and staff meetings will ensure teachers understand and can implement the expectations in the TFS (Third Future School) Ready Characteristics and administrators can utilize the Spot Observation Form for coaching teachers and analyzing quality of instruction. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain stakeholder buy-in.

Desired Annual Outcome: At the end of the 2022-2023 school year, 100% of the teachers, in STAAR tested classrooms, will effectively implement researched based teaching practices that promote critical thinking and differentiation (TFS-Ready Characteristics and LSAE Model). 100% of the school leaders will effectively utilize TFS Spot Observations to provide ongoing job embedded coaching w/feedback and instructional analysis. The spot observation form allows campus leaders to score the effectiveness of researched based teaching practices. On the spot observation form, a score of 1-3 is unsatisfactory, 4-5 is progressing, 6-7 is proficient, 8-9 is proficient II, 10 is exemplary. An independent review team will also perform spot observations in Oct, December, and May. Campus leaders will utilize a tracking tool to collect and average the scores documented on all spot observations. At the end of Nov, the average proficiency score from all spot observations will be 5.5 or higher, in February, the average proficiency score will be 6 or higher, and in May the average proficiency score will be 6.5 or higher. In May, 75% of the teachers will receive a proficient or higher score on the instructional
effectiveness components on the teacher evaluation.

**District Commitment Theory of Action:** If the TFS Charter has effective policies and practices in place that support the effective implementation of researched based teaching practices, then, in the classroom, teachers will promote critical-thinking skills and include differentiated and scaffolded support for all learners.

**Desired 90-day Outcome:** District leaders will ensure that 100% of the 2022-2023 teachers and school leaders are trained on the effective implementation of researched based teaching practices (TFS-Ready Characteristics and LSAE Model), spot observation expectations, and multiple response strategies (MRS). 100% of the teachers will begin the process of effectively implementing the TFS Ready Characteristics and MRS in the classroom. 100% of the school leaders will begin the process of effectively utilizing the TFS Spot Observations to provide job embedded coaching and instructional analysis. District leaders will monitor the completion of weekly spot observations and coaching feedback documentation to ensure quality implementation. Campus leaders will monitor the effectiveness of teaching practices by utilizing a tracking tool to collect and average the scores documented on all spot observations. The average of the spot observation scores will be at a 5.5 or higher proficiency level at the end of this cycle.

**District Actions:** The TFS Charter will provide Curriculum Maps that are aligned to the level of rigor in the TEKS. The TFS-Ready Characteristics will be revised and improved, as needed, to ensure teachers conduct efficient planning sessions and deliver instruction effectively.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** 100% of the teachers are trained and implementing the TFS Ready Characteristics and multiple response strategies in the classroom. 100% of the school leaders have conducted weekly spot observations with job-embedded coaching. The average score on the spot observation form for this cycle is 6.7.

<table>
<thead>
<tr>
<th>What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?</th>
<th>What specific action steps address these challenges?</th>
<th>How does this action step address this challenge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing the time requirements needed for training and coaching new staff on the TFS-Ready characteristics.</td>
<td>Action Step 1</td>
<td>Step 1 - Ongoing time allocations for trainings are placed on a school calendar. Step 2 - Implementation of the TFS Ready Characteristics is defined. Step 5 - Time to plan is placed on a master schedule.</td>
</tr>
</tbody>
</table>

**Step 1 Details**

**Action Step 1:** Provide PD for teachers on the TFS-Ready characteristics, TFS Spot Observation Expectations, Coaching Model, and MRS Strategies during summer orientation, professional development days throughout the school year, ongoing job embedded coaching.

**Evidence Used to Determine Progress:** Agenda, sign-in sheets, coaching documentation

**Person(s) Responsible:** Principal, Director of Instruction, TFS Leaders

**Non-Funded Resources Needed:** TFS-Ready Characteristics (includes MRS Strategies), TFS Spot Observation and Coaching Documentation Forms

**Addresses an Identified Challenge:** Yes

**Start Date:** July 21, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022

**Reviews**

**Progress toward Action Steps:** Met

**Necessary Adjustments/Next Steps:** Adjustments and/or next steps are not needed at this time. PD will continue throughout the school year.
### Step 2 Details

**Action Step 2:** Teachers in STAAR tested classrooms will utilize the TFS-Ready Characteristics and LSAE Model when planning and delivering lessons. Lessons will include the following: learning objectives, instructional activities with differentiation, multiple response strategies, and demonstration of learning (DOL) assessments.

**Evidence Used to Determine Progress:** PLC Agendas, Lesson Plans, Differentiated Activities, and DOLs

**Person(s) Responsible:** Teachers and Instructional Leaders

**Non-Funded Resources Needed:** TFS-Ready Characteristics and the LSAE Model

**Addresses an Identified Challenge:** Yes

**Start Date:** August 3, 2022  -  **Frequency:** Daily  -  **Evidence Collection Date:** November 30, 2022

**Progress toward Action Steps:** Significant Progress

**Necessary Adjustments/Next Steps:** This action step will be met when data reveals that student learning gaps are filled, and students are functioning at high levels of engagement. At this time, 100% of the teachers are implementing the TFS Strategies and the LSAE Model and the campus leaders are analyzing data to identify ways to improve the effectiveness of implementation. The focus for the next cycle will be on lessons being delivered at high levels of engagement and rigor that matches the expectations in the TEKS. The following additions will be made: All content areas, excluding Math, will implement two STAAR like constructed responses in every lesson. Math will continue to utilize response cards with questions that require students to explain their understandings. Student responses will be checked for mastery.

### Step 3 Details

**Action Step 3:** Campus leaders will utilize the TFS spot observation form to track the quality of instructional delivery.

**Evidence Used to Determine Progress:** Tracking Data from the TFS Spot Observations

**Person(s) Responsible:** Principal, Director of Instruction, TFS Leaders

**Non-Funded Resources Needed:** TFS Spot Observation Form

**Addresses an Identified Challenge:** No

**Start Date:** August 3, 2022  -  **Frequency:** Daily  -  **Evidence Collection Date:** November 30, 2022

**Funding Sources:** - 6200-Professional and contracted services - $1,500

**Progress toward Action Steps:** Met

**Necessary Adjustments/Next Steps:** This action step has been met and will continue into the next cycle because it is an integral piece to the success of the TFS Model. In the first cycle, the spot observation tracking process identified multiple response strategies and teacher questioning during the lesson as areas of focus for cycle 2.

### Step 4 Details

**Action Step 4:** Campus leaders will provide job embedded coaching daily for all teachers. The focus will be on delivering high quality lessons, and effectively utilizing multiple response strategies to maximize learning. Teachers will be identified for additional coaching and or support.

**Evidence Used to Determine Progress:** Tracking Data from the TFS Spot Observations and Coaching Documents

**Person(s) Responsible:** Campus Leaders

**Non-Funded Resources Needed:** TFS Spot Observation Form and Coaching Documents

**Addresses an Identified Challenge:** No

**Start Date:** August 8, 2022  -  **Frequency:** Daily  -  **Evidence Collection Date:** November 30, 2022

**Progress toward Action Steps:** Significant Progress

**Necessary Adjustments/Next Steps:** This action step will be met when data reveals that student learning gaps are filled, and teachers are functioning at a high levels of performance. 100% of the campus leaders are conducting weekly spot observation, providing coaching and feedback to teachers, and analyzing data to identify ways to improve instructional delivery. In cycle 2, coaching, modeling, and feedback will focus on getting all teachers to implement multiple response strategies with intention/purpose and scaffold questioning to higher levels. Identified teachers will receive additional support.
<table>
<thead>
<tr>
<th>Step 5 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 5:</strong> A master schedule will be provided for teachers that will include bi-weekly PLC time for data analysis and daily for lesson planning.</td>
<td><strong>Progress toward Action Steps:</strong> Met</td>
</tr>
<tr>
<td><strong>Evidence Used to Determine Progress:</strong> Master Schedule</td>
<td><strong>Necessary Adjustments/Next Steps:</strong> Adjustments and/or next steps are not needed at this time. The master schedule will continue to be used throughout the school year.</td>
</tr>
<tr>
<td><strong>Person(s) Responsible:</strong> Principal, Director of Instruction, TFS Leaders</td>
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<tr>
<td><strong>Non-Funded Resources Needed:</strong> List of campus leaders and written expectations</td>
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<tr>
<td><strong>Addresses an Identified Challenge:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Start Date:</strong> August 3, 2022 - <strong>Frequency:</strong> Ongoing - <strong>Evidence Collection Date:</strong> November 30, 2022</td>
<td></td>
</tr>
</tbody>
</table>
Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

**Rationale:** Based on the self assessment, the campus needs to be more consistent with implementing the process of action step planning: breaking down standards, creating action plans, and using student data. One of the key actions in the Sam Houston 2022-2023 TFS Action Plan is to implement the Learning, Securing, Accelerating, and Enriching (LSAE) model with fidelity. If the TFS LSAE model is implemented with fidelity, student data will be analyzed in each subject on a daily basis and in a bi-weekly PLC setting, student misconceptions will be identified, reteach will be adjusted to address these misconceptions, student learning will be maximized, and all students will experience opportunities for cognitive lift.

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

**How will you build capacity in this Essential Action?** The campus will partner with the Third Future Schools Charter. The TFS Charter will provide ongoing job-embedded PD, coaching, and implementation support needed so teachers can analyze student data daily and in a bi-weekly PLC setting, identify student misconceptions, and determine adjustments needed for daily instruction that will meet the needs of both struggling learners and the learners needing acceleration. (LSAE Instructional model).

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** As teachers participate in the hiring process, they are informed of the expectations listed in Essential Action 5.3. Communication during PD and staff meetings will ensure teachers understand and can implement the Learning, Securing, Accelerating, and Enriching (LSAE) model. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain stakeholder buy-in.

**Desired Annual Outcome:** At the end of the 2022-2023 school year, 100% of the teachers in STAAR tested classrooms will effectively implement a corrective instruction action planning process (LSAE model). School leaders will utilize the LSAE Learning Rubric to monitor the effectiveness of implementation. The campus will receive a proficient or higher score on this rubric in November, February, and May. School and teacher leaders will analyze the demonstration of learning (DOL- Exit Ticket) and checkpoint assessments to ensure 100% of the items are aligned to the rigor expectations found in the Curriculum Maps and they will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of monitoring progress toward set goals. After the NWEA MAP administration in December and again in May, each STAAR tested grade/subject's RIT score will be in Dec .7 times more and May 1.6 times more than the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections will be at or above 85% for Approaches, 50% for Meets, and 35% for Masters.

**District Commitment Theory of Action:** If the TFS Charter has effective systems in place for implementing a corrective instruction action planning process, then teachers will determine the root cause as to why students have not learned a concept and create plans for instructional adjustment.

**Desired 90-day Outcome:** District leaders will ensure that 100% of the 2022-2023 teachers and school leaders are trained on how to effectively disaggregated data to track and monitor the progress of all students and identify student misconceptions for the purpose of adjusting instruction daily and on extended Fridays (every other Friday) (LSAE Model). 100% of the teachers will begin the process of effectively implementing the LSAE model. LSAE Curriculum Developers (LCDs) and classroom teachers will create differentiated lesson activities and ensure 100% of the items on daily Demonstration of Learning (DOL - Exit Tickets and Checkpoint assessments are aligned to the rigor expectations found in the Curriculum Maps. School leaders will utilize the LSAE rubric to monitor the effectiveness of implementation. At the end of this cycle, the campus will receive a proficient or higher score on this rubric.

**District Actions:** The TFS Charter will ensure the LSAE model is revised and improved as needed and protected time is built into the master schedule to analyze student data for the purpose of adjusting instruction to meet the needs of students that are struggling and in need of acceleration. The district will hire LSAE Curriculum Developers to create instructional powerpoints, differentiated LSAE assignments, and TEKS aligned DOLs.
Did you achieve your 90 day outcome?: Yes

Why or why not?: 100% of the teachers are trained and implementing the LSAE model. The LSAE rubric score for December was proficient.

<table>
<thead>
<tr>
<th>What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?</th>
<th>What specific action steps address these challenges?</th>
<th>How does this action step address this challenge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lack of experience in new staff members as they begin the implementation process of the LSAE model.</td>
<td>Action Step 1</td>
<td>Step 1 - Ongoing time allocations for trainings are placed on a school calendar. Step 2 - Teachers are learning the LSAE Model. Step 3 - LCDs are helping with the creation of the differentiated learning activities and DOLs.</td>
</tr>
</tbody>
</table>

### Step 1 Details

**Action Step 1:** Provide PD for teachers on the LSAE Model during summer orientation, professional development days throughout the school year, and on going daily job embedded coaching.

**Evidence Used to Determine Progress:** Agenda, sign-in sheets, coaching documentation

**Person(s) Responsible:** Principal, Director of Instruction, TFS Leaders

**Non-Funded Resources Needed:** TFS-Ready Characteristics (includes MRS Strategies), TFS Spot Observation and Coaching Documentation Forms

**Addresses an Identified Challenge:** Yes

**Start Date:** July 21, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022

### Step 2 Details

**Action Step 2:** Teachers in STAAR tested classrooms will utilize the LSAE Model during instructional delivery. Daily, Monday - Thursday, after each 45 minute lesson the students will be given Demonstration of Learning (DOL) assessment. After analyzing the results of the assessment, during the next 45 min, the students will either be with the teacher for reteach or in a learning center working on an accelerated version of the content. Every other week, during PLC time, DOL cumulative data will be analyzed to inform quality of instruction for the two week period and to identify the focus for instruction on an extended Friday every other week.

**Evidence Used to Determine Progress:** Tracking Data from the TFS Spot Observations and DOL data

**Person(s) Responsible:** Teachers and Instructional Leaders

**Non-Funded Resources Needed:** LSAE Model

**Addresses an Identified Challenge:** Yes

**Start Date:** August 3, 2022 - **Frequency:** Daily - **Evidence Collection Date:** November 30, 2022

**Progress toward Action Steps:** Met

**Necessary Adjustments/Next Steps:** Adjustments and/or next steps are not needed at this time. PD will continue throughout the school year.

**Progress toward Action Steps:** Significant Progress

**Necessary Adjustments/Next Steps:** This action step will be met when data reveals that student learning gaps are filled, and the campus is functioning at a high level. 100% of the teachers are implementing the LSAE model and campus leaders are analyzing data to identify ways to improve the effectiveness of implementation. The reteach part of the LSAE model will be the focus for cycle 2. Teachers will use all resources available, including I-Ready, to improve their ability to identify student misconceptions after a lesson and effectively reteach the L and S1 students. They will also collaborate with the coaches in the Team Center to ensure strong instructional support is provided for the S2 and A students.
### Step 3 Details

**Action Step 3:** A School Improvement Consultant, LSAE Curriculum Developers (LCDs) and teachers will ensure daily instructional activities are differentiated at 4 levels, L (Learning), S1(Securing), S2(Securing), and A(Accelerating). They will also ensure all assessment items on daily DOLs and Checkpoint assessments are aligned to the rigor expectations defined in the Curriculum Maps.

**Evidence Used to Determine Progress:** Daily instructional activities, Rigor of assessment items

**Person(s) Responsible:** LCDs, Principal, Director of Instruction

**Non-Funded Resources Needed:** Curriculum Maps, DOLs, and Checkpoint Assessments

**Addresses an Identified Challenge:** Yes

**Start Date:** July 21, 2022  
**Frequency:** Ongoing  
**Evidence Collection Date:** November 30, 2022

**Funding Sources:** 6200-Professional and contracted services - $20,000

### Progress toward Action Steps: Met

### Necessary Adjustments/Next Steps: Adjustments and/or next steps are not needed at this time. Teachers and LCDs will continue to ensure all assessment items are aligned to the rigor expectations in the Curriculum MAPs.

### Step 4 Details

**Action Step 4:** A master schedule will be provided for teachers that will ensure that identified students receive differentiated instruction, in each subject area, 45 minutes daily, and 90 minutes on every other (extended) Friday.

**Evidence Used to Determine Progress:** Master Schedule

**Person(s) Responsible:** Principal, Director of Instruction, TFS Leaders

**Non-Funded Resources Needed:** Master Schedule Template

**Addresses an Identified Challenge:** No

**Start Date:** August 3, 2022  
**Frequency:** Daily  
**Evidence Collection Date:** November 30, 2022

### Progress toward Action Steps: Met

### Necessary Adjustments/Next Steps: Adjustments and/or next steps are not needed at this time. The master schedule will continue to be used throughout the school year.

### Step 5 Details

**Action Step 5:** After each checkpoint assessment, an excel spreadsheet with the 2022 STAAR results will be downloaded from Eduphoria and utilized by school leaders to track school progress on goals set for Domains 1, 2A, 2B, and 3, including all subpops with a focus on All/EcoDis/ELL/SpEd and to check progress toward individual student goals.

**Evidence Used to Determine Progress:** Completed Excel Spreadsheet

**Person(s) Responsible:** School Improvement Consultant, Principal, Director of Instruction, TFS Leaders

**Non-Funded Resources Needed:** Eduphoria, STAAR 2022 data, Checkpoint data

**Addresses an Identified Challenge:** No

**Start Date:** October 16, 2022  
**Frequency:** One Time  
**Evidence Collection Date:** October 31, 2022

**Funding Sources:** School Improvement Consultant - 6200-Professional and contracted services - $6,200

### Progress toward Action Steps: Significant Progress

### Necessary Adjustments/Next Steps: In cycle one, it has been difficult to provide benchmarks that contain question items with the new format. This action step will continue to the next cycle with the focus on combining the I-Ready bi-weekly assessment results by TEK utilizing an excel spreadsheet. The assessments on I-Ready have test items with the new format. This information will be used to track progress toward set goals.
Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: On the Feb interim assessment, Sam Houston met all goals in math. In reading they were within two percentage points of meeting the approaches goal and they met the goal for meets and masters. This is due to the thorough implementation of the TFS model and the initiatives put into place after the cycle 1 review. The science scores took a significant decline from the 1st benchmark and the NWEA MAP assessment. Not having as many resources that provide examples of the new test items in science could be a reason for this decline. The 5th grade science teacher will ensure a new test item is modeled in every lesson. If the campus continues with all initiatives and the TFS model, it is anticipated that the campus will score at or above a C.

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Fully Implemented

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Based on the self-assessment, the campus needs to more consistent with providing clear expectations for instruction delivery and then monitoring and providing the support needed for effective implementation. One of the key actions in the Sam Houston 2022-2023 TFS Action Plan is to grow staff capacity and provide the highest quality instruction. If the TFS-Ready Characteristics and the LSAE Model are implemented with fidelity, student learning will be maximize, students will experience cognitive lift, productive struggle, and discourse. If school leaders conduct spot observations, analyze results to inform quality of instruction, and provide job embedded coaching, teachers will consistently and effectively deliver instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with Third Future Schools Charter. The TFS Charter will provide ongoing job-embedded PD, coaching, and implementation support needed to successfully implement research-based teaching practices that promote critical-thinking skills and include differentiation. (TFS Ready Characteristics, LSAE Model, Spot Observation expectations, and the use of multiple response strategies (MRS))

How will you communicate these priorities to your stakeholders? How will you create buy-in?: As teachers and administrators participate in the hiring process, they are informed of the expectations listed in Essential Action 5.1. Communication during PD and staff meetings will ensure teachers understand and can implement the expectations in the TFS (Third Future School) Ready Characteristics and administrators can utilize the Spot Observation Form for coaching teachers and analyzing quality of instruction. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain stakeholder buy-in.

Desired Annual Outcome: At the end of the 2022-2023 school year, 100% of the teachers, in STAAR tested classrooms, will effectively implement researched based teaching practices that promote critical thinking and differentiation (TFS-Ready Characteristics and LSAE Model). 100% of the school leaders will effectively utilize TFS Spot Observations to provide ongoing job embedded coaching, and instructional analysis. The spot observation form allows campus leaders to score the effectiveness of researched based teaching practices. On the spot observation form, a score of 1-3 is unsatisfactory, 4-5 is progressing, 6-7 is proficient, 8-9 is proficient II, 10 is exemplary. An independent review team will also perform spot observations in Oct, December, and May. Campus leaders will utilize a tracking tool to collect and average the scores documented on all spot observations. At the end of Nov, the average proficiency score from all spot observations will be 5.5 or higher, in February, the average proficiency score will be 6 or higher, and in May the average proficiency score will be 6.5 or higher. In May, 75% of the teachers will receive a proficient or higher score on the instructional effectiveness components on the teacher evaluation.

District Commitment Theory of Action: If the TFS Charter has effective policies and practices in place that support the effective implementation of researched based teaching practices, then, in the classroom, teachers will promote critical-thinking skills and include differentiated and scaffolded support for all learners.

Desired 90-day Outcome: 60% of the teachers, in STAAR tested classrooms, will effectively implement researched based teaching practices that promote critical thinking and differentiation (TFS-Ready Characteristics and LSAE Model). 100% of the school leaders will effectively utilize TFS Spot Observations to provide ongoing job embedded
coaching w/feedback and instructional analysis. District leaders will analyze the spot observations and coaching feedback to monitor implementation and provide addition support for school leaders as needed. School leaders will monitor the effectiveness of teaching practices by utilizing a tracking tool that will summarize the scoring. In this cycle, the effectiveness of the teaching practices will be a 6 or higher proficiency level and additional support will be provided for teachers in the most need of improvement.

**District Actions:** District leaders will analyze the spot observations and coaching feedback documentation to monitor the quality of implementation and provide addition support for school leaders as needed.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** 60% of the teachers are effectively implementing the TFS-Ready Characteristics and LSAE Model in the classroom. 100% of the school leaders are effectively conducting weekly spot observations with job embedded coaching. The average score on the spot observation form for this cycle is a 6.96.

<table>
<thead>
<tr>
<th>What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?</th>
<th>What specific action steps address these challenges?</th>
<th>How does this action step address this challenge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting all teachers to understand and effectively bridge lessons to the rigor expectations found in the TEKS.</td>
<td>Action Step 1, Action Step 2, Action Step 3</td>
<td>Action Step 1 - In this action step the teachers are focusing on implementing STAAR like constructive response cards that require students to explain their understandings. Action Step 2 - School leaders are providing feedback as to the successful implementation of multiple response strategies and questioning. Action Step 3 - The Spot Observation Form will be used to identify the teachers in the most need of coaching/modeling.</td>
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<tr>
<th>Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> Teachers in STAAR assessed classrooms will utilize the TFS-Ready Characteristics and LSAE Model when planning and delivering lessons. The focus for this cycle will be to ensure lessons are delivered at high levels of rigor that match the expectations in the TEKS. All content areas, excluding Math, will implement two STAAR like constructed response activities in every lesson. Math will utilize response cards with questions that require students to explain their understandings. <strong>Evidence Used to Determine Progress:</strong> PLC Agendas, Lesson Plans, Differentiated Activities, and DOLs</td>
<td><strong>Progress toward Action Steps:</strong> Significant Progress <strong>Necessary Adjustments/Next Steps:</strong> This action step will be met when data reveals that student learning gaps are filled, and students are functioning at high levels of engagement. At this time, all content areas are implementing STAAR like constructed responses in every lesson. 60% of the teachers are instructing at high levels of rigor. 100% of the campus leaders are analyzing data to identify ways to improve the effectiveness of implementation. The focus for the next cycle will stay the same as cycle 2 with the goal of increasing the percent of teachers that are instructing at high levels of rigor.</td>
</tr>
<tr>
<td><strong>Person(s) Responsible:</strong> Teachers and Instructional Leaders <strong>Non-Funded Resources Needed:</strong> TFS-Ready Characteristics and the LSAE Model <strong>Addresses an Identified Challenge:</strong> Yes</td>
<td><strong>Frequency:</strong> Daily - <strong>Evidence Collection Date:</strong> February 28, 2023</td>
</tr>
<tr>
<td><strong>Start Date:</strong> August 3, 2022</td>
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<tr>
<td>Action Step 2</td>
<td>Reviews</td>
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| Campus leaders will provide job embedded coaching daily for all teachers. The focus for this cycle will be on implementing intentional and purposeful multiple response strategies (MRS) and utilizing effective questioning strategies. | Progress toward Action Steps: Significant Progress  
Necessary Adjustments/Next Steps: This action step will be met when data reveals that student learning gaps are filled, and teachers are functioning at a high levels of performance. At this point, 75% of the teachers are implementing intentional and purposeful multiple response strategies (MRS) and utilizing effective questioning strategies. Identified teachers will receive additional support. The focus for the next cycle will stay the same as cycle 2 with the goal of increasing the percent of teachers that are implementing intentional and purposeful multiple response strategies (MRS) and utilizing effective questioning strategies. |
| **Evidence Used to Determine Progress:** Tracking Data from the TFS Spot Observations and Coaching Documents  
**Person(s) Responsible:** Campus Leaders  
**Non-Funded Resources Needed:** TFS Spot Observation Form and Coaching Documents  
**Addresses an Identified Challenge:** No | |
| **Start Date:** August 8, 2022  
**Frequency:** Daily  
**Evidence Collection Date:** February 28, 2023 | |

<table>
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<tr>
<th>Action Step 3</th>
<th>Reviews</th>
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</table>
| Campus leaders will utilize the TFS spot observation form to track the quality of instructional delivery. In this cycle, campus leaders will focus on tracking how effectively teachers are implementing the multiple response strategies and the utilization of higher-level questioning strategies. | Progress toward Action Steps: Met  
Necessary Adjustments/Next Steps: This action step has been met and will continue into the next cycle because it is an integral piece to the success of the TFS Model. |
| **Evidence Used to Determine Progress:** Tracking Data from the TFS Spot Observations  
**Person(s) Responsible:** Principal, Director of Instruction, TFS Leaders  
**Non-Funded Resources Needed:** TFS Spot Observation Form  
**Addresses an Identified Challenge:** No | |
| **Start Date:** August 3, 2022  
**Frequency:** Daily  
**Evidence Collection Date:** February 28, 2023  
**Funding Sources:** - 6200-Professional and contracted services - $1,500 | |
Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

**Rationale:** Based on the self assessment, the campus needs to be more consistent with implementing the process of action step planning: breaking down standards, creating action plans, and using student data. One of the key actions in the Sam Houston 2022-2023 TFS Action Plan is to implement the Learning, Securing, Accelerating, and Enriching (LSAE) model with fidelity. If the TFS LSAE model is implemented with fidelity, student data will be analyzed in each subject on a daily basis and in a bi-weekly PLC setting, student misconceptions will be identified, reteach will be adjusted to address these misconceptions, student learning will be maximized, and all students will experience opportunities for cognitive lift.

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

**How will you build capacity in this Essential Action?** The campus will partner with the Third Future Schools Charter. The TFS Charter will provide ongoing job-embedded PD, coaching, and implementation support needed so teachers can analyze student data daily and in a bi-weekly PLC setting, identify student misconceptions, and determine adjustments needed for daily instruction that will meet the needs of both struggling learners and the learners needing acceleration. (LSAE Instructional model).

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** As teachers participate in the hiring process, they are inform of the expectations listed in Essential Action 5.3. Communication during PD and staff meetings will ensure teachers understand and can implement the Learning, Securing, Accelerating, and Enriching (LSAE) model. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain stakeholder buy-in.

**Desired Annual Outcome:** At the end of the 2022-2023 school year, 100% of the teachers in STAAR tested classrooms will effectively implement a corrective instruction action planning process (LSAE model). School leaders will utilize the LSAE Learning Rubric to monitor the effectiveness of implementation. The campus will receive a proficient or higher score on this rubric in November, February, and May. School and teacher leaders will analyze the demonstration of learning (DOL- Exit Ticket) and checkpoint assessments to ensure 100% of the items are aligned to the rigor expectations found in the Curriculum Maps and they will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of monitoring progress toward set goals. After the NWEA MAP administration in December and again in May, each STAAR tested grade/subject's RIT score will be in Dec .7 times more and May 1.6 times more than the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections will be at or above 85% for Approaches, 50% for Meets, and 35% for Masters.

**District Commitment Theory of Action:** If the TFS Charter has effective systems in place for implementing a corrective instruction action planning process, then teachers will determine the root cause as to why students have not learned a concept and create plans for instructional adjustment.

**Desired 90-day Outcome:** 60% of the teaching staff will effectively implement the LSAE model during instructional delivery to ensure differentiation for all students. School leaders will utilize the LSAE Rubric to monitor the effectiveness of implementation. At the end of this cycle, the campus will receive a proficient or higher score on this rubric. At the end of this cycle, 100% of school and teacher leaders will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of effectively monitoring progress toward set goals. District leaders will review agendas to monitor effectiveness of these meetings. The MOY NWEA MAP assessment will be administered in December, each STAAR tested grade/subject's RIT score will be at or above .7 times the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections for Reading, Math, and Science will meet the goals set in the student data section of the TIP.

**District Actions:** District leaders will review agendas to monitor effectiveness of DDI. Support will be provided as needed.

**Did you achieve your 90 day outcome?:** Yes
### Why or why not?: 60% of the teachers are effectively implementing the LSAE model. The LSAE rubric score for February was proficient. 100% of the school and teacher leaders have met with content teams after each relevant assessment to disaggregate data and district leaders have review the agendas of these meetings. The NWEA MAP STAAR proficiency projections for the December administration are above the goals set for Approaches in all subject areas and just below the goals set for Meets and Masters. The RIT scores are right at the growth projected norms level.

### What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?

<table>
<thead>
<tr>
<th>What specific action steps address these challenges?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Making sure all teachers are coached on how to effectively identify individual student misconceptions and use this information to inform the reteach.</td>
<td>Action Step 1</td>
</tr>
</tbody>
</table>

### Action Step 1 Details

**Action Step 1:** Teachers in STAAR tested classrooms will utilize the LSAE Model during instructional delivery. The focus for this cycle will be on coaching teachers on the effective identification of student misunderstandings and planning/delivering an effective reteach that fills learning gaps for all students. Teachers will use all resources available, including I-Ready, to improve their ability to identify student misconceptions after a lesson and effectively reteach the L and S1 students. They will also collaborate with the coaches in the Team Center to ensure strong instructional support is provided for the S2 and A students.

**Evidence Used to Determine Progress:** Tracking Data from the TFS Spot Observations and DOL data

**Person(s) Responsible:** Teachers and Instructional Leaders

**Non-Funded Resources Needed:** LSAE Model

**Addresses an Identified Challenge:** Yes

**Start Date:** August 3, 2022 - **Frequency:** Daily - **Evidence Collection Date:** February 28, 2023

### Step 2 Details

**Action Step 2:** The campus leaders will meet bi-weekly to assess the success of all campus initiatives and make adjustments and/or additions as needed. Agendas will reflect recorded minutes with next steps captured along with follow-up techniques that have an emphasis on data analysis and progress monitoring. The focus will be on analyzing data that will show how effectively the action steps for this cycle are being implemented.

**Evidence Used to Determine Progress:** Agendas and documentation from the meetings

**Person(s) Responsible:** Campus Leaders

**Non-Funded Resources Needed:** List of campus leaders and written expectations

**Addresses an Identified Challenge:**

**Start Date:** August 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023

### Reviews

**Progress toward Action Steps:** Met

**Necessary Adjustments/Next Steps:** Adjustments and/or next steps are not needed at this time. Campus leaders will continue to meet bi-weekly to assess the success of all campus initiatives and adjust and/or make additions as needed.
### Step 3 Details

**Action Step 3:** After each checkpoint assessment, an excel spreadsheet with the 2022 STAAR results will be downloaded from Eduphoria and utilized by school leaders to track school progress on goals set for Domains 1, 2A, 2B, and 3. Also, in this cycle the campus will utilize an excel spreadsheet to combine the I-Ready bi-weekly assessment results by TEK. The assessments on I-Ready have test items with the new format. This information will be used to track progress toward set goals.

- **Evidence Used to Determine Progress:** Completed Excel Spreadsheet
- **Person(s) Responsible:** School Improvement Consultant, Principal, Director of Instruction, TFS Leaders
- **Non-Funded Resources Needed:** Eduphoria, STAAR 2022 data, Checkpoint data
- **Addresses an Identified Challenge:** No

- **Start Date:** August 3, 2022
- **Frequency:** One Time
- **Evidence Collection Date:** February 28, 2023
- **Funding Sources:** School Improvement Consultant - 6200-Professional and contracted services - $6,150

### Reviews

- **Progress toward Action Steps:** Some Progress
- **Necessary Adjustments/Next Steps:** In cycle three, the campus will still be in the process of combining the I-Ready bi-weekly assessment results by TEK utilizing an excel spreadsheet.
Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

   **Implementation Level:** Fully Implemented

   **Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

   **Rationale:** Based on the self assessment, the campus needs to more consistent with providing clear expectations for instructional delivery and then monitoring and providing the support needed for effective implementation. One of the key actions in the Sam Houston 2022-2023 TFS Action Plan is to grow staff capacity and provide the highest quality instruction. If the TFS-Ready Characteristics and the LSAE Model are implemented with fidelity, student learning will be maximize, students will experience cognitive lift, productive struggle, and discourse. If school leaders conduct spot observations, analyze results to inform quality of instruction, and provide job embedded coaching, teachers will consistently and effectively deliver instruction.

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

   **How will you build capacity in this Essential Action?** The campus will partner with Third Future Schools Charter. The TFS Charter will provide ongoing job-embedded PD, coaching, and implementation support needed to successfully implement research-based teaching practices that promote critical-thinking skills and include differentiation. (TFS Ready Characteristics, LSAE Model, Spot Observation expectations, and the use of multiple response strategies (MRS))

   **How will you communicate these priorities to your stakeholders? How will you create buy-in?:** As teachers and administrators participate in the hiring process, they are informed of the expectations listed in Essential Action 5.1. Communication during PD and staff meetings will ensure teachers understand and can implement the expectations in the TFS (Third Future School) Ready Characteristics and administrators can utilize the Spot Observation Form for coaching teachers and analyzing quality of instruction. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain stakeholder buy-in.

   **Desired Annual Outcome:** At the end of the 2022-2023 school year, 100% of the teachers, in STAAR tested classrooms, will effectively implement researched based teaching practices that promote critical thinking and differentiation (TFS-Ready Characteristics and LSAE Model). 100% of the school leaders will effectively utilize TFS Spot Observations to provide ongoing job embedded coaching w/feedback and instructional analysis. The spot observation form allows campus leaders to score the effectiveness of researched based teaching practices. On the spot observation form, a score of 1-3 is unsatisfactory, 4-5 is progressing, 6-7 is proficient, 8-9 is proficient II, 10 is exemplary. An independent review team will also perform spot observations in Oct, December, and May. Campus leaders will utilize a tracking tool to collect and average the scores documented on all spot observations. At the end of Nov, the average proficiency score from all spot observations will be 5.5 or higher, in February, the average proficiency score will be 6 or higher, and in May the average proficiency score will be 6.5 or higher. In May, 75% of the teachers will receive a proficient or higher score on the instructional effectiveness components on the teacher evaluation.

   **District Commitment Theory of Action:** If the TFS Charter has effective policies and practices in place that support the effective implementation of researched based teaching practices, then, in the classroom, teachers will promote critical-thinking skills and include differentiated and scaffolded support for all learners.

   **Desired 90-day Outcome:** 85% of the teachers in STAAR tested classrooms will effectively utilize the TFS-Ready characteristics when planning and delivering lessons to ensure learning is maximized for all students and all students experience opportunities for cognitive lift. 100% of the school leaders will effectively utilize TFS Spot Observations to provide ongoing job embedded coaching w/feedback and instructional analysis. Again, school leaders will monitor the effectiveness of teaching practices by utilizing a tracking tool that will summarize the scoring on the spot observations. In this cycle, the effectiveness of the teaching practices will be a 6.5 or higher proficiency level and additional support will be provided for teachers in the most need of improvement.
**District Actions:** After cycle two, the district will analyze the summarized data from the spot observations and make additions and revisions to the tool as needed. The district will provide support for the school leaders as needed.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

<table>
<thead>
<tr>
<th>What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>From this point to the end of the school year, making sure teachers are very focused, plan lessons, and using materials that are aligned to what the data is pinpointing as areas of need.</td>
<td>Action Step 1, Action Step 2, Action Step 3, Action Step 4</td>
<td>These actions steps help support teachers as they review data, plan, and deliver instruction. Alignment of instruction is monitored and corrected as needed.</td>
</tr>
</tbody>
</table>

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

### Step 1 Details

**Action Step 1:** Teachers in STAAR assessed classrooms will utilize the TFS-Ready Characteristics and LSAE Model when planning and delivering lessons. The focus for the next cycle will stay the same as cycle 2 with the goal of increasing the percent of teachers that are instructing at high levels of rigor.

- **Evidence Used to Determine Progress:** PLC Agendas, Lesson Plans, Differentiated Activities, and DOLs
- **Person(s) Responsible:** Teachers and Instructional Leaders
- **Non-Funded Resources Needed:** TFS-Ready Characteristics and the LSAE Model
- **Addresses an Identified Challenge:** Yes

**Start Date:** August 3, 2022 - **Frequency:** Daily - **Evidence Collection Date:** May 31, 2023

### Step 2 Details

**Action Step 2:** Campus leaders will provide job embedded coaching daily for all teachers. The focus for the next cycle will stay the same as cycle 2 with the goal of increasing the percent of teachers that are implementing intentional and purposeful multiple response strategies (MRS) and utilizing effective questioning strategies.

- **Evidence Used to Determine Progress:** Tracking Data from the TFS Spot Observations and Coaching Documents
- **Person(s) Responsible:** Campus Leaders
- **Non-Funded Resources Needed:** TFS Spot Observation Form and Coaching Documents
- **Addresses an Identified Challenge:** Yes

**Start Date:** August 8, 2022 - **Frequency:** Daily - **Evidence Collection Date:** May 31, 2023
<table>
<thead>
<tr>
<th>Step 3 Details</th>
<th>Reviews</th>
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| **Action Step 3:** Campus leaders will utilize the TFS spot observation form to track the quality of instructional delivery. In this cycle, campus leaders will focus on tracking how effectively teachers are implementing the multiple response strategies and the utilization of higher-level questioning strategies.  
  **Evidence Used to Determine Progress:** Tracking Data from the TFS Spot Observations  
  **Person(s) Responsible:** Principal, Director of Instruction, TFS Leaders  
  **Non-Funded Resources Needed:** TFS Spot Observation Form  
  **Addresses an Identified Challenge:** Yes  
  **Start Date:** August 3, 2022  
  **Frequency:** Daily  
  **Evidence Collection Date:** May 31, 2023  
  **Funding Sources:** 6200-Professional and contracted services - $1,500 | **Progress toward Action Steps:**  
  **Necessary Adjustments/Next Steps:** |

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<th>Step 4 Details</th>
<th>Reviews</th>
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| **Action Step 4:** On Monday the campus leaders will perform spot observations with the teachers that are consistently obtaining progressing or below. The campus leaders will give each teacher a copy of the spot observation feedback and then the campus leaders will meet to discuss and develop plans of actions that will guide the coaching of those teachers the rest of the week.  
  **Evidence Used to Determine Progress:** Spot Observation Feedback and Plans of Action  
  **Person(s) Responsible:** Principal, Director of Instruction, TFS Leaders  
  **Non-Funded Resources Needed:** TFS Spot Observation Form  
  **Addresses an Identified Challenge:** Yes  
  **Start Date:** March 1, 2023  
  **Frequency:** Daily  
  **Evidence Collection Date:** May 31, 2023 | **Progress toward Action Steps:** No Progress  
  **Necessary Adjustments/Next Steps:** |
Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Based on the self assessment, the campus needs to be more consistent with implementing the process of action step planning: breaking down standards, creating action plans, and using student data. One of the key actions in the Sam Houston 2022-2023 TFS Action Plan is to implement the Learning, Securing, Accelerating, and Enriching (LSAE) model with fidelity. If the TFS LSAE model is implemented with fidelity, student data will be analyzed in each subject on a daily basis and in a bi-weekly PLC setting, student misconceptions will be identified, reteach will be adjusted to address these misconceptions, student learning will be maximized, and all students will experience opportunities for cognitive lift.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with the Third Future Schools Charter. The TFS Charter will provide ongoing job-embedded PD, coaching, and implementation support needed so teachers can analyze student data daily and in a bi-weekly PLC setting, identify student misconceptions, and determine adjustments needed for daily instruction that will meet the needs of both struggling learners and the learners needing acceleration. (LSAE Instructional model).

How will you communicate these priorities to your stakeholders? How will you create buy-in?: As teachers participate in the hiring process, they are informed of the expectations listed in Essential Action 5.3. Communication during PD and staff meetings will ensure teachers understand and can implement the Learning, Securing, Accelerating, and Enriching (LSAE) model. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain stakeholder buy-in.

Desired Annual Outcome: At the end of the 2022-2023 school year, 100% of the teachers in STAAR tested classrooms will effectively implement a corrective instruction action planning process (LSAE model). School leaders will utilize the LSAE Learning Rubric to monitor the effectiveness of implementation. The campus will receive a proficient or higher score on this rubric in November, February, and May. School and teacher leaders will analyze the demonstration of learning (DOL- Exit Ticket) and checkpoint assessments to ensure 100% of the items are aligned to the rigor expectations found in the Curriculum Maps and they will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of monitoring progress toward set goals. After the NWEA MAP administration in December and again in May, each STAAR tested grade/subject's RIT score will be in Dec .7 times more and May 1.6 times more than the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections will be at or above 85% for Approaches, 50% for Meets, and 35% for Masters.

District Commitment Theory of Action: If the TFS Charter has effective systems in place for implementing a corrective instruction action planning process, then teachers will determine the root cause as to why students have not learned a concept and create plans for instructional adjustment.

Desired 90-day Outcome: 85% of the teaching staff will effectively implement the LSAE model during instructional delivery to ensure differentiation for all students. School leaders will utilize the LSAE Rubric to monitor the effectiveness of implementation. At the end of this cycle, the campus will receive a proficient or higher score on this rubric. The MOY NWEA MAP assessment will be administered in May, each STAAR tested grade/subject's RIT score will be at or above 1.6 times the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections for Reading, Math, and Science will be at or above the goals set in the student data section of the TIP. The checkpoint assessment data will be at or above the goals set in student data section of the TIP.

District Actions: After cycle two, the District will analyze the results of the LSAE rubric and make additions or revisions as needed. Support will be provided to school leaders as needed.

Did you achieve your 90 day outcome?:

Sam Houston Collegiate Preparatory - TIP
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### Did you achieve your annual outcome?:

<table>
<thead>
<tr>
<th>Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Action Step 1:** Teachers in STAAR tested classrooms will utilize the LSAE Model during instructional delivery. The focus for the next cycle will stay the same as cycle 2 with the goal of increasing the percent of teachers that can identify student misconceptions after each lesson and effectively reteaching the L and S1 students.  

**Evidence Used to Determine Progress:** Tracking Data from the TFS Spot Observations and DOL data  
**Person(s) Responsible:** Teachers and Instructional Leaders  
**Non-Funded Resources Needed:** LSAE Model  
**Addresses an Identified Challenge:** Yes  

**Start Date:** August 3, 2022  
**Frequency:** Daily  
**Evidence Collection Date:** May 31, 2023 | **Progress toward Action Steps:**  
**Necessary Adjustments/Next Steps:** |

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<tr>
<th>Step 2 Details</th>
<th>Reviews</th>
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| **Action Step 2:** After each checkpoint assessment, an excel spreadsheet with the 2022 STAAR results will be downloaded from Eduphoria and utilized by school leaders to track school progress on goals set for Domains 1, 2A, 2B, and 3. Also, in this cycle the campus will utilize an excel spreadsheet to combine the I-Ready bi-weekly assessment results by TEK. The assessments on I-Ready have test items with the new format. This information will be used to track progress toward set goals.  

**Evidence Used to Determine Progress:** Completed Excel Spreadsheet  
**Person(s) Responsible:** School Improvement Consultant, Principal, Director of Instruction, TFS Leaders  
**Non-Funded Resources Needed:** Eduphoria, STAAR 2022 data, Checkpoint data  
**Addresses an Identified Challenge:** Yes  

**Start Date:** August 3, 2022  
**Frequency:** One Time  
**Evidence Collection Date:** May 31, 2023  
**Funding Sources:** School Improvement Consultant - 6200-Professional and contracted services - $6,150 | **Progress toward Action Steps:**  
**Necessary Adjustments/Next Steps:** |
**Action Step 3:** The campus leaders will meet bi-weekly to assess the success of all campus initiatives and make adjustments and/or additions as needed. Agendas will reflect recorded minutes with next steps captured along with follow-up techniques that have an emphasis on data analysis and progress monitoring. The focus will be on analyzing data that will show how effectively the action steps for this cycle are being implemented.

- **Evidence Used to Determine Progress:** Agendas and documentation from the meetings
- **Person(s) Responsible:** Campus Leaders
- **Non-Funded Resources Needed:** List of campus leaders and written expectations
- **Addresses an Identified Challenge:** No

- **Start Date:** August 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** May 31, 2023

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| **Evidence Used to Determine Progress:** Agendas and documentation from the meetings  
**Person(s) Responsible:** Campus Leaders  
**Non-Funded Resources Needed:** List of campus leaders and written expectations  
**Addresses an Identified Challenge:** No |
| **Progress toward Action Steps:**  
**Necessary Adjustments/Next Steps:** |
# Campus Grant Funding Summary

## 6200-Professional and contracted services

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Sub-Total $43,000.00

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March 9, 2023 2:50 PM
## Student Data

### Academic Growth

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<th>Core Metrics</th>
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<th>Grade</th>
<th>Summative Assessment</th>
<th>2023 Total # of Evaluated Students</th>
<th>Percentage of Students</th>
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<th>Cycle 1 Actual Results</th>
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### Student Achievement and Closing the Gaps

#### Student Achievement

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#### Closing the Gaps

Focus 1: Academic Achievement

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Addendums
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<tr>
<th>Area</th>
<th>Instructional Characteristics</th>
<th>Pts. Awarded:</th>
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</thead>
<tbody>
<tr>
<td>Lesson Obj. and DOL</td>
<td>Objective and DOL aligns to curriculum maps</td>
<td>(0, .5, 1)</td>
</tr>
<tr>
<td></td>
<td>Objective and DOL are posted and easily observed</td>
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</tr>
<tr>
<td></td>
<td>DOL is graded in a fluid manner that does not disrupt transition to LSAE</td>
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<tr>
<td></td>
<td>DOL is completed independently by students</td>
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<tr>
<td>Feedback:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Instructional Characteristics</th>
<th>Pts. Awarded:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposeful Instruction</td>
<td>Instruction and activities support the objective</td>
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<tr>
<td></td>
<td>Instruction is relevant and engaging and delivered in a way that maximizes understanding</td>
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<td></td>
<td>Direct instruction is at grade level and rigorous</td>
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<td></td>
<td>Transitions are smooth with no loss of instructional time</td>
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<td></td>
<td>Lessons are adjusted based on classroom response data</td>
<td></td>
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<tr>
<td></td>
<td>Students are required to read, write, <strong>discuss</strong>, and think the entire lesson</td>
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<td></td>
<td>A digital timer is used to guide pacing of the lesson</td>
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<tr>
<td>Feedback:</td>
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</table>

<table>
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<tr>
<th>Area</th>
<th>Instructional Characteristics</th>
<th>Pts. Awarded:</th>
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<tbody>
<tr>
<td>Engage.</td>
<td>The teacher effectively uses multiple response strategies</td>
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<tr>
<td></td>
<td>MRS is used every 4 minutes throughout the entire lesson</td>
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<tr>
<td></td>
<td>There is 100% student participation</td>
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<tr>
<td></td>
<td>Teacher uses a variety of MRS strategies</td>
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<td>MRS questioning increases in rigor with the lesson progression</td>
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<td>Feedback:</td>
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<table>
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<tr>
<th>Area</th>
<th>Instructional Characteristics</th>
<th>Pts. Awarded:</th>
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<tbody>
<tr>
<td>LSAE Model</td>
<td>Push-out occurs within 45 to 55 minutes of the start of the lesson</td>
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<tr>
<td></td>
<td>L’s receive more direct instruction/extension of the lesson</td>
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<tr>
<td></td>
<td>Engagement strategies are used consistently during LSAE teaching</td>
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<tr>
<td></td>
<td>If few or no L’s, S1’s receive direct instruction with the teacher</td>
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<tr>
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<td>Transition from DOL to LSAE is brief with little to no loss of learning time</td>
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<tr>
<td>Area</td>
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<tr>
<td>K-1 Instruction</td>
<td>Scaffolding in lesson is appropriate and effective</td>
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<td>Students have a writing component in the lesson/DOL</td>
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<td>Students are able to state Lesson Objective in their own words</td>
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<td>Work and activity are appropriately rigorous and aligned to the LO</td>
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<td>Components of literacy are evident in the lesson</td>
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<td>Progress Monitoring Data is used to adjust groups or levels</td>
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<td>Virtual Instruction</td>
<td>Effectively uses Zoom and Google classroom to provide strong instruction</td>
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<td>The instruction for e-learning mirrors the high-quality of the in-class students</td>
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<td>Uses tech. equip. to enhance student learning simultaneously in-person and remotely</td>
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<td>Follows the TFS instructional model for remote learners</td>
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**Feedback:**

**Praise:**

**Question:**

**Polish:**

**Overall score for this spot observation:**

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**Overall rating for this spot observation:**

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