ESF Diagnostic Self-Assessment Process		
Step 1	Evidence Collection Plan	Develop a plan to collect evidence around current implementation of each Essential Action included in the self-assessment.
Step 2	Essential Action Analysis	Analyze the evidence collected in relation to success criteria to determine the current implementation of each Essential Action.
Step 3	Focus Areas Identification	Reflect on the relative implementation of the Essential Actions to determine which will be highest leverage focus areas for improvement.
Step 4	Barrier Analysis	Identify potential barriers to implementation of each focus area for improvement to inform the development of the Targeted Improvement Plan
Step 5	Targeted Improvement Plan	Use the completed self-assessment to inform the development of the Targeted Improvement Plan.

ESF Diagnostic Self-Assessment Evidence Collection Plan

Directions

The purpose of the Evidence Collection plan is to identify key sources of information, including observations and artifacts, which can support the campus in reflecting on their current practices in relation to the actions within the Effective Schools Framework. For each Essential Action included in the Self-Assessment, identify the following:

1. Identify potential observations and artifacts to conduct/collect to gather evidence on current campus practice. Select observation/artifact sources from the drop-down menu in Column A.

2. Determine when the observations will be conducted and artifacts collected. Indicate the timeline in Column B.

3. Determine who will be responsible for conducting the observations, collecting the artifacts, and reviewing the evidence. Indicate the owner in Column C.

Essential Acton 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher team meetings: meeting facilitation, activities, outcomes	4-Sep	McNeill (Principal) Cohea (AP)

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Leadership team sample calendars	4-Sep	McNeill (Principal), Cohea (AP)
Leadership team meeting agendas and minutes	4-Sep	McNeill (Principal), Cohea (AP)

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

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher leader facilitation of teacher team meeting	4-Sep	McNeill (Principal), Cohea (AP)
Teacher leader training	4-Sep	McNeill (Principal), Cohea (AP)

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Staff selection tools (rubrics, questions, performance tasks)	30-Aug	McNeill (Principal)
Induction schedules and content	30-Aug	McNeill (Principal)
Staff culture survey with data	30-Aug	McNeill (Principal)

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

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Morning Arrival	28-Aug	McNeill (Principal), Cohea (AP)
Dismissal	28-Aug	McNeill (Principal), Cohea (AP)
Campus Artifacts (posters, posted rules, bulletin boards, etc.)	28-Aug	McNeill (Principal), Cohea (AP)
Classroom Artifacts (posters, posted rules, bulletin boards, etc.)	28-Aug	McNeill (Principal), Cohea (AP)
Artifacts related to school mission, vision, values	28-Aug	McNeill (Principal), Cohea (AP)

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
School vision, mission, values artifacts	28-Aug	McNeill (Principal), Cohea (AP)
Schoolwide student culture routines, procedures, systems	28-Aug	McNeill (Principal), Cohea (AP)
Campus climate surveys with questions, results, response plans	28-Aug	McNeill (Principal), Cohea (AP)

Essential Acton 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Classroom observation: use of instructional materials	4-Sep	McNeill (Principal), Cohea (AP)
Teacher team meeting observation: meeting agenda, activities, outcomes	4-Sep	McNeill (Principal), Cohea (AP)
Teacher professional development	4-Sep	McNeill (Principal), Cohea (AP)

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Sample Scope and Sequences	6-Sep	McNeill (Principal), Cohea (AP)
Sample Assessments	6-Sep	McNeill (Principal), Cohea (AP)
Sample Instructional Materials	6-Sep	McNeill (Principal), Cohea (AP)

Essential Acton 5.1: Objective-driven daily lesson plans with formative assessments

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Classroom observation: lesson plan execution	6-Sep	McNeill (Principal), Cohea (AP)
Teacher team meeting observation: meeting agenda, activities, outcomes	4-Sep	McNeill (Principal), Cohea (AP)

Artifacts

Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Lesson Plan templates	6-Sep	McNeill (Principal), Cohea (AP)
Lesson Plan samples with formative assessments	6-Sep	McNeill (Principal), Cohea (AP)
Lesson Plan samples with feedback provided	6-Sep	McNeill (Principal), Cohea (AP)

Essential Acton 5.3: Data-driven instruction

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Visible evidence of student goals and progress towards mastery (charts, tracking tools, posters, etc.) in classrooms	6-Sep	McNeill (Principal), Cohea (AP)
Teacher team meeting observation: meeting agenda, activities, outcomes	6-Sep	McNeill (Principal), Cohea (AP)
Leadership team meeting observation: meeting agenda, activities, minutes	6-Sep	McNeill (Principal), Cohea (AP)

Artifacts

Sources	Timeline (Observation/Review)	Owner (Collection/Review)
PLC/Data Meeting Agendas	6-Sep	McNeill (Principal), Cohea (AP)
Sample PLC/Data Meeting minutes	6-Sep	McNeill (Principal), Cohea (AP)
Progress monitoring and tracking tools	6-Sep	McNeill (Principal), Cohea (AP)
Assessment Calendar	6-Sep	McNeill (Principal), Cohea (AP)

Essential Action 1.1: Campus instructional leaders			
(principal, assistant principal, counselor, teacher leader) **with clear roles and responsibilities**			

Directions

1. Gather the evidence collected in relation to EA 1.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.

2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.

3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented) in Cell 15D.

Essential Action 1.1: Evidence Collection and Analysis			
Key Practice	**Success Criteria**	**Evidence**	**Current Implementation**
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	*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*	A comprehensive list of responsibilities for the principal, AP, and counselor has been established and shared with teachers. All teachers and instructional assistants have been assigned to an appraiser. Walkthrough and formal observation expectations were shared in writing prior to the start of school. A Planning PLC Schedule has been established and shared with teachers that outlines weekly dates/times of meetings with an assigned administrator. A school meeting calendar outlines meetings for the entire school year and includes meetings for the Instructional Focus Team and Vertical Team meetings.	Substantially in place and functioning
Performance expectations are clear, written, and measurable and they match job responsibilities	*Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year*	Performance goals are developed by the classroom teacher and reviewed in collaboration with the administrator assigned as the appraiser. Campus/district goals are kept as the focus. Goals are documented in the performance evaluation system.	Substantially in place and functioning
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	*Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings*	Each administrator reviews lesson plans for her assigned appraisees. An observation tracker is used to document dates of ten fall walkthroughs and ten spring walkthroughs as well as the pre-conference, observation, and post-conference of each appraisee. The PLC Schedule outlines weekly expectations for administrator presence at planning meetings by date/time. PLCs are scheduled in administrators' Google calendars. Teacher leaders are provided with a common Planning PLC Meeting Agena and Grade Level Meeting Agenda. Administrators develop an Instructional Focus Team and Operational Focus Team agenda for each monthly meeting.	Substantially in place and functioning
Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	*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*	Planning PLC meetings and vertical team meetings have been common practice. There has been an agenda / minutes template used in the past that has been revised this year to reflect greater focus on learning standards, student progress, and formative assessments. The Planning PLC Agenda / Minutes template is completed. The vertical team meeting agenda / minutes template has not yet been developed.	Work is underway
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	*Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques* *Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement*	Administrators are participants in Planning PLC meetings and observe teacher leaders facilitating, according to the PLC Schedule. The principal has modeled expectations for the Planning PLC. Planning PLC Agenda / Minutes as well as Grade Level Meeting Agenda / Minutes are submitted to the principal for review. Grade level chair expectations are reviewed at Instructional Focus Team meetings. At each IFT meeting with teacher leaders and at each Monday Meeting with administrators and counselors, further discussion will be held regarding strategies for continuous improvement.	Work is underway

Essential Action Reflection			
Describe your implementation of Essential Action 1.1 *(Campus instructional leadership with clear roles and responsibilities)* based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented		4

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

Directions

1. Gather the evidence collected in relation to EA 2.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.

2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.

3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 2.1 (Recruit, select, assign, induct, and retain a full staff of highly qualified educators) based on your evidence and analysis above in Cell 23D.

Essential Action 2.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates	*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*	Sources of recruitment include student teachers from the University of Houston - Clear Lake and Sam Houston State University and from alternative certification programs such as Texas Teachers. The school participates in the district job fair and highlights our nationally recognized character initiatives as a means of marketing the school as an attractive place to work. We have not developed a system to track success rates of recruitment efforts at the campus level.	Work is underway
Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.	*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*	Characteristics of a Southside Teacher have been establlished by Southside teachers and administrators as the criteria we use to determine whether a postential candidate is a good fit for the needs of the campus. Based on the available position, current employees are always included in the interview process. A set of questions specific to the position are collaboratively developed in advance of interviewing and take into consideration the school's values and goals.	Substantially in place and functioning
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* *Individualized professional development plans are developed and implemented to support all staff* *Personalized strategies are employed to retain high performing staff including leadership opportunities, recognition, and/or financial reward*	A campus mentoring and induction program is in place and facilitated by a high-performing teacher leader with a master's degree in curriculum and instruction. Monthly meetings are conducted with all new employees. New employees are also assigned a campus mentor teacher. Individualized professional development plans are documented through the goal setting and professional development conference of the performance evaluation system process in September of each year. High performing staff are provided with opportunities to serve as grade level chairpersons; facilitate grade level, planning PLC, and vertical team meetings; take part in shared-decision making at our Instructional and Operational Focus Team meetings; attend and present professional development; chair committees; sponsor clubs/organziations; and serve as campus representatives for district level committees.	Substantially in place and functioning
Teacher placements are strategic based on student need and teacher strengths	*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*	Teachers are assigned to subject areas / grade levels based on past teaching experience as well as student and content strengths. Teachers have the opportunity to submit their subject area / grade level preferences each Spring through a teacher interest inventory with the understanding that the principal will make final staffing decisions for the coming school year.	Substantially in place and functioning
Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.	*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*	Grade level chairs are selected based on leadership skills. At this time, there is not targeted training on adult learning and team dynamics. Administrators model meeting facilitation during Instructional Focus Team meetings. Expectations for professionalism and meeting ettiquette are reviewed at the beginning of each school year and reinforced as needed throughout the school year.	Work is underway
Preferred substitutes are recruited and retained	*Effective substitutes are identified and prioritized in short-term placement/deployment* *Ineffective substitutes are also identified and de-prioritized/prohibited*	Preferred substitutes, which includes retired teachers, are secured when available. The campus requests ineffective substitutes to be blocked from seeing available subbing positions.	Substantially in place and functioning

Essential Action Reflection

Describe your implementation of Essential Action 2.1 *(Recruit, select, assign, induct, and retain a full staff of highly qualified educators)* based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	4

Implementation

1
2
3
4
5

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

Directions

1. Gather the evidence collected in relation to EA 3.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.

2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.

3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 3.1 (Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations) based on your evidence and analysis above in Cell 15D.

Essential Action 3.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values	*Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students*	The campus has adopted the district's mission as its mission at the determiniation of teachers and administrators that we all desire the same thing: to prepare each student academically and socially to become a responsible, productive citizen. The campuses guiding principles were developed by our organizational health team, with input from grade level teachers, using the STAARS acronym to remind us of our belief statements related to: Student Success, Teacher Development, Attendance, Availability to Meet Needs, Reach More Parents, and provide a Supportive Environment. Character.org's The 11 Principles of Effective Character Education guide the character initiatives on our campus. The ten dimensions of organizational health from the Organizational Health Improvement process guide the campuses' systems and structures. The Title I Parent Involvement Policy was established and is reviewed yearly with parent input.	Substantially in place and functioning
Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.	*Practices and policies are captured in writing and consistently implemented with fidelity* *Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed* *Artifacts in the classrooms and hallways reference practices and policies*	A Southside Teacher Resource Guide is shared with all employees and contains written procedures for arrival, lunch, and dismissal. The guide also contains administrative expectations regarding work ethic, teacher attendance, meeting protocol, parent communication, and personal use of electronics. The weekly bulletin, the Friday Focus, continually reinforces expectations related to student academicsm, physical safety, and social/emotional learning. Relationship agreements outlining student to student, student to teacher, and teacher to student interactions are posted in each classroom. Displays are posted around the school positively reinforcing school practices and policies.	Substantially in place and functioning
Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.	*Staff can articulate the school's mission, vision, and values without prompting and share how classroom and schoolwide routines, procedures, and policies reflect them* *Artifacts in the classrooms and hallways reference the mission, vision, and values*	Campus systems and structures promote shared leadership. Staff can articulate the school's mission and values and share how schoolwide routines, procedures, and policies reflect them. This was demonstrated during the site visit from national evaluators which ultimately led to the campus being recognized for the second time as a National School of Character. There are artificacts in classrooms and hallways that reflect our shared mission and values.	Substantially in place and functioning
Regular campus climate surveys assess and measure progress on student and staff experiences.	*Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators*	Parent surveys are conducted just after the start and before the end of each school year. Students take a school survey and character survey at the end of each school year. This information is reviewed and used to provide support for students and parents and as an evaluative measure for areas in need of improvement schoolwide. Teachers have the opportunity to provide feedback on a "Teachers' Take" survey sent out twice a year at the end of each semester. Information is compiled and shared with the appropriate committees who discuss and make any needed adjustments to improve school processes and procedures. An Organizational Health Inventory is administered annually. Low dimensions of organizational health are a focus area for improvement in the coming school year. Our latest survey results indicate that our school is functioning at the Interdependent Level on the maturity continuum for all ten dimensions of organizational health.	Substantially in place and functioning

Essential Action Reflection

Describe your implementation of Essential Action 3.1 *(Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations)* based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	5

Implementation
1
2
3
4
5

Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Directions

1. Gather the evidence collected in relation to EA 4.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.

2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.

3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 4.1 (Curriculum and assessments aligned to TEKS with a year-long scope and sequence) based on your evidence and analysis above in Cell 20D.

Essential Action 4.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades PK-2nd mathematics and reading.	*Aligned to the TEKS with an emphasis on readiness standards* *Structured in logically sequenced units of instruction backwards planned from assessments* *Includes dedicated time for assessment and re-teaching*	The district provides a scope and sequence, curriculum bundles including units of study in each subject area by grade level, and assessments aligned to state standards.	Substantially in place and functioning
Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.	*Frequent: administered at least 3-4 times per year, may be cumulative in nature* *Common: assessment designed with the intent to be delivered across all grade level/content classrooms* *Aligned: Addresses the standards with the same prioritization and rigor as the top-line assessment (STAAR, ACT, AP, etc.) in alignment with the scope and sequence AND Reflects the format and type of questions from the top-line assessment*	District assessments are aligned to state standards at the appropriate level of rigor and will be administered four times a year assessing curriculum taught during that time frame. Grade level / subject area formative assessments will be developed at STAAR rigor and administered weekly. Data will be tracked, submitted to the principal, and reviewed at Planning PLC and vertical team meetings. A pre-test and post-test will be developed for each learning standard identified as an instructional weakness to be taught during a daily STAAR time. Assessment data will be used to inform instruction for this daily STAAR review.	Work is underway
Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.	*Instructional materials with key ideas, essential questions, recommended materials, and content rich texts (when applicable) are provided for each content area* *Instructional materials are implemented with fidelity in all classrooms* *Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners* *Recommended instructional materials, including content-rich texts, are utilized during instruction and in the hands of students*	Instructional materials are provided by the district and campus for each content area. It is assumed that materials are implemented with fidelity. Classroom observations may have been focused more on instructional techniques and student learning and response through those techniques rather than on the instructional materials used. It is assumed that instructional materials are accommodated/modified to support students with disabilities. Future observations will focus not only on instructional technique and student learning, but also on the implementation of instructional materials with accommodations/modifications for students with special needs.	Work is underway
Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular resources for early childhood through grade 12, in all core subjects.	*Campus calendar indicates dedicated time for introductory and ongoing job-embedded professional development focused on curriculum and aligned instructional materials* *PLC agendas include time to make connections between data analysis, reteach plans, and appropriate instructional materials*	Campus-level professional development for curriculum and instructional materials has not been a priority. It has been assumed that district-level professional development would be provided for changes in curriculum initiated at the district level. This year, the campus will focus on providing training to teachers on curriculum and instructional materials early in the school year. In past Planning PLCs, there may not have been a dedicated focus on analyzing data and reteaching. Planning PLC agendas have been modified to incorporate specific discussion of instructional materials, data analysis, and reteaching.	Work is underway

Essential Action Reflection

Describe your implementation of Essential Action 4.1 *(Curriculum and assessments aligned to TEKS with a year-long scope and sequence)* based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	3

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments

Directions

1. Gather the evidence collected in relation to EA 5.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.

2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.

3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.1 (Objective-driven daily lesson plans with formative assessments) based on your evidence and analysis above in Cell 17D.

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	*Complete: includes an objective, opening/closing activities, pacing, instructional activities (with differentiation), and a formative assessment with an exemplar response* *Curriculum-driven: aligned to the scope and sequence, daily objective is aligned to the standard and written as a measurable student learning output* *Aligned: assessment and all learning activities are aligned to the objective* *Data-driven: Informed by student data, includes frequent checks for understanding aligned to the objective* *Detailed: includes enough detail that another teacher could pick up the plan and use it effectively* *Aligned execution: executed in alignment with lesson plan*	A lesson plan template is currently being used that focuses on the learning standard, the objective of the lesson, higher order thinking questions to rise to the level of STAAR rigor, and formative assessments to check for understanding. Most lessons are not written as a measurable student learning output. Planning PLCs help to ensure that learning activities and assessments are aligned to the objective and that instructional strategies are data-informed based on previous levels of student mastery. Most lessons are not written with enough detail for another teacher to use the plan.	Work is underway
Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	*Right content: Evaluates lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor* *Precise and bite-sized: 1-5 precise pieces of feedback per daily lesson plan focused on teacher actions that would have the greatest positive impact on student learning.* *Timely: Delivered to teacher with enough time to make recommended changes before lesson delivery*	Lesson plans are reviewed by administrators for completion and infrequent feedback is provided.	Work is underway

Essential Action Reflection

Describe your implementation of Essential Action 5.1 *(Objective-driven daily lesson plans with formative assessments)* based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	2

Essential Action 5.3: Data-driven instruction

Directions

1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.

2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.

3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.

Essential Action 5.3: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	*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*	District assessment calendars are in place. The campus calendar does not indicate windows of time dedicated for data anlaysis. Campus instructional leaders will review weekly formative assessment data and pre-test/post-test data from skills taught during STAAR time at Planning PLC meetings in order to make data informed decisions regarding instruction. Administrators and instructional coaches attending Planning PLC meetings and vertical team meetings will provide coaching and support based on data. Vertical team meetings could incorporate district assessment data reviews where focus can be placed on student growth from previous to current year and instructional vertical alignment to improve mastery of low standards identified from the data.	Work is underway
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 to reteach.	*Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills* *Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding* *Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date* *Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong* *Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review*	During Planning PLC meetings, teachers are unpacking the learning standards and reviewing previous student mastery of the skill. Discussions thus far have not evolved into possible student error or misunderstanding. That piece will be added to the agenda / minutes template. Teachers plan for instruction and incorporate higher order thinking questions and formative assessments. The common planning period used for the Planning PLC does not allow enough time to practice the reteach. Vertical Team agendas could include a district data review, student error/misunderstanding anlyasis, a practice of the reteach, and the development of a corrective instruction plan. Vertical Team meetings have been scheduled on the campus calendar to be conducted nearly every other week.	Work is underway
Teacher teams have protected time built 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.	*Master schedule includes at least one block weekly for teacher teams to meet* *Teacher team meeting agendas are developed utilizing a common protocol* *Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery*	The campus master schedule has time blocked each week for Planning PLC meetings and grade level meetings. Vertical team meetings are scheduled nearly every other week. A common Planning PLC agenda and grade level meeting agenda have been established and are being used. The vertical team meeting agenda has not yet been created; however, after its development, it will be a common agenda used at all vertical team meetings. The Planning PLC agenda and vertical team agenda will incorporate student data, instructional strategies, and adjustments to instructional delivery.	Work is underway
Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting	*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*	Some classrooms include a visible student progress tracking artifact. All classrooms are working to develop individual goal setting / data tracking charts for each student (K-2: DRA, STAR 360, and Waterford / 3-5: STAR 360 and district STAAR-formatted assessments). There are no visible student progress tracking artifacts displayed in hallways.	Work is underway

Essential Action Reflection

Describe your implementation of Essential Action 5.3 *(Data-driven instruction)* based on your evidence and analysis above.	**1 - Not Yet Started** **2** **3** **4** **5 - Fully Implemented**	**2**

Implementation

1
2
3
4
5

Focus Area Identification Tool

Directions

1. Review the Essential Action Implementation Summary in Rows 5-7. The document will have automatically populated the implementation levels indicated in each EA's analysis page.

2. Sort the Essential Actions by their implementation levels in Rows 9-17. Under each implementation level number, use the drop down menus in Rows 12-17 to indicate the EAs at that implementation level. This allows the campus to have a clearer view of the distribution of EAs across implementation levels.

3. EAs at an Implementation Level of 1-3 may be considered "bigger" or more significant gaps in current campus practice. EAs at an Implementation Level of 3-4 may be considered "smaller" gaps in current campus practice. Reflect upon which EAs fall under each category.

4. Review the reflection questions in Rows 22-23 and determine if the campus will take a "Bigger Gap", "Smaller Gap", or "Blended" approach. Indicate the approach and rationale in Row 27.

5. Based on the campus decision around the approach, identify the specific 2-3 EAs the campus will address in the Targeted Improvement Plan as focus areas for improvement. If the campus's "Bigger Gap" or "Smaller Gap" approach includes more than 3 focus areas, the campus should identify the 2-3 that, when addressed, would have the biggest impact on campus improvement. Indicate the 2-3 focus areas (EAs) and the rationale for their selection in Rows 29-31.

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Essential Action Implementation Summary

EA 1.1	EA 2.1	EA 3.1	EA 4.1	EA 5.1	EA 5.3
4	4	5	3	2	2

Essential Action Gap Analysis

Not Yet Started				Fully Implemented
1	2	3	4	5
	EA 5.1	EA 4.1	EA 1.1	EA 3.1
	EA 5.3		EA 2.1	

Bigger Gap Approach		
	Smaller Gap Approach	

Improvement Approach

Consider the following guiding questions for each Essential Action that falls in the Bigger Gap Approach range.

If the answer is "yes" to most or all of the questions, the Essential Action may be taken into consideration as a focus area for improvement.

If the answer is "no" for most or all of the questions, the Smaller Gap Approach could be a better fit option.

A campus may also consider a Blended Approach if there is one Bigger Gap EA that they have answered "yes" to most or all of the questions. They may then choose one Bigger Gap EA and one or more Smaller Gap EAs.

Bigger Gap	*1. Are the necessary underlying systems and structures in place to support the development of an EA?*
	2. Does the EA align with a significant district-led priority and/or will there be district-level support around high quality implementation of an EA?
	3. Is there already significant work underway to address an EA through a partnership with a capacity builder or could the campus feasibly begin work with a capacity builder in this area?

Focus Area Identification

Approach	Rationale
Bigger Gap Approach	There are underlying systems and structures in place to support needed adjustments for instructional planning; monitoring planning, instruction, and assessment; and data analysis. The district is supporting the campus by allocating instructional coaches for planning and coaching and through training on data retrieval, analysis, and tracking. To further develop capacity, the campus will utilize district-level curriculum personnel as well as resources including the Region 4 Education Service Center and Lead4ward. With support in these area, the campus will address and improve in the the three identified bigger gap essential actions.

Focus Areas for Improvement	Rationale
Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence	In past Planning PLCs, there may not have been a dedicated focus on analyzing data and reteaching. Planning PLC agendas have been modified to incorporate specific discussion of instructional materials, data analysis, and reteaching. Classroom observations may have been focused more on instructional techniques and student learning and response through those techniques rather than on the instructional materials used. It is assumed that instructional materials are accommodated/modified to support students with disabilities. Future observations will focus not only on instructional technique and student learning, but also on the implementation of instructional materials with accommodations/modifications for students with special needs.
Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	The lesson plan template currently used focuses on the learning standard, the objective of the lesson, higher order thinking questions, and formative assessments to check for understanding. Most lessons are not written as a measurable student learning output. Most lessons are not written with enough detail for another teacher to use the plan. The lesson plan template will be adjusted to incorporate components of the the success criteria outlined in the key practice of Essential Action 5.1. Additionally, administrators will review the content of plans with greater frequency and provide timely feedback.
Essential Action 5.3: Data-driven instruction	Previous campus practices indicate a need for a more focused concentration on data analysis used to inform instruction. Planning PLC and vertical team meeting agendas will be adjusted to incorporate analysis of student data and student misconceptions. Discussions will include effective instructional strategies, instructional adjustments needed to address the needs of struggling learners, as well as plans for reteaching. Formative assessment data will be tracked and submitted weekly; goal setting and data-tracking will occur with each student; and progress tracking displays will be posted in classrooms and hallways.

Barrier Analysis			
Directions			
The purpose of the Barrier Analysis Tool is to name the specific barriers that may arise or may have arisen in the past when working to implement a given Essential Action with fidelity. By naming these barriers proactively, the campus can effectively build structures and actions into their Targeted Improvement Plan to address them. 1. The focus areas the campus identified will automatically populate in Column A. 2. For each focus area, gather relevant stakeholders to discuss potential barriers. The conversation may be structured around the behaviors, mindsets, and resources that may serve as barriers. 3. Indicate the barriers surfaced for each Focus Area in Columns B, C, and D.			

Focus Areas for Improvement Barrier Analysis			
Focus Areas	**Barriers to Proactively Plan to Address**		
	Behaviors	*Mindsets*	*Resources*
Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence	Requiring teachers to focus solely on the objective of the plan and the formative assessment may have diminished the emphasis on the selection of instructional materials needed to accomplish the objective. There are varying levels of discussion centered on the specific selection of instructional materials to ensure tha appropriate level of rigor and adjustments to be made for struggling students.	Brief discussion during Planning PLCs of a few instructional materials that could be used to teach learning standards throughout the week is sufficient.	Time is a factor for teachers in holding in-depth discussions centered on the selection of instructional materials. Instructional materials available may not all be at the appropriate level to address the rigor needed for success on STAAR.
Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	Without a template for lesson planning required, submitted plans were varied and some minimal. With a template requiring specific components for lesson planning, the template is viewed as an imposed mandate and restrictive. Administrators are reviewing lesson plans for completion more than content and are not providing feedback.	Submission of lesson plans may be viewed more as an administrative requirement to be met than as a useful instructional plan for teachers to use to assist students in achieving a clearly defined curricular goal.	Time is a factor for teachers in developing detailed, daily lesson plans. Time is a factor for administrators to review each plan and provide feedback.
Essential Action 5.3: Data-driven instruction	Data is reviewed after assessments and analysis is conducted to determine the why behind the results. There are varying levels of discussion centered on student errors and misconceptions and future plans for reteaching.	Poor results are indicative of insufficient vertical alignment, insufficient coverage of learning standard, insufficient materials to teach the learning standard, and/or level of difficulty of the assessment.	Lack of time spent discussing student errors, misconceptions, effective instructional strategies, and reteaching opportunities is a factor in effectively analyzing data to inform instruction.

District Commitments Theory of Action

Directions

The purpose of the District Commitment Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

1. In Focus Areas for Improvement, choose the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic) from the drop-down menu. The select the Prioritized Levers under which these Essential actions fall.

2. In District Commitments to Support the Implementation of Focus Areas for Improvement, use the drop-down menus to select 1-3 district commitments from each of the Prioritized Levers that the campus' focus areas fall under.

3. Develop the if/and statements in the District Commitment Theory of Action based on the district commitments you selected in the section above.

Table of Contents

Focus Areas for Improvement

Campus Identified Focus Areas for Improvement	Prioritzed Lever
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	Prioritized Lever 4: High Quality Curriculum
5.1 Objective-driven daily lesson plans with formative assessments.	Prioritized Lever 5: Effective Instruction
5.3 Data-driven instruction.	Prioritized Lever 5: Effective Instruction

District Commitments to Support the Implementation of Focus Areas for Improvement

Prioritized Lever 1	Prioritized Lever 2	Prioritized Lever 3	Prioritized Lever 4	Prioritized Lever 5

District Commitment Theory of Action

If....	
And....	
And....	
And....	
And....	
Then...	

Essential Action 1.1

Observations	Artifacts
Schoolwide routines: Campus leader roles and	Leadership team job descriptions
Campus Leader team meetings: meeting facilitation,	Leadership team sample calendars
Teacher team meetings: meeting facilitation, activities,	Leadership team member goals and performance
Other	Leadership team meeting agendas and minutes

Essential Action 2.1

Observations	Artifacts
Teacher leader facilitation of teacher team meeting	Teacher recruitment materials
Teacher induction training	Staff selection tools (rubrics, questions, performance
Teacher leader training	Induction schedules and content
Other	Staff culture survey with data
	Teacher retention data differentiated by performance
	Teacher assignment charts with rationale provided
	Teacher leadership selection criteria

Essential Action 3.1

Observations	Artifacts
Morning Arrival	School vision, mission, values artifacts
Dismissal	School vision, mission, goals development process
Hallway transitions	Campus Improvement Plan that includes mission, vision,
Cafeteria procedures and behavior	Schoolwide student culture routines, procedures, systems
Campus Artifacts (posters, posted rules, bulletin boards,	Campus climate surveys with questions, results, response
Classroom systems and routines	
Teacher>Student interactions	
Student>Student interactions	
Classroom Artifacts (posters, posted rules, bulletin	
Artifacts related to school mission, vision, values	
Artifacts related to schoolwide routines, procedures,	

Essential Action 4.1

Observations	Artifacts
Classroom observation: use of instructional materials	Sample Scope and Sequences
Teacher team meeting observation: meeting agenda,	Sample Unit Plans
Teacher professional development	Sample Assessments
Other	Sample Instructional Materials

Essential Action 5.1

Observations	Artifacts
Classroom observation: lesson plan execution	Lesson Plan templates
Teacher team meeting observation: meeting agenda,	Lesson Plan samples with formative assessments
	Lesson Plan samples with feedback provided
	Lesson Plan submission and feedback cycle expectations

Essential Action 5.3

Observations	Artifacts
Visible evidence of student goals and progress towards	PLC/Data Meeting Agendas
Teacher team meeting observation: meeting agenda,	Sample PLC/Data Meeting minutes
Leadership team meeting observation: meeting agenda,	Progress monitoring and tracking tools
Other	Sample reteach plans
	Assessment Calendar