

EFFECTIVE SCHOOLS FRAMEWORK



The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military.

The goal of the Effective Schools Framework (ESF) is to provide a clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school. The ESF was developed in conjunction with school and district leaders and included a national review of research about what makes high-performing schools excellent. The ESF is part of the TEA's five-year strategic plan and is the starting point for improving internal technical assistance capacity and aligning partners (ESCs, external vendors, etc.) to support the continuous improvement of Texas school districts and campuses. In the spirit of our commitment to data-driven inquiry and the "Plan, Do, Assess" model, we will continuously evaluate the framework to examine effectiveness and make modifications as needed.

At the core of effective schools is effective instruction: interactions between students, teachers, and content determine learning outcomes. This instructional core is strengthened and supported by strategic staffing, high-quality instructional materials and assessments, and positive school culture. Strong school leadership and careful planning encompass and ensure each of these prioritized levers.

The Effective Schools Framework consists of a set of district commitments and, for schools, essential actions. **DISTRICT COMMITMENTS** describe what local education agencies do to ensure that schools are set up for success. The **ESSENTIAL ACTIONS** describe what the most effective schools do to support powerful teaching and learning. Beneath each Essential Action is a set of descriptions that define high level performance.

The first essential action listed under each priority is **FOUNDATIONAL**—schools need to address the foundational actions before moving to those that follow. For clarity, these are framed and correspond to the ESF graphic above.

How is the ESF Structured?

The Effective Schools Framework contains several layers. First, there are 5 **Levers** that are essential for high performing campuses. Then, within each lever you will find **District Commitments, Essential Actions,** and **Key Practices**. Each Key Practice is further defined by the **Success Criteria** which illustrate what it looks and sounds like when implemented with fidelity.

Lever

The lever is the larger category that high-performing campuses focus on. The ESF is made up of five levers. The components in each lever are the actionable elements to improve student outcomes.

District Commitments

Under each lever you will find the District Commitments. The District Commitments describe what *district leaders* do to ensure their schools are set up for success. They serve as the foundational structures and systems upon which school-based best practices can be built. This section identifies the actions and assurances taken by the superintendent and district coordinator for school improvement (DCSI).

Essential Actions

Within each lever you will find Essential Actions. The Essential Actions describe what the most effective schools do to support powerful teaching and learning under a specific lever.

Foundational Essential Actions

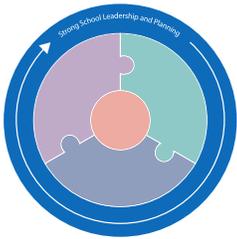
The first Essential Action in each lever is considered Foundational. Foundational Essential Actions should be addressed first in continuous improvement efforts, as they provide the foundation upon which the other essential actions develop. Campus leaders should identify two to three Foundational Essential Actions from the entire framework to focus continuous improvement efforts.

Key Practices

Each Essential Action includes a set of Key Practices that define what the essential action entails when implemented with fidelity. Campus leaders can utilize Key Practices to define action steps taken to achieve Essential Action Practices.

Success Criteria

The Success Criteria further defines the Key Practice as “lookfors” or evidence. If the Key Practice is being implemented with fidelity, the success criteria can be collected or observed as evidence of success.



Lever 1 / Strong School Leadership and Planning

Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor campus systems and structures that are aligned to a compelling school mission, vision, values, and goals rooted in student achievement.

District Commitments:

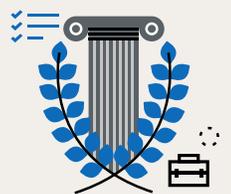
- ▶ The district places its most effective school leaders in its highest- need schools.
- ▶ The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.
- ▶ The district provides opportunities for ongoing support and coaching of the campus leader.
- ▶ The district provides the campus with adequate funding and sufficient control over its budget to ensure access to necessary resources for the implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.
- ▶ The district supports principals by protecting their time dedicated to school instructional leadership.
- ▶ The district ensures that principal supervisors have the necessary authority to create conditions for school success (e.g., remove barriers).
- ▶ The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g., manageable span of control, time dedicated to instructional practices).
- ▶ The district has support systems in place to collaborate with school leaders to share the district's vision and mission and establish clear expectations for the district's community to help the school reach common goals.

Essential Actions:

1.1

Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities

- Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).
- Performance expectations are clear, written, measurable, and match the job responsibilities.
- Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.
- Campus instructional leaders meet weekly to focus on student progress and formative data.
- Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.



1.2

Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction

- Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.
- Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.
- Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

1.3 Focused plan development and regular monitoring of implementation and outcomes

- There is an improvement plan in place with few focused priorities, clear timelines, milestones, metrics, and task owners that address the root causes of low performance.
- Campus leaders monitor plan implementation and hold task owners accountable for execution of the work.
- Campus leaders regularly use data and other evidence to track progress towards intended outcomes.
- If milestones and benchmarks are not met, campus leaders make modifications to reach the required result.
- Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly.

Effective Schools Framework Theory of Action

The Effective Schools Framework is a tool intended for all Texas schools. The Texas Education Agency (TEA) has codified all researched best practices into one common framework that should be used by district and campus leaders to improve system effectiveness and student outcomes.

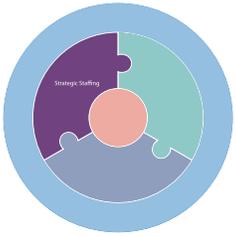
If districts and schools:

Build a common vision of the highest leverage school practices (ESF);

- » **and** assess their current practices in relation to that vision (self-assessment/diagnostic);
- » **and** prioritize the identified gaps;
- » **and** connect to effective capacity builders to help them in this work (Vetted Improvement Partners);
- » **and** receive ongoing, targeted support during plan implementation and change management;

Then, schools and student outcomes will improve.





Lever **2** / Strategic Staffing

Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and inducting teachers so that all students have access to high-quality educators.

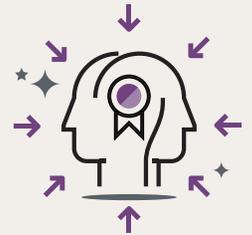
District Commitments:

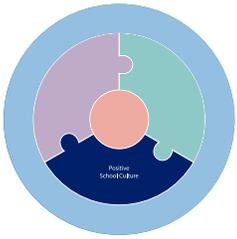
- ▶ The district provides the campus with sufficient control over teacher hiring and placement.
- ▶ The district provides incentives for the strongest teachers to work in the lowest-performing schools.
- ▶ The district effectively recruits adequate numbers of qualified candidates.
- ▶ The district has timely, efficient, and responsive hiring processes.
- ▶ The district makes it possible for high-needs schools to be fully staffed by July 1st.
- ▶ The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction.
- ▶ The district provides an evaluation system that identifies low and high performers and allows for opportunities to remove low performing staff.
- ▶ District policies and practices ensure that campuses have effective, well-supported teachers.

Essential Action:

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

- The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.
- Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals.
- Campus leaders implement targeted and personalized strategies to retain high-performing staff.
- Teacher placements are strategic based on student need and teacher strengths.
- Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.
- Preferred substitutes are recruited and retained.





Lever **3** / Positive School Culture

Campus systems support positive school culture through explicit behavioral expectations, school-wide culture routines, proactive and responsive student support services, and involved families and communities.

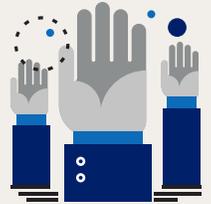
District Commitments:

- ▶ The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).
- ▶ The district provides data systems to track pertinent school culture data (e.g., discipline referrals, attendance, campus climate).
- ▶ The district provides campuses with access to external student support services.
- ▶ The district ensures that campus buildings are well maintained, safe, and conducive to learning.
- ▶ District policies, practices, and support align with and promote positive school culture.

Essential Actions:

3.1 Explicit school-wide behavioral expectations and culture routines

- Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.
- Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.
- Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.

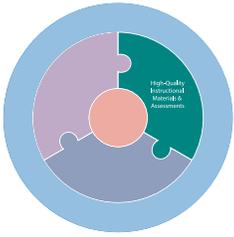


3.2 Proactive and responsive student support services

- The school has a campus-wide program to proactively teach mental health and wellness skills to students.
- School staff meets frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs.
- Students are provided with the support services (e.g., counseling, mentoring, external service referrals) that address their needs.

3.3 Involving families and community

- The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning.
- Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success.
- Multiple communication strategies with families are integrated into teacher roles and responsibilities.
- Family and community engagement and impact data are reviewed regularly, and plans are adapted as needed.



Lever **4** / High-Quality Instructional Materials and Assessments

All students engage daily with TEKS-aligned, high-quality instructional materials and assessments that support learning at appropriate levels of rigor.

District Commitments:

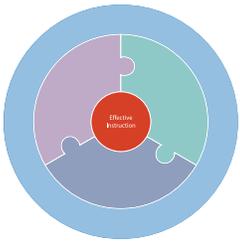
- ▶ District policies support the effective use of standards-aligned, high quality instructional materials and assessments.
- ▶ The district provides access to interim assessments aligned to the standards and the expected level of rigor.
- ▶ When instructional materials are adopted, the district provides the campus with standards-aligned, high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.
- ▶ When instructional materials are developed, the district provides tools and resources to support the development of unit and daily lesson plans, aligned assessments, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation.
- ▶ The district ensures campuses have an assessment calendar aligned to the scope and sequence.

Essential Action:

4.1 Daily use of high-quality instructional materials

- Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.
- Campus clearly outlines purpose of each assessment, when it is administered and how results are used to support student learning.
- When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.
- When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.





Lever **5** / Effective Instruction

Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

District Commitments:

- ▶ The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, leading effective professional development, and observation and feedback).
- ▶ District policies, practices, and provided resources support effective instruction in schools.
- ▶ For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.
- ▶ The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).
- ▶ The district has effective systems for identifying and supporting struggling learners.
- ▶ The district provides an interim data assessment platform to capture assessment data by item and student level.
- ▶ The district's annual academic calendar includes days for school based professional development activities that align with the assessment calendar and allow for data-driven reflection.

Essential Actions:

5.1 Professional development for effective classroom instruction

- Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.
- Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.
- Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.



5.2 Build teacher capacity through observation and feedback cycles

- Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.
- Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.
- Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.
- Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.

5.3 Data-driven instruction

- Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.
- Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.
- Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.
- Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

5.4 MTSS for students with learning gaps

- All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year.
- All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions.
- Teachers or other school staff keep families informed and involved in the process of providing interventions for struggling learners.

Effective Schools Framework Diagnostic

To ensure campuses and districts are appropriately prioritizing **Essential Actions** for continuous improvement efforts, the ESF Diagnostic Process serves as an effective tool to clearly identify strengths and areas of growth through the lens of an unbiased ESF Facilitator. Through this process a campus can guarantee they are putting effort into the highest leverage action steps and narrow their focus to improve student outcomes

The ESF Diagnostic process is a collaborative effort between the campus and district leadership team facilitated by a trained ESF Facilitator. District leadership support throughout this process is critical as district commitments are the enabling factor for campus success. The diagnostic process will require campus and district leadership to walk side-by-side through reflection and evidence collection activities that support the overall analysis of campus practices and determine district commitments.

The results of an ESF Diagnostic provide a detailed final report that clearly outlines synthesized evidence collected from artifacts, observations, and focus groups, aligned specifically to the Effective Schools Framework. The trained ESF Facilitator will facilitate discussion between the campus and district leadership, using the evidence to collaboratively determine the prioritized focus areas for improvement. The final report will be left as a tool for the district and campus to use to refine their goals and action steps to locally improve student outcomes.

Success Criteria

Success Criteria further define Key Practices as evidence or look-fors. During an ESF Diagnostic, the trained ESF Facilitator will collect and analyze evidence against the defined Success Criteria for each Key Practice. For example in Essential Action 1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Key Practice	Success Criteria	
Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).	<ul style="list-style-type: none"> 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. 	
Artifacts	Observations	Stakeholder Feedback
A facilitator will request artifacts related to the list of responsibilities and weekly calendars as reflected in the success criteria.	A facilitator will observe during the campus visit to determine if leaders are enacting responsibilities outlined in artifacts to include daily responsibilities and attending weekly meetings.	During focus groups and interviews, the facilitator will confirm that the practices are taking place consistently and are regularly monitored.

Make a commitment to consistently monitor practices through quick data collections using Success Criteria as your baseline. What artifacts and observable evidence have you collected to determine implementation? How would stakeholders (teachers, students, parents) explain the consistency and fidelity of these practices?

Essential Actions Success Criteria

Lever #1: Strong School Leadership and Planning

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

Key Practice	Success Criteria
<p>Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive list of responsibilities, including teachers assigned for supervision. <input type="checkbox"/> Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings.
<p>Performance expectations are clear, written, measurable and they match job responsibilities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year.
<p>Campus instructional leaders use consistent written protocols and processes to lead their department, grade level teams, or other areas of responsibility.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings.
<p>Campus instructional leaders meet weekly to focus on student progress and formative data.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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.
<p>Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Principals' calendar: <ul style="list-style-type: none"> <input type="checkbox"/> Reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings). <input type="checkbox"/> Includes modeling the use of these tools and techniques. <input type="checkbox"/> Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement.

Essential Actions Success Criteria

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

Key Practice	Success Criteria
<p>Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Creation and refinement of mission, vision, values, and goals include the authentic and collaborative involvement and investment of administrators, teachers, staff, parents, and students. <input type="checkbox"/> Campus leaders have a system for gathering student, staff, and family feedback and respond with transparency.
<p>Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Campus vision, mission, values, and/or goals articulate: <input type="checkbox"/> High expectations and shared ownership for student success <input type="checkbox"/> Ambitious student learning through rigorous and engaging lessons <input type="checkbox"/> Support for teachers to implement high leverage teaching practices <input type="checkbox"/> Goals are set for student outcomes and implementation progress metrics aligned to highest priority curriculum and instruction strategies.
<p>Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Practices and policies are captured in writing and consistently implemented with fidelity. <input type="checkbox"/> 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. <input type="checkbox"/> Artifacts in the classrooms and hallways reference the mission and/or vision in addition to aligned practices and policies. <input type="checkbox"/> Staff can articulate the school's mission, vision, and values and share how classroom and schoolwide routines, procedures, and policies reflect them.

Essential Actions Success Criteria

Lever #2: Strategic Staffing

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

Key Practice	Success Criteria
The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships. <input type="checkbox"/> Uses referrals from current high-performing teachers in the recruitment and selection of staff. <input type="checkbox"/> Develops and strategically deploys marketing materials that present the school as an attractive place to work. <input type="checkbox"/> Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate.
Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals.
Campus leaders implement targeted and personalized strategies to retain high-performing staff.	<ul style="list-style-type: none"> <input type="checkbox"/> High-performing teachers are identified based on improving student outcomes and willingness to learn and develop. <input type="checkbox"/> Personalized strategies are employed to retain high performing staff including leadership opportunities and recognition.
Teacher placements are strategic based on student need and teacher strengths.	<ul style="list-style-type: none"> <input type="checkbox"/> 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.
Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.	<ul style="list-style-type: none"> <input type="checkbox"/> Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills. <input type="checkbox"/> Targeted training includes adult facilitation and team dynamics. <input type="checkbox"/> Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching.
Preferred substitutes are recruited and retained.	<ul style="list-style-type: none"> <input type="checkbox"/> Effective substitutes are identified and prioritized in short-term placement/deployment. <input type="checkbox"/> Ineffective substitutes are also identified and de-prioritized/prohibited.

Essential Actions Success Criteria

Lever #3: Positive School Culture

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

Key Practice	Success Criteria
<p>Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Campus leadership has communicated clear school-wide expectations for student and adult actions to both staff and students. <input type="checkbox"/> Campus calendar indicates dedicated time for training and ongoing professional development focused on classroom culture and management. <input type="checkbox"/> Teachers and campus leaders use a framework for classroom management that features high leverage practices to maximize instruction and facilitate a productive learning environment (setting clear behavioral expectations, routines and procedures, physical classroom layout, and student engagement strategies). <input type="checkbox"/> Campus leaders develop teachers to build a sense of belonging in their classrooms through setting high academic expectations, soliciting and responding to student feedback, and providing equitable opportunities for classroom participation.
<p>Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School wide routines include steps for students that are clear, action-oriented, and easy to remember. <input type="checkbox"/> School wide routines include clear steps for adults to take to support students in meeting the expectations of routines. <input type="checkbox"/> Staff and students demonstrate safe and effective transitions and describe the routines for safe and effective transitions and gatherings, such as class changes and student meals.
<p>Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clear campus-wide guidelines exist for immediate next steps when a student does not fully meet expectations. <input type="checkbox"/> There is a system of rewards and consequences within the school-wide behavior system that is consistently implemented. <input type="checkbox"/> Staff uses consistent responses to student behaviors. <input type="checkbox"/> Schools have a system in place that positively reinforces students who model expectations and demonstrate behaviors that reflect campus values.

Essential Actions Success Criteria

Lever #4: High-Quality Instructional Materials & Assessments

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

Key Practice	Success Criteria
<p>Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional materials, including yearly scope and sequences, unit plans, and lesson plans, fully cover the TEKS and ELPS. <input type="checkbox"/> Instructional materials include research-based instructional strategies for RLA, specifically explicit and systematic practice with foundational literacy skills, as well as practice with grade-level complex texts, text-based responses, and building knowledge and vocabulary. <input type="checkbox"/> Instructional materials are aligned to research-based instructional strategies for math, specifically balancing conceptual and procedural skills and fluency, ensuring time and effort is focused on the most important topics and TEKS, concepts connect across units and grade levels, and students have opportunities for productive struggle with math problems. <input type="checkbox"/> Instructional materials connect within and across grade levels, resulting in a strategic progression of learning so that new understandings are built on previous foundations. <input type="checkbox"/> Instructional materials include implementation supports for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations.
<p>Campus clearly outlines purpose of each assessment, when it is administered and how results are used to support student learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessments throughout the year build up to at least the same rigor as the top-line assessment (STAAR, ACT, AP, etc.) in alignment with the scope and sequence. <input type="checkbox"/> Interim assessments are used to measure mastery of grade level standards at a specific point in time and not used to make instructional decisions. <input type="checkbox"/> Formative assessments are used to measure progress towards mastery of specific grade level standard(s) and support instructional decision making in alignment with the curriculum design.
<p>When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Campus leaders regularly monitor the usage and implementation of provided adopted materials as designed. <input type="checkbox"/> Campus leaders provide feedback on teacher pacing and adherence to the level of rigor in the materials, including the use of student diagnostic and progress monitoring data. <input type="checkbox"/> Campus leaders provide the support and resources for teachers to engage in regular internalization protocols, resulting in teachers understanding the lesson outcomes and activities of lessons. <input type="checkbox"/> Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate.
<p>When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Campus leaders provide professional development and review lesson plans for alignment between standards, daily objectives, knowledge and skills throughout the lesson, and exit tickets. <input type="checkbox"/> Campus leaders provide professional development and review lesson plans and give feedback to ensure lesson activities are in alignment with the objective of the lesson as well as content-specific research-based instructional strategies. <input type="checkbox"/> Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate. <input type="checkbox"/> Campus instructional leaders ensure lessons feature embedded formative assessments and use that data to inform their instruction.

Essential Actions Success Criteria

Lever #5: Effective Instruction

Essential Action 5.1: Professional development for effective classroom instruction

Key Practice	Success Criteria
<p>Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.</p>	<ul style="list-style-type: none"> ❑ Teachers and campus leaders use frameworks for content specific pedagogical practices that reflect research based instructional strategies and are aligned to campus instructional materials (for example, in math pushing students to choose appropriate tools or techniques to solve problems). ❑ Leaders provide teachers with effective initial training and ongoing support to ensure instruction contains content specific pedagogical practices. ❑ Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices.
<p>Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.</p>	<ul style="list-style-type: none"> ❑ Teachers and campus leaders use a framework for instruction that contains high leverage practices relevant in any content (independent practice, monitoring student work, strategies that place cognitive lift on students such as wait time, encouraging discourse, and requiring evidence to support claims). ❑ Teachers and campus leaders use a framework for instruction that contains high leverage practices for affirming students' needs and experiences (e.g., activating prior knowledge, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives). ❑ Leaders provide teachers with effective up-front training and ongoing coaching to ensure instruction contains best practice in any subject, including affirming students' needs and experiences. ❑ Campus calendar indicates dedicated time for training and ongoing job embedded professional development on universal best teaching practices.
<p>Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.</p>	<ul style="list-style-type: none"> ❑ Campus calendar indicates dedicated time for training and ongoing professional development focused on differentiation of tier 1 instructional materials for all learners. ❑ Campus-wide training and professional development focuses on the incorporation of proactive instructional approaches that address flexibility in the way information is presented, how students respond and demonstrate understanding, and how students engage in instruction. ❑ Campus-wide training and ongoing support leads teachers to be responsive to IEP goals, goals for students who are Emergent Bilingual and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution.

Essential Actions Success Criteria

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

Key Practice	Success Criteria
<p>Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.</p>	<ul style="list-style-type: none"> ❑ Campus observation tools feature a list of teaching practices involving both management/engagement and rigor (for example, high quality instructional materials observation tools, T-TESS, Get Better Faster, Teach Like a Champion, etc.). ❑ Campus leaders have a system to observe and track the level of teacher implementation of teaching practices as well as progress over time.
<p>Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.</p>	<ul style="list-style-type: none"> ❑ Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results. ❑ All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year.
<p>Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.</p>	<ul style="list-style-type: none"> ❑ Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable. ❑ Teacher goals or action steps are responsive to the teacher's current proficiency. ❑ Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement.
<p>Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.</p>	<ul style="list-style-type: none"> ❑ During observation debrief conversations, instructional leaders check-in with teachers on their progress with prior development goals, giving feedback on their implementation. ❑ Instructional leaders clearly communicate the area of focus, goal, or action step to the teacher. ❑ Instructional leaders show a model of the practice they would like teachers to implement, and discuss with the teacher how and when to implement the practice in their classroom. ❑ Teachers practice, set a time to implement the goal or action step, and receive feedback on their area of focus.

Essential Actions Success Criteria

Essential Action 5.3: Data-driven instruction

Key Practice	Success Criteria
<p>Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment calendars include windows for data analysis. <input type="checkbox"/> Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions. <input type="checkbox"/> Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor, determine the impact of instruction, and make decisions alongside teachers to improve instruction.
<p>Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the task, any related texts and standards and create or internalize the exemplar: Unpack the standard into knowledge and skills, create or internalize the teacher exemplar to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery. <input type="checkbox"/> Analyze and sort student work: categorize student work into high, medium, and low levels of mastery, and analyze to look for trends in student misconceptions. <input type="checkbox"/> Identify the highest leverage gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding that if corrected would yield the greatest increase in mastery. <input type="checkbox"/> Plan the response: Identify adjustments to make to upcoming instructional opportunities where students will revisit unmastered concepts and/or concepts foundational to the current or upcoming unit of instruction. <input type="checkbox"/> Practice the response: Stand and deliver portions of your planned instructional response with real-time feedback, repeating as necessary until practice is strong. <input type="checkbox"/> Follow Through: Write the corrective instruction action plan, including the identified gap and when the planned response will take place, specific students to be addressed, and the follow-up date for reassessment and further data review.
<p>Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The master schedule includes at least one block weekly for teacher teams to meet for the purpose of reflecting on student work. <input type="checkbox"/> Teacher team meeting agendas are developed utilizing a common protocol. <input type="checkbox"/> Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery.
<p>Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All classrooms include at least one visible student progress tracking artifact, which is regularly updated. <input type="checkbox"/> Campus hallways include at least one visible student progress tracking artifact, which is regularly updated.

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