



Third Future Schools

TFS-TX Board Meeting

October Meeting

Published on October 16, 2022 at 1:08 AM MDT

Date and Time

Wednesday October 19, 2022 at 11:00 AM MDT

Location

Online via [Zoom](#)

Agenda

	Purpose	Presenter	Time
I. Opening Items			11:00 AM
A. Call the Meeting to Order			
B. Record Attendance			1 m
II. Public Comments			11:01 AM
2 min. each up to 30 min.			
A. Public Comments	Discuss		30 m
Citizens who wish to address the Board during the Public Comment section of the meeting may sign up to speak using this form https://tinyurl.com/tfs-texas . Requests must be received at least two hours prior to the meeting.			
III. Consent Agenda & Minutes			11:31 AM
Systems and processes			

	Purpose	Presenter	Time
A. Approval of Agenda	Vote		
B. Approval of Minutes	Approve Minutes		1 m
IV. Beginning of School			11:32 AM
Instruction and operations			
A. Beginning of school (school leadership, enrollment, staffing, general operations)	Discuss		10 m
a. SHES			
b. ECP			
c. Mendez MS			
V. School Improvement Plans			11:42 AM
Performance outcomes			
A. School improvement plans	FYI		5 m
For approval			
VI. Finance			11:47 AM
A. Finance	FYI		10 m
1. Update on budget			
2. Dispute with MISD on district services			
VII. TFS Strategic Vision and the Coperni Project (update)			11:57 AM
Vision and strategy			
A. TFS Strategic Vision and the Coperni Project (update)	Discuss		15 m
a. Expansion			
b. Coperni Project			
VIII. Other			12:12 PM
Instruction and Operations			
A. Other	Discuss		10 m
a. Report cards			
b. 2nd Quarter Focus			

	Purpose	Presenter	Time
IX. Parent complaint/concern			12:22 PM
Governance			
A. Parent complaint/concern	Discuss		15 m
Parent complaint/concern – Denise Hill against Mendez MS regarding her daughter Latonya Hill			
X. Board vacancy			12:37 PM
Governance			
A. Board vacancy	FYI		5 m
XI. Board Conflict of Interest statements (for signatures)			12:42 PM
Governance			
A. Board Conflict of Interest statements (for signatures)	FYI		1 m
XII. Board school safety training			12:43 PM
Governance			
A. Board school safety training (SBOE - School Safety Training - TEA Learn)	FYI		2 m
SBOE - School Safety Training - TEA Learn			
XIII. TFS-TX Board reporting schedule for 2022-2023 school year			12:45 PM
Governance			
A. TFS-TX Board reporting schedule for 2022-2023 school year	FYI		3 m
Next meeting 16 November via Zoom			
XIV. Closing Items			12:48 PM
A. Adjourn Meeting	Vote		1 m

Coversheet

Approval of Agenda

Section: III. Consent Agenda & Minutes
Item: A. Approval of Agenda
Purpose: Vote
Submitted by:
Related Material: TFS-TX Board Agenda -- 19 Oct 2022 -- draft.pdf



TFS-TX Board Meeting Agenda – 19 Oct 2022

11:00 a.m. to 12:00 p.m. CT – Zoom meeting

A meeting of the Board of Directors of Third Future Schools-Texas will be held on Wednesday, October 19, 2022, beginning at 11:00 a.m. CT. This meeting will be held via videoconference (Zoom) at the following link:

<https://us06web.zoom.us/j/9417910427>

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Citizens who wish to address the Board during the Public Comment section of the meeting may sign up to speak using this form <https://tinyurl.com/tfs-texas>. Requests must be received at least two hours prior to the meeting.

TFS-TX Board Agenda		
Agenda Item	Time Use Tracker	Estimated Time
I. Call to Order	Other	1 min.
II. Public Comments	Synergy and Teamwork	2 min. each up to 30 min.
III. Consent Agenda a. Approval of agenda b. Approval of minutes for 17 August 2022	Systems and Processes	1 min.
IV. Beginning of school (school leadership, enrollment, staffing, general operations) a. SHES b. ECP c. Mendez MS	Instruction and operations	10 min.
V. School Improvement Plans – for approval	Performance outcomes	5 min.
VI. Finance a. Update on budget b. Dispute with MISD on district services	Finance	10 min.
VII. TFS Strategic Vision and the Coperni Project (update) a. Expansion b. Coperni Project	Vision and Strategy	15 min.
VIII. Other a. Report cards b. 2 nd Quarter Focus	Instruction and operations	10 min.

IX. Parent complaint/concern – Denise Hill against Mendez MS regarding her daughter Latonya Hill	Governance	15 min.
X. Board vacancy	Governance	5 min.
XI. Board Conflict of Interest statements (for signatures)	Governance	1 min.
XII. Board school safety training (SBOE - School Safety Training - TEA Learn)	Governance	2 min.
XIII. TFS-TX Board reporting schedule for 2022-2023 school year; next meeting 16 November via Zoom	Governance	3 min.
XIV. Adjourn	Other	1 min.

Documents:

1. Board Agenda – 19 October 2022
2. Board Minutes – 17 August 2022
3. School Improvement Plans for ECP, SHES, and Mendez MS
4. Updated budget spreadsheet
5. Coperni Project One-Pager
6. Parent complaint from Denise Hill
7. Conflict of Interest form
8. Board reporting schedule

Coversheet

Approval of Minutes

Section:	III. Consent Agenda & Minutes
Item:	B. Approval of Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	TFS-TX Board Minutes -- 17 Aug 2022 -- draft.pdf



TFS-TX Board Meeting Minutes – 17 Aug 2022

11:00 a.m. to 12:00 p.m. CT – Zoom meeting

A meeting of the Board of Directors of Third Future Schools-Texas will be held on Wednesday, August 17, 2022, beginning at 11:00 a.m. CT. This meeting will be held via videoconference (Zoom) at the following link:

<https://us06web.zoom.us/j/84759007719>

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Citizens who wish to address the Board during the Public Comment section of the meeting may sign up to speak using this form <https://tinyurl.com/tfs-texas>. Requests must be received at least two hours prior to the meeting.

Attendance: Conrad Coleman, Dorothy Reyes, Martina Van Norden, Shameka Johnson, Brandon Thurston, Welton Blaylock, Sandi Massey, James Terry, Michele Moore, Nicole Gabriel, Mike Miles, Jessica Lopez, Delinda Castro, Tori Vasquez, Zach Craddock

TFS-TX Board Agenda		
Agenda Item	Time Use Tracker	Estimated Time
I. Call to Order-meeting called to order at 11:07 am	Other	1 min.
II. Public Comments-no public comments were registered	Synergy and Teamwork	2 min. each up to 30 min.
III. Consent Agenda <ul style="list-style-type: none"> a. Approval of agenda b. Approval of minutes for 23 June 2022 c. Motion by Reyes, second by Van Norden, all approve 	Systems and Processes	1 min.
IV. Beginning of school (school leadership, enrollment, staffing, general operations) <ul style="list-style-type: none"> a. SHES- Ms. Johnson provided a short update on the beginning of the year operations that included leadership, staffing and instruction. b. ECP- Mr. Blaylock provided a short update on the beginning of the year operations that included leadership, staffing and instruction. c. Mendez MS- Dr. Thurston provided a short update on the beginning of the year 	Instruction and operations	10 min.

operations that included leadership, staffing and instruction.		
V. Network Action Plan review (key improvements for the 2022-2023 school year)-Mr. Miles updated the board on the 22-23 Key Actions for TFS that will guide the work of the network this school year.	Instruction and operations	5 min.
VI. Update on STAAR accountability-Mr. Miles briefed the board on recent accountability rankings by TEA for each school. Final State Accountability ratings were a B (score of 86) for ECP, a B (score of 89) for Sam Houston, and an F (score of 53) or Mendez Middle School.	Performance outcomes	5 min.
VII. Finance <ul style="list-style-type: none"> a. Update on budget-Mr. Miles updated the board on the current budgets for all Texas schools. All budgets are sound and discussions are being had with AISD regarding finalizing the MMS budget agreements. b. Audit Engagement Letter (for possible approval)-Jim Terry asked the board to approve the audit engagement letter required by statute annually for our schools in Texas. Motion to approve by Reyes, second by Van Norden, all approved. 	Finance	10 min.
VIII. Executive Director of Schools evaluation (for possible approval)- Mr. Miles updated the board on new draft version of the evaluation for the Executive Director of Schools. Motion to approve by Reyes, 2 nd by Van Norden, all approved	School Leadership	10 min.
IX. TFS Strategic Vision and the Coperni Project <ul style="list-style-type: none"> a. Organization chart-Mr. Miles briefly reviewed the updated Org Chart and reviewed Network level positions b. Expansion- Likely to happen in Texas c. Coperni Project- Mr. Miles introduced to the board that discussions are occurring with TEA and TFS regarding expansion and turning around low performing schools in Texas. 	Vision and Strategy	15 min.
X. Board vacancy-open position still remains. Mr. Miles will continue to review resumes and forward viable candidates to the board members.	Governance	5 min.
XI. Board Conflict of Interest statements (for signatures)-Signatures needed for TEA compliance	Governance	1 min.
XII. Board school safety training (SBOE - School Safety Training - TEA Learn) - Mr. Coleman will send document pertaining to this and asking that	Governance	2 min.

the board members complete the training prior to the October meeting.		
XIII. TFS-TX Board reporting schedule for 2022-2023 school year; next meeting 19 October, in person at Ector College Prep in Odessa, Texas.	Governance	3 min.
XIV. Adjourn- meeting adjourned at 12:09 pm.	Other	1 min.

Coversheet

School improvement plans

Section: V. School Improvement Plans
Item: A. School improvement plans
Purpose: FYI
Submitted by:
Related Material: Ector College Prep TIP for TEA 22-23 school year.xlsx
Sam Houston TIP for TEA 22-23 School Year.pdf
MMS TIP for TEA 22-23 School Year.pdf

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Ector College Prep TIP for TEA 22-23 school year.xlsx

Midland Independent School District

Sam Houston Collegiate Preparatory - TIP

2022-2023 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Mike Miles - TFS Charter
Nicole Gabriel

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

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Nicole Gabriel

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Nicole Gabriel

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Shameka Johnson

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

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

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

School Progress

What accountability goal has your campus set for this year?

Domain 2A Goal:

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

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

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

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

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

Closing the Gaps

What accountability goal has your campus set for this year?

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

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

Subject Areas and Student Groups

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

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

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

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

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

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

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: Fully Implemented

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Fully Implemented

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Fully Implemented

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

Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

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

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

Implementation Level: Fully Implemented

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

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

Who will you partner with?: Other

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

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

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

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

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

Desired 90-day Outcome: District leaders will ensure that 100% of the 2022-2023 teachers and school leaders are trained on the effective implementation of researched based teaching practices (TFS-Ready Characteristics and LSAE Model), spot observation expectations, and multiple response strategies (MRS). 100% of the teachers will begin the

process of effectively implementing the TFS Ready Characteristics and MRS in the classroom. 100% of the school leaders will begin the process of effectively utilizing the TFS Spot Observations to provide job embedded coaching and instructional analysis. District leaders will monitor the completion of weekly spot observations and coaching feedback documentation to ensure quality implementation. Campus leaders will monitor the effectiveness of teaching practices by utilizing a tracking tool to collect and average the scores documented on all spot observations. The average of the spot observation scores will be at a 5.5 or higher proficiency level at the end of this cycle.

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

Did you achieve your 90 day outcome?:

Why or why not?:

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

Step 1 Details	Reviews
<p>Action Step 1: Provide PD for teachers on the TFS-Ready characteristics, TFS Spot Observation Expectations, Coaching Model, and MRS Strategies during summer orientation, professional development days throughout the school year, ongoing job embedded coaching.</p> <p>Evidence Used to Determine Progress: Agenda, sign-in sheets, coaching documentation</p> <p>Person(s) Responsible: Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: TFS-Ready Characteristics (includes MRS Strategies), TFS Spot Observation and Coaching Documentation Forms</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: July 21, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Teachers in STAAR tested classrooms will utilize the TFS-Ready Characteristics and LSAE Model when planning and delivering lessons. Lessons will include the following: learning objectives , instructional activities with differentiation, multiple response strategies, and demonstration of learning (DOL) assessments.</p> <p>Evidence Used to Determine Progress: PLC Agendas, Lesson Plans, Differentiated Activities, and DOLs</p> <p>Person(s) Responsible: Teachers and Instructional Leaders</p> <p>Resources Needed: TFS-Ready Characteristics and the LSAE Model</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus leaders will utilize the TFS spot observation form to track the quality of instructional delivery.</p> <p>Evidence Used to Determine Progress: Tracking Data from the TFS Spot Observations</p> <p>Person(s) Responsible: Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: TFS Spot Observation Form</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Campus leaders will provide job embedded coaching daily for all teachers. The focus will be on delivering high quality lessons, and effectively utilizing multiple response strategies to maximize learning . Teachers will be identified for additional coaching and or support.</p> <p>Evidence Used to Determine Progress: Tracking Data from the TFS Spot Observations and Coaching Documents</p> <p>Person(s) Responsible: Campus Leaders</p> <p>Resources Needed: TFS Spot Observation Form and Coaching Documents</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 8, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Reviews
<p>Action Step 5: A master schedule will be provided for teachers that will include bi-weekly PLC time for data analysis and daily for lesson planning.</p> <p>Evidence Used to Determine Progress: Master Schedule</p> <p>Person(s) Responsible: Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: List of campus leaders and written expectations</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: August 3, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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

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

Who will you partner with?: Other

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

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

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

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

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

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

Did you achieve your 90 day outcome?:**Why or why not?:**

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

Step 1 Details	Reviews
<p>Action Step 1: Provide PD for teachers on the LSAE Model during summer orientation, professional development days throughout the school year, and on going daily job embedded coaching.</p> <p>Evidence Used to Determine Progress: Agenda, sign-in sheets, coaching documentation</p> <p>Person(s) Responsible: Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: TFS-Ready Characteristics (includes MRS Strategies), TFS Spot Observation and Coaching Documentation Forms</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: July 21, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers in STAAR tested classrooms will utilize the LSAE Model during instructional delivery. Daily, Monday - Thursday, after each 45 minute lesson the students will be given Demonstration of Learning (DOL) assessment. After analyzing the results of the assessment, during the next 45 min, the students will either be with the teacher for reteach or in a learning center working on an accelerated version of the content. Every other week, during PLC time, DOL cumulative data will be analyzed to inform quality of instruction for the two week period and to identify the focus for instruction on an extended Friday every other week.</p> <p>Evidence Used to Determine Progress: Tracking Data from the TFS Spot Observations and DOL data</p> <p>Person(s) Responsible: Teachers and Instructional Leaders</p> <p>Resources Needed: LSAE Model</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: LSAE Curriculum Developers (LCDs) and teachers will ensure daily instructional activities are differentiated at 4 levels, L (Learning), S1(Securing), S2(Securing), and A(Accelerating). They will also ensure all assessment items on daily DOLs and Checkpoint assessments are aligned to the rigor expectations defined in the Curriculum Maps.</p> <p>Evidence Used to Determine Progress: Daily instructional activities, Rigor of assessment items</p> <p>Person(s) Responsible: LCDs, Principal, Director of Instruction</p> <p>Resources Needed: Curriculum Maps, DOLs, and Checkpoint Assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: July 21, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: A master schedule will be provided for teachers that will ensure that identified students receive differentiated instruction, in each subject area, 45 minutes daily, and 90 minutes on every other (extended) Friday.</p> <p>Evidence Used to Determine Progress: Master Schedule</p> <p>Person(s) Responsible: Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: Master Schedule Template</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Reviews
<p>Action Step 5: After each checkpoint assessment, an excel spreadsheet with the 2022 STAAR results will be downloaded from Eduphoria and utilized by school leaders to track school progress on goals set for Domains 1, 2A, 2B, and 3, including all subpops with a focus on All/EcoDis/ELL/SpEd and to check progress toward individual student goals.</p> <p>Evidence Used to Determine Progress: Completed Excel Spreadsheet</p> <p>Person(s) Responsible: School Improvement Consultant, Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: Eduphoria, STAAR 2022 data, Checkpoint data</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 16, 2022 - Frequency: One Time - Evidence Collection Date: October 31, 2022</p> <p>Funding Sources: School Improvement Consultant - 6200-Professional and contracted services - \$43,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)**Did you achieve your student performance data goals? Why or why not?:****1. Essential Action 5.1: Effective classroom routines and instructional strategies.****Implementation Level:** Fully Implemented

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

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

Who will you partner with?: Other

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

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

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

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

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

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

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

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Getting all teachers to understand and effectively implement the TFS-Reading Characteristics.		

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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

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

Who will you partner with?: Other

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

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

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

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

Desired 90-day Outcome: 100% of the teaching staff will effectively implement the LSAE model during instructional delivery to ensure differentiation for all students. School leaders will utilize the LSAE Rubric to monitor the effectiveness of implementation. At the end of this cycle, the campus will receive a proficient or higher score on this rubric. At the end of this cycle, 100% of school and teacher leaders will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of effectively monitoring progress toward set goals. District leaders will review agendas to monitor the effectiveness of these meetings. The MOY NWEA MAP assessment will be administered in December, each STAAR tested grade/subject's RIT score will be at or above .7 times the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections for Reading, Math, and Science will be at or above 85% for Approaches, 50% for Meets, and 35% for Masters.

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

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Getting all teachers to understand and effectively implement the DOL tracking process.		

Cycle 3 - (Mar – May)**Did you achieve your student performance data goals? Why or why not?:****1. Essential Action 5.1: Effective classroom routines and instructional strategies.****Implementation Level:** Fully Implemented

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

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

Who will you partner with?: Other

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

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

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

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

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

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

District Actions: After cycle two, the district will analyze the summarized data from the spot observations and make additions or revisions to the tool as needed. The district will provide support for the school leaders as needed.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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

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

Who will you partner with?: Other

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

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

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

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

Desired 90-day Outcome: 100% of the teaching staff will effectively implement the LSAE model during instructional delivery to ensure differentiation for all students. School leaders will utilize the LSAE Rubric to monitor the effectiveness of implementation. At the end of this cycle, the campus will receive a proficient or higher score on this rubric. The MOY NWEA MAP assessment will be administered in May, each STAAR tested grade/subject's RIT score will be at or above 1.6 times the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections for Reading, Math, and Science will be at or above 85% for Approaches, 50% for Meets, and 35% for Masters. The checkpoint assessment data will be at or above 85% Approaches, 50% Meets, 35% Masters.

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

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	5	School Improvement Consultant		\$43,000.00
Sub-Total					\$43,000.00
Budgeted Budget Object Code Amount					\$43,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$43,000.00
Grand Total Spent					\$43,000.00
+/- Difference					\$0.00

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	230	71	82	N/A	District Created Benchmark	85		District Created Benchmark	85		85	
			All	All	Reading	Meets	STAAR	230	42	59	N/A	District Created Benchmark	60		District Created Benchmark	60		50	
			All	All	Reading	Masters	STAAR	230	22	33	N/A	District Created Benchmark	35		District Created Benchmark	35		35	
			All	All	Mathematics	Approaches	STAAR	230	64	79	N/A	District Created Benchmark	85		District Created Benchmark	85		85	
			All	All	Mathematics	Meets	STAAR	230	36	42	N/A	District Created Benchmark	50		District Created Benchmark	50		50	
			All	All	Mathematics	Masters	STAAR	230	15	18	N/A	District Created Benchmark	35		District Created Benchmark	35		35	
			All	All	Science	Approaches	STAAR	50	73	75	N/A	District Created Benchmark	85		District Created Benchmark	85		85	
			All	All	Science	Meets	STAAR	50	44	44	N/A	District Created Benchmark	50		District Created Benchmark	50		50	
			All	All	Science	Masters	STAAR	50	13	19	N/A	District Created Benchmark	35		District Created Benchmark	35		35	
Closing the Gaps	Focus 1	Academic Achievement	All	All Students	ELA	N/A	ELA	N/A	42	59	98	District Created Benchmark	60		District Created Benchmark	60		60	
	Focus 2	Academic Achievement	All	All Students	Mathematics	N/A	Mathematics	N/A	36	42	97	District Created Benchmark	50		District Created Benchmark	50		50	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	230	Did Not Meet	18	15		15		15	
					Approaches	82	85		85		85	
					Meets	59	60		60		60	
					Masters	33	35		35		35	
	Math	All	STAAR	230	Did Not Meet	21	15		15		15	
					Approaches	79	85		85		85	
					Meets	42	46		50		50	
					Masters	18	26		35		35	

Austin Independent School District

Mendez Middle School - TIP

2022-2023 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Mike Miles - TFS Charter
Delinda Castro

Principal: Brandon Thurston
ESC Case Manager: Melinda Marquez
ESC Region: 13

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Delinda Castro

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Delinda Castro

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Brandon Thurston

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Domain 1: 60% Approaches, 30% Meets, and 12% Masters

Rationale: If the campus meets this goal, the average will be 34 which generates a scaled score of 64. The goal for Domain I in the TFS Action Plan is a scaled 64. Looking at the 2022 scores, math will need to improve the most. We looked at the distance between the 2022 score and the goal and divided by 2 to come up with the scaffolded goal from Cycle 1 to 2. In Cycle 2, the goal is the same as the end of the year. In our experience with implementing the TFS model, we have been able to achieve the end of year goal by the end of Feb. This is done by ensuring that there is ongoing PD, coaching, and implementation support.

School Progress

What accountability goal has your campus set for this year?

Domain 2A Goal:

ELA - Decrease DNM from 51 to 45 in Cycle 1 and 40 in Cycle 2 and 3, Increase App from 49 to 55 in Cycle 1 and 60 in Cycle 2 and 3, Increase Meets from 24 to 27 in Cycle 2 and 30 in Cycle 3 and 4, Increase Masters from 11 to 12 in Cycle 1, 2, and 3

Math - Decrease DNM to 71 to 60 in Cycle 1 and 40 in Cycle 2 and 3, Increase App from 29 to 40 in Cycle 1 and 60 in Cycle 2 and 3, Increase Meets from 9 to 20 in Cycle 2 and 30 in Cycle 3 and 4, Increase Masters from 3 to 8 in Cycle 1 and 12 in Cycle 2 and 3

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

Domain 2B Goal: 60% for Approaches, 30% for Meets, and 12% for Masters

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

Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3: (3-1: meet at least 5 targets), (3-2: meet at least 7 targets), (3-3: meet the ELL target), and (3-4: meet at least 2 targets).

Rationale: If the campus meets these targets, the Domain 3 score will be at least 74. After looking at the 2022 scores, the subpops that either met a target or were within 12 or less points of meeting a target were counted as met in the goal for each section 3-1, 3-2, 3-3, and 3-4. This will be done by administering daily Demonstration of Learning (DOL) assessments that identify the correct differentiated assignment for each student. Also, implementing the TFS Model, which requires listening, speaking, writing, and reading through Multiple Response Strategies (MRS) daily (Good for ELL students).

Subject Areas and Student Groups

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

In Domain 1, Math will be a focus because of the low performance in 2022. With this improvement, Domain I will score at or above 64.

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

In Domain 3-1, ELA will need to meet the target for the Hispanic, EcoDis, and ELL subpop categories. In Domain 3-2, ELA will need to meet the targets in All, Hispanic, EcoDis, ELL, and SpEd. Math will need to meet the target in ELL and SpEd. Domain 3-3 ELL will need to meet the target. In Domain 3-4 ELL and SpEd will need to meet the target. These subjects and subpops were selected because they either met the target last year or were within 12 points of meeting the target. If these targets are met Domain 3 could score at or above 73.

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

In Domain 3-1, ELA will need to meet the target for the Hispanic, EcoDis, and ELL subpop categories. In Domain 3-2, ELA will need to meet the targets in All, Hispanic, EcoDis, ELL, and SpEd. Math will need to meet the target in ELL and SpEd. Domain 3-3 ELL will need to meet the target. In Domain 3-4 ELL and SpEd will need to meet the target. These subjects and subpops were selected because they either met the target last year or were within 12 points of meeting the target. If these targets are met Domain 3 could score at or above 73.

The campus has chosen the All Student "student group" in the Closing the Gaps section of student data because most all of the students are Hispanic and EcoDis.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Fully Implemented

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

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

Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

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

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

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

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

Implementation Level: Planning for Implementation

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

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

Who will you partner with?: Other

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

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

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

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

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

Desired 90-day Outcome: District leaders will ensure that 100% of the 2022-2023 teachers and school leaders are trained on the effective implementation of researched based

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

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

Did you achieve your 90 day outcome?:

Why or why not?:

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

Step 1 Details	Reviews
<p>Action Step 1: Provide PD for teachers on the TFS-Ready characteristics, TFS Spot Observation Expectations, Coaching Model, and MRS Strategies during summer orientation, professional development days throughout the school year, ongoing job embedded coaching.</p> <p>Evidence Used to Determine Progress: Agenda, sign-in sheets, coaching documentation</p> <p>Person(s) Responsible: Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: TFS-Ready Characteristics (includes MRS Strategies), TFS Spot Observation and Coaching Documentation Forms.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: July 21, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Teachers in STAAR tested classrooms will utilize the TFS-Ready Characteristics and LSAE Model when planning and delivering lessons. Lessons will include the following: learning objectives, instructional activities with differentiation, multiple response strategies, and demonstration of learning (DOL) assessments.</p> <p>Evidence Used to Determine Progress: PLC Agendas, Lesson Plans, Differentiated Activities, and DOLs</p> <p>Person(s) Responsible: Teachers and Instructional Leaders</p> <p>Resources Needed: TFS-Ready Characteristics and the LSAE Model</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus leaders will utilize the TFS spot observation form to track the quality of instructional delivery.</p> <p>Evidence Used to Determine Progress: Tracking Data from the TFS Spot Observations</p> <p>Person(s) Responsible: Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: TFS Spot Observation Form</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Campus leaders will provide job embedded coaching daily for all teachers. The focus will be on delivering high quality lessons, and effectively utilizing multiple response strategies to maximize learning. Teachers will be identified for additional coaching and or support.</p> <p>Evidence Used to Determine Progress: Tracking Data from the TFS Spot Observations and Coaching Documents</p> <p>Person(s) Responsible: Campus Leaders</p> <p>Resources Needed: TFS Spot Observation Form and Coaching Documents</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 8, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Reviews
<p>Action Step 5: A master schedule will be provided for teachers that will include bi-weekly PLC time for data analysis and daily for lesson planning.</p> <p>Evidence Used to Determine Progress: Master Schedule Person(s) Responsible: Principal, Director of Instruction, TFS Leaders Resources Needed: Master Schedule Template Addresses an Identified Challenge: Yes</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 6 Details	Reviews
<p>Action Step 6: The campus leaders will meet bi-weekly to assess the success of all campus initiatives and make adjustments and/or additions as needed. Agendas will reflect recorded minutes with next steps captured along with follow-up techniques that have an emphasis on data analysis and progress monitoring.</p> <p>Evidence Used to Determine Progress: Agendas and documentation from the meetings Person(s) Responsible: Campus Leaders Resources Needed: List of campus leaders and written expectations Addresses an Identified Challenge: No</p> <p>Start Date: August 3, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

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

Rationale: Based on the Effective Schools Framework diagnostic completed in the spring of 2022, the campus needs to be more consistent with implementing the process of action step planning: breaking down standards, creating action plans, and using student data. The campus will be transitioning into the new TFS Charter this coming school year. One of the key actions in the Mendez 2022-2023 TFS Action Plan is to implement the Learning, Securing, Accelerating, and Enriching (LSAE) model with fidelity. If the TFS LSAE model is implemented with fidelity, student data will be analyzed in each subject on a daily basis and in a bi-weekly PLC setting, student misconceptions will be identified, reteach will be adjusted to address these misconceptions, student learning will be maximized, and all students will experience opportunities for cognitive lift.

Who will you partner with?: Other

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

How will you communicate these priorities to your stakeholders? How will you create buy-in?: As teachers participate in the hiring process, they are inform of the expectations listed in Essential Action 5.3. Communication during PD and staff meetings will ensure teachers understand and can implement the Learning, Securing, Accelerating, and Enriching (LSAE) model. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom.

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

Desired Annual Outcome: At the end of the 2022-2023 school year, 100% of the teachers in STAAR tested classrooms will effectively implement a corrective instruction action planning process (LSAE model). School leaders will utilize the LSAE Learning Rubric to monitor the effectiveness of implementation. The campus will receive a proficient or higher score on this rubric in November, February, and May. School and teacher leaders will analyze the demonstration of learning (DOL- Exit Ticket) and checkpoint assessments to ensure 100% of the items are aligned to the rigor expectations found in the Curriculum Maps and they will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of monitoring progress toward set goals. After the NWEA MAP administration in December and again in May, each STAAR tested grade/subject's RIT score will be in Dec .7 times more and May 1.6 times more than the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections will be at or above 60% for Approaches, 30% for Meets, and 12% for Masters.

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

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

District Actions: The TFS Charter will ensure the LSAE model is revised and improved as needed and protected time is built into the master schedule to analyze student data for the purpose of adjusting instruction to meet the needs of students that are struggling and in need of acceleration. The district will hire LSAE Curriculum Developers to create

instructional powerpoints, differentiated LSAE assignments, and TEKS aligned DOLs.

Did you achieve your 90 day outcome?:

Why or why not?:

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

Step 1 Details	Reviews
<p>Action Step 1: Provide PD for teachers on the LSAE Model during summer orientation, professional development days throughout the school year, and on going daily job embedded coaching.</p> <p>Evidence Used to Determine Progress: Agenda, sign-in sheets, coaching documentation</p> <p>Person(s) Responsible: Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: TFS-Ready Characteristics (includes MRS Strategies), TFS Spot Observation and Coaching Documentation Forms.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: July 21, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Teachers in STAAR tested classrooms will utilize the LSAE Model during instructional delivery. Daily, Monday - Thursday, after each 45 minute lesson the students will be given a Demonstration of Learning (DOL) assessment. After analyzing the results of the assessment, during the next 45 min, the students will either be with the teacher for reteach or in a learning center working on an accelerated version of the content. Every other week, during PLC time, DOL cumulative data will be analyzed to inform quality of instruction for the two week period and to identify the focus for instruction on an extended Friday every other week.</p> <p>Evidence Used to Determine Progress: Tracking Data from the TFS Spot Observations and DOL data</p> <p>Person(s) Responsible: Teachers and Instructional Leaders</p> <p>Resources Needed: LSAE Model</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: LSAE Curriculum Developers (LCDs) and teachers will ensure daily instructional activities are differentiated at 4 levels, L (Learning), S1(Securing), S2(Securing), and A(Accelerating). They will also ensure all assessment items on daily DOLs and Checkpoint assessments are aligned to the rigor expectations defined in the Curriculum Maps.</p> <p>Evidence Used to Determine Progress: Daily instructional activities, Rigor of assessment items</p> <p>Person(s) Responsible: LCDs, Principal, Director of Instruction</p> <p>Resources Needed: Curriculum Maps, DOLs, and Checkpoint Assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: July 21, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: A master schedule will be provided for teachers that will ensure that identified students receive differentiated instruction, in each subject area, 45 minutes daily, and 90 minutes on every other (extended) Friday.</p> <p>Evidence Used to Determine Progress: Master Schedule Person(s) Responsible: Principal, Director of Instruction, TFS Leaders Resources Needed: Master Schedule Template Addresses an Identified Challenge: No</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 5 Details	Reviews
<p>Action Step 5: After each checkpoint assessment, an excel spreadsheet with the 2022 STAAR results will be downloaded from Eduphoria and utilized by school leaders to track school progress on goals set for Domains 1, 2A, 2B, and 3, including all subpops with a focus on All/EcoDis/Hispanic/ELL/SpEd and to check progress toward individual student goals.</p> <p>Evidence Used to Determine Progress: Completed Spreadsheet Person(s) Responsible: School Improvement Consultant, Principal, Director of Instruction, TFS Leaders Resources Needed: Eduphoria, 2021 STAAR Data, Checkpoint Assessment Data Addresses an Identified Challenge: No</p> <p>Start Date: October 16, 2022 - Frequency: One Time - Evidence Collection Date: October 31, 2022</p> <p>Funding Sources: School Improvement Consultant - 6200-Professional and contracted services - \$36,000, Eduphoria - 6300-Supplies and materials - \$7,000</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)**Did you achieve your student performance data goals? Why or why not?:****1. Essential Action 5.1: Effective classroom routines and instructional strategies.****Implementation Level:** Planning for Implementation

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

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

Who will you partner with?: Other

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

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

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

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

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

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

improvement.

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

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Getting all teachers to understand and effectively implement the TFS-Reading Characteristics.		

Cycle 2 - (Dec – Feb)**2. Essential Action 5.3: Data-driven instruction.****Implementation Level:** Beginning Implementation

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

Rationale: Based on the Effective Schools Framework diagnostic completed in the spring of 2022, the campus needs to be more consistent with implementing the process of action step planning: breaking down standards, creating action plans, and using student data. The campus will be transitioning into the new TFS Charter this coming school year. One of the key actions in the Mendez 2022-2023 TFS Action Plan is to implement the Learning, Securing, Accelerating, and Enriching (LSAE) model with fidelity. If the TFS LSAE model is implemented with fidelity, student data will be analyzed in each subject on a daily basis and in a bi-weekly PLC setting, student misconceptions will be identified, reteach will be adjusted to address these misconceptions, student learning will be maximized, and all students will experience opportunities for cognitive lift.

Who will you partner with?: Other

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

How will you communicate these priorities to your stakeholders? How will you create buy-in?: As teachers participate in the hiring process, they are inform of the expectations listed in Essential Action 5.3. Communication during PD and staff meetings will ensure teachers understand and can implement the Learning, Securing, Accelerating, and Enriching (LSAE) model. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom.

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

Desired Annual Outcome: At the end of the 2022-2023 school year, 100% of the teachers in STAAR tested classrooms will effectively implement a corrective instruction action planning process (LSAE model). School leaders will utilize the LSAE Learning Rubric to monitor the effectiveness of implementation. The campus will receive a proficient or higher score on this rubric in November, February, and May. School and teacher leaders will analyze the demonstration of learning (DOL- Exit Ticket) and checkpoint assessments to ensure 100% of the items are aligned to the rigor expectations found in the Curriculum Maps and they will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of monitoring progress toward set goals. After the NWEA MAP administration in December and again in May, each STAAR tested grade/subject's RIT score will be in Dec .7 times more and May 1.6 times more than the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections will be at or above 60% for Approaches, 30% for Meets, and 12% for Masters.

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

Desired 90-day Outcome: 100% of the teaching staff will effectively implement the LSAE model during instructional delivery to ensure differentiation for all students. School leaders will utilize the LSAE Rubric to monitor the effectiveness of implementation and provide coaching support as needed. At the end of this cycle, the campus will receive a proficient or higher score on this rubric. At the end of this cycle, 100% of school and teacher leaders will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of effectively monitoring progress toward set goals. District leaders will review agendas to monitor the effectiveness of these meetings. The MOY NWEA MAP assessment will be administered in December, each STAAR tested grade/subject's RIT score will be at or above .7 times the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections for Reading, Math, and Science will be at or above 60% for Approaches, 30% for Meets, and 12% for Masters.

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

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Getting all teachers to understand and effectively implement the DOL tracking process.		

Step 1 Details	Reviews
<p>Action Step 1: Campus leaders will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of monitoring student progress. Agendas will reflect recorded minutes with next steps captured along with follow-up techniques that have an emphasis on data analysis and progress monitoring.</p> <p>Evidence Used to Determine Progress: Agendas and documentation from the meetings</p> <p>Person(s) Responsible: Campus Leaders</p> <p>Resources Needed: List of campus leaders and written expectations</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 3, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)**Did you achieve your student performance data goals? Why or why not?:****1. Essential Action 5.1: Effective classroom routines and instructional strategies.****Implementation Level:** Planning for Implementation

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

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

Who will you partner with?: Other

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

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

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

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

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

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

District Actions: After cycle two, the district will analyze the summarized data from the spot observations and make additions or revisions to the tool as needed. The district will provide support for the school leaders as needed.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

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

Rationale: Based on the Effective Schools Framework diagnostic completed in the spring of 2022, the campus needs to be more consistent with implementing the process of action step planning: breaking down standards, creating action plans, and using student data. The campus will be transitioning into the new TFS Charter this coming school year. One of the key actions in the Mendez 2022-2023 TFS Action Plan is to implement the Learning, Securing, Accelerating, and Enriching (LSAE) model with fidelity. If the TFS LSAE model is implemented with fidelity, student data will be analyzed in each subject on a daily basis and in a bi-weekly PLC setting, student misconceptions will be identified, reteach will be adjusted to address these misconceptions, student learning will be maximized, and all students will experience opportunities for cognitive lift.

Who will you partner with?: Other

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

How will you communicate these priorities to your stakeholders? How will you create buy-in?: As teachers participate in the hiring process, they are inform of the expectations listed in Essential Action 5.3. Communication during PD and staff meetings will ensure teachers understand and can implement the Learning, Securing, Accelerating, and Enriching (LSAE) model. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom.

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

Desired Annual Outcome: At the end of the 2022-2023 school year, 100% of the teachers in STAAR tested classrooms will effectively implement a corrective instruction action planning process (LSAE model). School leaders will utilize the LSAE Learning Rubric to monitor the effectiveness of implementation. The campus will receive a proficient or higher score on this rubric in November, February, and May. School and teacher leaders will analyze the demonstration of learning (DOL- Exit Ticket) and checkpoint assessments to ensure 100% of the items are aligned to the rigor expectations found in the Curriculum Maps and they will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of monitoring progress toward set goals. After the NWEA MAP administration in December and again in May, each STAAR tested grade/subject's RIT score will be in Dec .7 times more and May 1.6 times more than the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections will be at or above 60% for Approaches, 30% for Meets, and 12% for Masters.

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

Desired 90-day Outcome: 100% of the teaching staff will effectively implement the LSAE model during instructional delivery to ensure differentiation for all students. School leaders will utilize the LSAE Rubric to monitor the effectiveness of implementation and provide coaching support as needed. At the end of this cycle, the campus will receive a proficient or higher score on this rubric. The MOY NWEA MAP assessment will be administered in May, each STAAR tested grade/subject's RIT score will be at or above 1.6 times the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections for Reading, Math, and Science will be at or above 60% for Approaches, 30% for Meets, and 12% for Masters. The checkpoint assessment data will be at or above 60% Approaches, 30% Meets, 12% Masters.

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

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	5	School Improvement Consultant		\$36,000.00
Sub-Total					\$36,000.00
Budgeted Budget Object Code Amount					\$36,000.00
+/- Difference					\$0.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	5	Eduphoria		\$7,000.00
Sub-Total					\$7,000.00
Budgeted Budget Object Code Amount					\$7,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$43,000.00
Grand Total Spent					\$43,000.00
+/- Difference					\$0.00

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	100	26	49	N/A	District Created Benchmark	55		District Created Benchmark	60		60	
			All	All	Reading	Meets	STAAR	100	11	24	N/A	District Created Benchmark	27		District Created Benchmark	30		30	
			All	All	Reading	Masters	STAAR	100	3	11	N/A	District Created Benchmark	12		District Created Benchmark	12		12	
			All	All	Mathematics	Approaches	STAAR	100	13	29	N/A	District Created Benchmark	40		District Created Benchmark	60		60	
			All	All	Mathematics	Meets	STAAR	100	3	9	N/A	District Created Benchmark	20		District Created Benchmark	30		30	
			All	All	Mathematics	Masters	STAAR	100	1	3	N/A	District Created Benchmark	8		District Created Benchmark	12		12	
			All	All	Science	Approaches	STAAR	100	19	50	N/A	District Created Benchmark	55		District Created Benchmark	60		60	
			All	All	Science	Meets	STAAR	100	7	27	N/A	District Created Benchmark	29		District Created Benchmark	30		30	
			All	All	Science	Masters	STAAR	100	2	7	N/A	District Created Benchmark	10		District Created Benchmark	12		12	
Closing the Gaps	Focus 1	Academic Achievement	All	All Students	ELA	N/A	ELA	N/A	11	24	99	District Created Benchmark	34		District Created Benchmark	44		44	
	Focus 2	Academic Achievement	All	All Students	Mathematics	N/A	Mathematics	N/A	3	9	99	District Created Benchmark	28		District Created Benchmark	46		46	
	Focus 3	English Language Proficiency	All	ELL	TELPAS	N/A	TELPAS	N/A	37	25	99	District Created Benchmark	30		District Created Benchmark	36		36	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	100	Did Not Meet	51	45		40		40	
					Approaches	49	55		60		60	
					Meets	24	27		30		30	
					Masters	11	12		12		12	
	Math	All	STAAR	100	Did Not Meet	71	60		40		40	
					Approaches	29	40		60		60	
					Meets	9	20		30		30	
					Masters	3	8		12		12	

Coversheet

Finance

Section: VI. Finance

Item: A. Finance

Purpose: FYI

Submitted by:

Related Material:

Budget Texas Schools FY 23 17 Odct 2022 for Board meeting 10.19.2022 v4.pdf

Third Future Schools FY23 BUDGETS	SHES		Ector		Mendez	
	Approved Budget	Current Budget	Approved Budget	Current Budget	Approved Budget	Current Budget
Average daily Attendance	94%	94%	94%	94%	94%	94%
Physical Count	475	465	1385	1400	360	229
Funded Pupil Count	458	437	1316	1316	338	215
Per Pupil Revenue	\$ 8,092	\$ 9,871	\$ 10,181	\$ 10,181	\$ 11,199	\$ 11,199
Per Pupil Mill/1882	\$ 1,769	\$ 1,769	\$ 1,010	\$ 1,010	\$ 1,136	\$ 1,136
Per Pupil Revenue	9,861	11,640	11,192	11,192	12,336	12,336
Account Description	Approved Budget FY23	Budget FY23	Approved Budget FY23	Budget FY23	Approved Budget FY23	Budget FY23
REVENUE						
State Revenue	\$ 4,516,168	\$ 5,087,861	\$ 14,725,469	\$ 14,728,014	\$ 4,174,438	\$ 2,655,406
Charter School Growth Fund	\$ -	\$ 300,000			\$ 300,000	\$ 300,000
Federal Funds and Grants	\$ 629,861	\$ 621,481	\$ 2,759,399	\$ 3,649,761	\$ 1,546,504	\$ 1,746,504
Local Funds	\$ 127,250	\$ 27,250	\$ 70,000	\$ 70,000	\$ 200,000	\$ 789,040
TOTAL REVENUES	\$ 5,273,279	\$ 6,036,592	\$ 17,554,868	\$ 18,447,775	\$ 6,220,942	\$ 5,490,950
EXPENSES						
SALARIES & BENEFITS						
Payroll Expenses	\$ 3,532,116	\$ 3,749,048	\$ 9,409,234	\$ 8,582,502	\$ 3,231,360	\$ 3,503,285
Supplies and Materials	\$ 177,325	\$ 197,325	\$ 1,044,000	\$ 1,074,000	\$ 783,000	\$ 578,000
Professional Services	\$ 275,300	\$ 278,000	\$ 595,000	\$ 628,000	\$ 500,000	\$ 416,000
Other Operating Expenses	\$ 1,437,121	\$ 1,708,339	\$ 4,747,543	\$ 6,282,520	\$ 820,000	\$ 926,977
Total Expenses	\$ 5,421,862	\$ 5,932,713	\$ 15,795,777	\$ 16,567,023	\$ 5,334,360	\$ 5,424,262
Net (Revenue - Expenses)	\$ (148,583)	\$ 103,880	\$ 1,759,091	\$ 1,880,753	\$ 886,582	\$ 66,689

Coversheet

TFS Strategic Vision and the Coperni Project (update)

Section: VII. TFS Strategic Vision and the Coperni Project (update)
Item: A. TFS Strategic Vision and the Coperni Project (update)
Purpose: Discuss
Submitted by:
Related Material: The Coperni Project TEA Final.png



THE COPERNI PROJECT

FOR "TURNAROUND" SCHOOLS

The Coperni Project is a Texas Education Agency and Third Future Schools initiative to provide high-level operational support and system-level assistance to districts to turn around chronically failing schools. Coperni Project schools will operate as 1882 Partnerships, but will be returned to full district control within three years.

3
YEARS

Coperni Project schools will operate as 1882 Partnerships, but will be returned to full district control within three years.



BENEFITS TO THE DISTRICT



- Improve accountability rating for one or several district schools in one year.
- School(s) returned to full district control within three years.
- Financial support to the district from 1882 Partnership monies, School Action Fund, or other TEA grants.
- Guaranteed 100% staffing for the Coperni Project schools.
- Coperni Project schools will serve as a “lab school” for wholesale systemic reform.

BENEFITS TO THE SCHOOL

- Innovative instructional model and staffing.
- Increase academic achievement in one year.
- 100% staffing all year.
- Student travel opportunities.
- Students offered “Dyad” courses such as piano, photography, martial arts, dance, graphic design, and others.
- TFS employs dozens of community members to teach Dyad courses.
- \$75,000 average teacher salary.

WHO IS ELIGIBLE?

- Schools in districts who are part of the System of Great Schools.
- Schools that are or once were part of the ACE program.
- Current 1882 partnership schools that have failed to meet contractual goals.
- Other D, F, or unrated schools receiving permission from TEA to be part of the Coperni Project.

COPERNI PROJECT TIMELINE

PHASE I	Early Adopters	2023 - 2024	3 to 5 schools
PHASE II	Building the Infrastructure	2024 - 2025	12 schools
PHASE III	Expansion	2025 - 2028	TBD

LEARN MORE

Chris Dewitt, TEA Director of System Support
Christopher.DeWitt@tea.texas.gov

Michele Moore, TFS Chief of Strategy and Innovation
michele.moore@thirdfuture.org

Coversheet

Parent complaint/concern

Section:	IX. Parent complaint/concern
Item:	A. Parent complaint/concern
Purpose:	Discuss
Submitted by:	
Related Material:	Hill Parent letter .pdf L Hill Grievance.pdf



Mendez Middle School

5106 Village Square Dr.

Austin, TX 78744

Third Future Schools in Partnership with Austin

ISD

MendezMiddleSchool@ThirdFuture.org



THIRD FUTURE

Creating tomorrow's schools

To: Mrs. Denise Hill, parent

From: Jeremiah Willis, assistant principal

Subject: Discipline Infraction and Suspension

Date: Aug 19, 2022

Discipline Report

Incident Description:

On Monday, August 8, 2022, a staff member witnessed student L. Hill (10053631) was involved in a physical fight with another student during dismissal.

Upon additional investigation, a second staff member confirmed this student's involvement.

On Tuesday, August, 9, 2022, I contacted Mrs. Hill (parent of L. Hill) to share that her child had been involved in a physical fight as confirmed by two staff members.

Consequence Summary:

The student is assigned a 5-days for this infraction.

1. Additional note of correction: The campus mistakenly communicated 5 days of suspension; However, the maximum allowed for this type of infraction is 3 days. The campus offers a number of solutions to provide 2 additional days of instruction:
 - a. The campus is open and can provide instruction starting at 6:30 until 7:55 for 5 sessions.
 - b. The campus is open and can provide instruction from 4pm until 5 pm for 7 sessions.
 - c. The campus can provide instructional materials including lesson plans, visuals, and printouts for two days of self-guided instruction.
2. The student will not be penalized for the additional two days.

****Note: Mendez Middle School is operated by Third Future Schools in partnership with Austin ISD. We are currently completing system migrations and maintenance. We can provide an offense number upon completion. In the meantime, contact the campus principal at Brandon.Thurston@ThirdFuture.org for additional questions or concerns.***



TFS-Texas Grievance by Denise Hill against MMS regarding Latonya Hill (8th grade student)

On August 9th I got a call from the assistant principal Jeremiah Willis who stated my daughter was involved in a physical altercation the day before on the 8th that took place after school where a girl was jumped and my daughter was suspended for 5 days and at the time I truly believed the schools words even over my own daughter who was denying that she made physical contact with anyone from the beginning. Over the weekend a video surfaced of the altercation which my daughter was there to see the fight but she never made physical contact. So I went to the school on Aug 15th to prove my daughters innocence while speaking to Mr Willis he states that's not the altercation he was talking about he then states that the altercation took place earlier in the day on the 8th of August and 2 teachers witnessed her make physical contact so I then asked why I wasn't informed about this altercation the same day it happened since it took place earlier in the day on the 8th of August or informed the following day on the 9th when you called to let me know about the altercation that took place after school where a student was jumped? He had the nerve to tell me it was irrelevant at the time and I asked how is anything irrelevant when it involves my daughter or the fact that you claim 2 teachers saw her make physical contact he smirked and smiled as I continued to ask questions to understand what was happening I was confused and shocked. Mr Willis refused to allow me to speak with the 2 teachers who so called witnessed my daughter make physical contact with another student and I was so upset about how I was being treated and his unprofessionalism I decided to walk out the office because I felt he wasn't helping and clearly didn't care. That same day after school i tried to talk to some teachers that was outside at dismissal to see if they remembered the incident and asked did they see my daughter physically assault someone i even had my daughter with me but alot of them didn't remember. As i was walking around talking to the staff I saw the principle Brandon Thurston coming my way and his energy and vibes was off he came up to me like he was irritated and told me with frustration in his voice and hold me to go to the office and make an appt so we can talk about the situation and I said ok and he walked off I then i ran into Mr Louis who was seen in the video breaking up the fight. We had a conversation and I asked him was she involved he said no. Mr Thurston comes up to me again this time rolling his eyes and with frustration and anger in his voice he said Ms Hill come to my office we can meet now. When I got in Mr Thurstons office of course Mr. Willis also is in the office I tried to explain everything to Mr. Thurston as Im trying to explain myself and also let Brandon know how it doesn't make sense how Jeremiah told me my daughter was suspended for one thing and now he says no that's not it its a whole other altercation that I basically never told you about because it was irrelevant at the time. Mr. Thurston and Mr. Willis were smirking giving each other looks and Mr. Thurston continued to role his eyes it was like Mr Thurston was believing everything Mr Willis said and was saying. i never received a referral for my daughter that day because they said they never got around to it nor did they let me speak to the 2 teachers that supposedly witnessed my daughter make physical contact. Mr. Thurston said it was against school police to allow parents to speak

with teachers and it wasn't going to happen. Once again I felt helpless the meeting didn't answer any of my concerns I felt as if they created another false accusation about my daughter to cover up the truth when they realized or already knew they falsely accused her and suspended her for being in an altercation where a girl was jumped. I was so upset as a concerned parent that I told both Brandon and Jeremiah that they were acting like some bitches and walked out of Brandon's office. Brandon proceeds to follow me out of his office through the main office doors and as I was walking to exit Mendez doors with students and staff standing around Brandon disruptively yells Ms Hill you need to leave this school now you're banned. On August 10th I dropped my daughter off around 12 from a doctor's appt and I asked the front desk if I could get my daughter's referral paper. She said she had to get a hold of Mr Willis because he works with 8th grade as I'm standing in the main office Mr Thurston comes up to me with negative energy and tells me I need to do what I was told to do the other day which was get out and I was banned. I asked him for a referral for my daughter, he ignored me I asked him if I could speak to the 2 teachers he ignored me, I asked him why I couldn't speak to the teachers and why he was ignoring me but he continued to ignore me he finally says again Ms Hill you need to leave now I told him I wasn't going anywhere he then tells the secretary or whoever the lady that desk sits in the main office to call security he then stood there staring at me in silence the whole time. That made me once again feel completely helpless, I was upset and overwhelmed. I stayed there for about 15 min waiting on security confused, pissed, hurt, lost as Brandon continued to stare me down I finally pulled myself together and decided to bow out but I let him know that he hasn't seen the last of me I attended another meeting with Brandon and Jeremiah on the 19th of August he said he would have the teachers there but that meeting was like the last meeting we had with them where they didn't care to give more details or let us speak to the teachers they claim saw my daughter physically assault a student. This day they also changed the story of the altercation AGAIN now they say it happened after school let out in the front of the school but before on August 15th they said it happened earlier in the day during school and I would have never known about the altercation where a girl was jumped by the school if Jeremiah would have never told me on Aug 9th that that's the reason my baby LaTonya Hill was suspended for 5 days. I let them know at this point the teachers don't exist their ghost to me and the referral they finally gave on this day didn't go into any details On Sept 1st I had a meeting with ZACH CRADDOCK which he assured me that the teachers would be attending this meeting and a surprise visit from DELINDA CASTRO who I did not know was coming but no teachers no evidence just more people who heard one side of a story and already decided that side was right he didn't even care to hear our side.

Coversheet

Board Conflict of Interest statements (for signatures)

Section: XI. Board Conflict of Interest statements (for signatures)
Item: A. Board Conflict of Interest statements (for signatures)
Purpose: FYI
Submitted by:
Related Material:
TFS TX Conflict of Interest Form -- for the 2021-2022 school year.pdf

ANNUAL CONFLICT OF INTEREST INFORMATION FORM
For the Period January 1, 2021 – December 31, 2021

Third Future Schools- Texas
Board of Directors

Name: _____
(PRINT NAME)

Date: _____

Position: _____
(TITLE)

AFFIRMATIONS:

I have received and read the commissioner’s rules pertaining to conflicts of interest of charter school board members.

(INITIAL)

I agree to comply with the commissioner’s rules.

(INITIAL)

I understand that Third Future Schools- Texas is an educational organization and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more tax-exempt purposes.

(INITIAL)

DISCLOSURES:

A. Business Relationships (See attached list of relevant Business Relationships)

Other than in the capacity of the position listed above, have you or any family member, or any business in which you or a family member owns more than 10% directly or indirectly:

1. Provided services or property to Third Future Schools- Texas in the past year?

YES

NO

If yes, please describe the nature of the services or property, and if a family member is involved, the identity of the family member and your relationship with that person.

2. Purchased services or property from Third Future Schools- Texas in the past year?

YES

NO

If yes, please describe the nature of the purchased services or property, and if a family member is involved, the identity of the family member and your relationship with that person.

3. Have you or any family member had any direct or indirect interest in any business transaction(s) or other business relationships in the past year to which Third Future Schools- Texas or any volunteer officer or staff officer of Third Future Schools- Texas was or is a party?

YES

NO

If yes, please describe the transaction(s) and if a family member is involved, the identity of the family member and your relationship with that person.

4. Had any direct or indirect interest in any business transaction(s) in the past year to which any Key Employee of Third Future Schools- Texas was or is a party?

YES

NO

If yes, please describe the transaction(s) and if a family member is involved, the identity of the family member and your relationship with that person.

5. Do you have a business or family relationship with any current or former (within the last 5 years) trustee, officer, or key employee of Third Future Schools- Texas?

YES

NO

If yes, please disclose the person and the nature of the relationship.

6. Are any of your family members employees of Third Future Schools- Texas?

YES

NO

If yes, please provide the name and your relationship with the family member.

7. In the past year, did you or any family member receive, or become entitled to receive, directly or indirectly, any personal benefit from Third Future Schools- Texas as a result of your relationship with Third Future Schools- Texas that in the aggregate could be valued in excess of \$1,000, that were not or will not be reimbursement for expenses incurred directly related to your duties to Third Future Schools- Texas in your capacity as a member of the board of directors?

YES

NO

If yes, please describe the benefit(s) and if a family member is involved, the identity of the family member and your relationship with that person.

B. Ownership Interest

1. Did you or any family member serve as: an officer, director, trustee, key employee, partner/member with an ownership in excess of 5%, or shareholder with an ownership interest in excess of 5% of a business with which Third Future Schools- Texas does business?

YES

NO

If yes, please provide the name of the company, position held and dates position was held.

C. Loans

1. Have you or any of your family members received a loan (including salary advances or other advances and receivables) from Third Future Schools- Texas at any time in the past year?

YES

NO

2. Have you or any of your family members granted a loan to Third Future Schools-Texas)?

YES

NO

If yes to either question, please 1) describe the loan and 2) if a family member is involved, the identity of the family member and your relationship with that person, 3) the original principal amount, 4) the balance at January 1, 2020, 5) whether or not the loan is in default, 5) if the loan was approved by the Board of Trustees, and 6) if there is a signed written agreement or note.

D. Legal Matters

1. Are you or any of your family members a party to or have an interest in any pending legal proceeding(s) involving Third Future Schools- Texas?

YES

NO

If yes, please describe the proceeding(s) and if a family member is involved, the identity of the family member and your relationship with that person.

E. General / Miscellaneous

1. Are you aware of any other events, transactions, arrangements, or other situations that have occurred or may occur in the future that you believe should be examined by legal counsel for Third Future Schools- Texas in accordance with the terms and intent of commissioner rules pertaining to conflicts of interest of charter school board members?

YES

NO

If yes, please describe the situation(s) and if a family member is involved, the identity of the family member and your relationship with that person.

I certify that the above information includes all known information as of the date signed below.

Signature

Date

Coversheet

TFS-TX Board reporting schedule for 2022-2023 school year

Section: XIII. TFS-TX Board reporting schedule for 2022-2023 school year
Item: A. TFS-TX Board reporting schedule for 2022-2023 school year
Purpose: FYI
Submitted by:
Related Material:
TFS-TX 2022-2023 Board meeting schedule -- revised 22 June 2022.pdf



TFS-TX Board 2022-2023 Reporting Schedule

revised 22 June 2022

The TFS-TX Board of Directors meet bimonthly and usually on the **third Wednesday of the month at 11:00 a.m. CT**. The meeting schedule below is tentative. The Board sets specific dates and times for their meetings quarterly. At least one of the meetings in a quarter is an “in person” meeting. The others may be done via videoconference (using “Zoom”). Check the posted meeting agenda for the time and place for the in-person meetings or for the Zoom link for the video-conference meeting.

Date	Type
July	No meeting
17 August	Zoom
September	No meeting
19 October	In-person
16 November	Zoom
December	No meeting
18 January 2023	Zoom
February	No meeting
15 March	In-person
19 April	Zoom
May	No meeting
14 June	Zoom