

ESF Essential Actions Success Criteria

Lever #1: Strong School Leadership and Planning

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

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

Lever #2: Strategic Staffing

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

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

Lever #3: Positive School Culture

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

Key Practice	Success Criteria
Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.	<ul style="list-style-type: none"> <input type="checkbox"/> Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students
Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive toward college and career readiness and postsecondary success.	<ul style="list-style-type: none"> <input type="checkbox"/> Practices and policies are captured in writing and consistently implemented with fidelity <input type="checkbox"/> Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed <input type="checkbox"/> Artifacts in the classrooms and hallways reference practices and policies
Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.	<ul style="list-style-type: none"> <input type="checkbox"/> Staff can articulate the school's mission, vision, and values without prompting and share how classroom and schoolwide routines, procedures, and policies reflect them <input type="checkbox"/> Artifacts in the classrooms and hallways reference the mission, vision, and values
Regular campus climate surveys assess and measure progress on student and staff experiences.	<ul style="list-style-type: none"> <input type="checkbox"/> Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators

Lever #4: High-Quality Instructional Materials & Assessments

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

Key Practice	Success Criteria
<p>Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Campus Instructional Planning Calendar includes dedicated time for assessment, pre-teaching, and re-teaching <input type="checkbox"/> Assessments address the standards with at least the same rigor as the top-line assessment (STAAR, ACT, AP, etc.) in alignment with the scope and sequence <input type="checkbox"/> Curriculum aligned interim assessments are administered at least 3-4 times per year for all grade level content areas and may be cumulative in nature <input type="checkbox"/> Formative assessments and exit tickets are administered frequently, aligned to daily student tasks, and inform re-teaching and reassessment needs
<p>High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The school provides teachers and instructional coaches with time at the beginning and throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery <input type="checkbox"/> Daily lesson plans include aligned objectives, activities, and exit tickets <input type="checkbox"/> Daily lesson plans are aligned to the scope and sequence, the daily objective is aligned to the standard(s), and all lesson activities are aligned to the formative assessment in rigor and scope <input type="checkbox"/> Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area
<p>Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Feedback evaluates alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor <input type="checkbox"/> Feedback includes 1-3 precise pieces of feedback focused on teacher actions that would have the greatest positive impact on student learning <input type="checkbox"/> Feedback is delivered to teachers with enough time to make recommended changes before lesson delivery

Lever #5: Effective Instruction

Essential Action 5.1: Effective classroom routines and instructional strategies

Key Practice	Success Criteria
<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on classroom culture and management <input type="checkbox"/> Teachers and campus leaders use a framework for classroom management that contains high leverage practices <input type="checkbox"/> Teachers spend each minute of class purposefully, maximizing instruction from entrance to exit, using a set of teacher and student-led procedures and routines (e.g., Do Now, in-class transitions, materials management, etc.) <input type="checkbox"/> Teachers build strong relationships with students through a variety of means, including establishing high expectations for all students, using encouraging and affirming tone and language, and implementing restorative practices
<p>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 support for students with disabilities, English learners, and other student groups.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans and effective formative assessments <input type="checkbox"/> Teachers and campus leaders use a framework for instruction, including instructional materials use, that contains high leverage practices <input type="checkbox"/> When executing a lesson, teachers regularly engage students in a variety of content-rich, complex, and meaningful texts/tasks <input type="checkbox"/> Clear protocols ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage “productive struggle” such as: use of wait time, encouraging discourse, and requiring evidence to support claims <input type="checkbox"/> Teachers consider IEP goals, EL goals and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson’s execution
<p>Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Leaders provide teachers with ongoing job-embedded professional development, including observation and feedback, to support instruction that is responsive to students’ backgrounds (e.g., activating prior knowledge, providing a variety of ways to access class content, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives). <input type="checkbox"/> Campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. <input type="checkbox"/> Teachers build trust with students through a variety of means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunity for participation.

Lever #5: Effective Instruction

Essential Action 5.3: Data-driven instruction

Key Practice	Success Criteria
<p>Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment calendars include windows for data analysis <input type="checkbox"/> Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions <input type="checkbox"/> Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor and the impact of instruction
<p>Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, 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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery <input type="checkbox"/> Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding <input type="checkbox"/> Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date <input type="checkbox"/> Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong <input type="checkbox"/> Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review
<p>Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Master schedule includes at least one block weekly for teacher teams to meet <input type="checkbox"/> Teacher team meeting agendas are developed utilizing a common protocol <input type="checkbox"/> Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery

Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

- All classrooms include at least one visible student progress tracking artifact, which is regularly updated
- Campus hallways include at least one visible student progress tracking artifact, which is regularly updated