

ESF Essential Actions Success Criteria Six-Pager

Prioritized Lever #1: Strong School Leadership and Planning	Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.
Key Practice	Success Criteria
<p>Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive list of responsibilities, including teachers assigned for supervision <input type="checkbox"/> Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings
<p>Performance expectations are clear, written, and measurable and they match job responsibilities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year
<p>Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings
<p>Campus instructional leaders meet on a weekly basis to focus on student progress and formative data</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring
<p>Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Principals' calendar: <ul style="list-style-type: none"> <input type="checkbox"/> reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) <input type="checkbox"/> Includes modeling the use of these tools and techniques <input type="checkbox"/> Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement

Prioritized Lever #2: Effective, Well-Supported Teachers	Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators
Key Practices	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 support and retain staff, particularly 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"/> Individualized professional development plans are developed and implemented to support all staff <input type="checkbox"/> Personalized strategies are employed to retain high performing staff including leadership opportunities, recognition, and/or financial reward
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

Prioritized 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 towards 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

Prioritized Lever #4: High-Quality Curriculum	Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence
Key Practice	Success Criteria
<p>The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades PK-2nd mathematics and reading.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Aligned to the TEKS with an emphasis on readiness standards <input type="checkbox"/> Structured in logically sequenced units of instruction backwards planned from assessments <input type="checkbox"/> Includes dedicated time for assessment and re-teaching
<p>Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Frequent: administered at least 3-4 times per year, may be cumulative in nature <input type="checkbox"/> Common: assessment designed with the intent to be delivered across all grade level/content classrooms <input type="checkbox"/> Aligned: <ul style="list-style-type: none"> <input type="checkbox"/> Addresses the standards with the same prioritization and rigor as the top-line assessment (STAAR, ACT, AP, etc) in alignment with the scope and sequence <input type="checkbox"/> Reflects the format and type of questions from the top-line assessment
<p>Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional materials with key ideas, essential questions, recommended materials, and content rich texts (when applicable) are provided for each content area <input type="checkbox"/> Instructional materials are implemented with fidelity in all classrooms <input type="checkbox"/> Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners <input type="checkbox"/> Recommended instructional materials, including content-rich texts, are utilized during instruction and in the hands of students
<p>Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular resources for early childhood through grade 12, in all core subjects.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Campus calendar indicates dedicated time for introductory and ongoing job-embedded professional development focused on curriculum and aligned instructional materials <input type="checkbox"/> PLC agendas include time to make connections between data analysis, reteach plans, and appropriate instructional materials

Prioritized Lever #5: Effective Instruction	Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.
Key Practice	Success Criteria
<p>All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.</p>	<ul style="list-style-type: none"> ❑ Complete: includes an objective, opening/closing activities, pacing, instructional activities (with differentiation), and a formative assessment with an exemplar response ❑ Curriculum-driven: aligned to the scope and sequence, daily objective is aligned to the standard and written as a measurable student learning output ❑ Aligned: assessment and all learning activities are aligned to the objective ❑ Data-driven: Informed by student data, includes frequent checks for understanding aligned to the objective ❑ Detailed: includes enough detail that another teacher could pick up the plan and use it effectively ❑ Aligned execution: executed in alignment with lesson plan
<p>Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.</p>	<ul style="list-style-type: none"> ❑ Right content: Evaluates lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor ❑ Precise and bite-sized: 1-5 precise pieces of feedback per daily lesson plan focused on teacher actions that would have the greatest positive impact on student learning. ❑ Timely: Delivered to teacher with enough time to make recommended changes before lesson delivery

Prioritized 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
<p>Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills <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>Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</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
<p>Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All classrooms include at least one visible student progress tracking artifact, which is regularly updated <input type="checkbox"/> Campus hallways include at least one visible student progress tracking artifact, which is regularly updated