The campus administrators attend all AISD recruiting functions such as professional, paraprofessional job fairs and the AISD student teacher collaboration with local colleges/ universities. Administrators regularly contact local universities and alternative certification programs to recruit highly-qualified candidates. There is sometimes difficulty with finding high quality candidates. Teacher turnover is an area of concern. Current teachers who are highly-qualified encourage other highly-qualified teachers out-of-district to apply for open positions as the administration has an agreed-upon definition for a highly-qualified teacher. There is no current tracking system in place to identify which recruitment efforts yield the highest returns. All candidates are interviewed using job-related questions and scored with a rubric. During teacher interviews, candidates present a lesson on a specific TEK for interviewers to identify candidate's instructional content and pedagogical level of expe4(am)4(s c)-5(oe Admi)4(ni)5(str)4(at)4(o)3(rir i)5m(o)3(r)5(o)3(na)4(l)uidate's

Implementation Level At
Diagnostic

Prioritized Focus Area from ESF Diagnostic?

AISD Curriculum Central provides a scope and sequence for all grade-levels. Included are a Year-at-Glance as well as the Instructional Focus Document (IFD) supported by best practices and resources. Curriculum Assessments and Benchmarks are administered as per the AISD Testing Calendar. These instruments are aligned to STAAR. STAAR aligned common assessments (Speer Quick-Checks) are administered bi-weekly in the tested subject areas in 3rd-6th grades. K-2nd grade have begun taking Math Quick-Checks this year. Instructional materials with key ideas, and essential questions are used across classrooms. While the curriculum is utilized, greater attention may need to be given to other vetted resources being in place as part of Tier 1 instruction. The campus currently has one instructional coach who serves on the Math Cadre (district level committee). The breadth of the curriculum is a challenge at times for teachers; however there are opportunities for support with planning that is provided by members of the ILT. Currently the campus does not implement a high fidelity professional development calendar for teachers that provides introductory and ongoing content-focused, job-embedded training linked to high-quality curricular resources in all core subjects. However, the campus continues to use trend data to identify what is necessary for instruction to improve and offers PD centered on these topics.

At full implementation, the Arlington Independent School District will continue to provide a curriculum scope and sequence that is aligned to the Texas Essential Knowledge and Skills via an online portal. Within this portal, core subjects are supported with Instructional Focus Documents for each grade-level supported by research-based vetted resources that are available in the appropriate language of instruction for the learners we serve at our campus. A Year-At-a-Glance (YAG) will be provided to set a pace for planning and assessment alignment with suggested time and treatment for units aligned to the STAAR blueprint. Included in the documents will be unpacked learning targets, language stems, guiding questions, a variety of opportunities to respond, and demonstrations of learning. The Gradual Release of Responsibility components will be supported with best practices and research-based instructional materials. Districtwide Curriculum Assessments and Benchmarks at the rigor of STAAR are developed in order to assess instructional delivery and student progress and results will be used to inform reteaching, interventions, and resource allocation. Quick-Checks (common assessments) will be developed at the campus level in between the CAs and Benchmarks. Screeners and diagnostics will be used to prescribe interventions. All students and program needs are met with resources to address special needs students along with English Learners, 504, dyslexia, GT, as well as Tier II and Tier III students. On-going professional learning will be provided to support best practices and the use of quality instructional materials. Our campus calendar for professional learning will ensure teachers and staff are provided the opportunity to engage in ongoing job-embedded professional development focused on curriculum and aligned instructional materials that support a highly effective delivery of Tier 1 instruction.

Implementation Level At Diagnostic

Prioritized Focus Area from ESF Diagnostic?

Teachers create and submit online lesson plans that include a learning target, sentence stem aligned to the target, a strategy, activity, guiding question, and assessment for each lesson as provided by the space in a prescribed template. The pieces for a time-stamped I do, we do, we do, you do (focused instruction, guided instruction, collaborative instruction, and independent learning) piece are not required on the template at this point. However, all learning targets are curriculum-driven and aligned to the district's scope and sequence. A bank of sixty ways to assess learning was shared with teachers through the Tools for Formative Assessment-Techniques to Check for Understanding. Biweekly Quick-Checks (common assessments) are conducted as well. Members of the ILT have been assigned grade-levels for lesson plan reviews/feedback on the CANVAS system. PK-2 lesson plans are reviewed by Instructional Coach 1, 3rd grade by Assistant Principal 1, 4th grade by the principal, 5th grade by AP2, and 6th grade by Instructional Coach 2. All lesson plans will be spot checked upon documented walk-throughs by the administration team. To date, lesson plans are required to be turned in Monday morning by 8:00am of the week of implementation which is not allowing enough time for feedback and changes to the plan in a timely manner. Campus instructional leaders review disaggregated data and provide evidence-based feedback to teachers. However additional work has begun to ensure we track and monitor the progress of all students, including students with disabilities and English learners among other student groups. Teachers use a corrective instruction action planning process during PLOs to identify trends in student work and create plans to reteach; however, we are continuing to build capacity around how we name the misconceptions explicitly and ensure the reteach is monitored. Teacher teams have protected time built into the master schedule to meet frequently to discuss student data, effective instructional strategies, and what possible adjustments are needed for the instructional delivery. The latter, while in an emerging state, can continue to be strengthened. Instructional leadership team members also receive support from DCSI/designee in the area of DDI. Pre-work support is being provided for the DDI/PLC meetings to ensure the instructional coaches build their capacity to facilitate the process.

At full implementation, all lesson plans will be uploaded to CANVASa week ahead of the plans going live. These plans will be fully aligned to the district's curriculum documents. Each lesson plan will include Speer Elementary's Required Lesson Plan components which include a learning target, language stem, guiding question, strategy (selected from a word wall of posted strategies), the Gradual Release of Responsibility lesson cycle (Instructional Focus/I will, Guided Instruction/We do, Guided Learning/We do, Independent Learning/You do) along with time stamps for each portion of the lesson cycle, and an assessment. A lesson plan rubric for the ILT will be used to provide bite sized lesson plan feedback giving the teachers enough time revise their plans and engage in coaching conversations with the ILT. The rubric will identify evidence, partial evidence, or no evidence in each component and be given to the teacher a week before so adjustments can be made. Armed with quality lesson plans, teachers will have unpacked the TEKS and referred to the learning target as a natural process. Teachers will have developed rigorous lessons that intentionally address differentiation and scaffolding and a well thought out demonstration of learning (i.e., an exit ticket or Quick-Check common assessment). Teachers will have identified what exemplar responses they expect to see for each demonstration of learning. And aggressive monitoring during the lesson will offer opportunities for teachers to identify areas for re-teach or on-time interventions. The alignment between the student expectation, what is taught, and assessed will impact student achievement in a positive way.

The campus implements a campus assessment calendar using the district assessment calendar as a guide. AISD provides a database that allows for the tracking of formative assessments such as CAs, Benchmarks, and Quick-Checks (Common assessments). This allows for tracking by student expectations, grouping by tiers, and ranking by student needs. Data Days are provided for teachers after each district-wide assessment (CAs) to offer them the opportunity to analyze and produce corrective action plans. All Data Days have been scheduled for the year. Principal and APs and Instructional Coaches have been trained on the DDI process. The majority of the Instructional Leadership Team were trained in Level 1 DDI by the ESC Region 11 TIL Lead. We have had to make modifications to the DDI protocol in order to engage in Bambrick-Santoyo's Know/Show Process to unpack the standard, provide a student exemplar, understand what the student should know in order to meet the standard. Limitations to when teachers can be required to attend during the day meetings (i.e., PLOs) warrants the need for us to adjust the frequency. Eventually we want to bring in an Aggressive Monitoring Tool in order to strengthen Tier 1 instructional delivery. There is a Master Tracker that exists for Speer. Teachers and IOs in addition to the principal regularly update each student's progress toward mastery of local and district assessments in addition to ISP and TELPAS progress. Individual student goal setting and tracking folders are being distributed.

At full implementation, a DDI culture will be the Speer Way. Weekly Data Meetings along with periodic Data Days will engage teachers in collaborative discussions that align student expectations, rigorous instruction and quality formative assessments. The ILT and Teacher Leads will be formally trained in DDI. DDI tools to disaggregate and analyze data will be used routinely to include Polaris, heat-maps, corrective action plans, spiraling calendars and plans for small group interventions in an effort to close the identified gaps. Additionally, teachers will be supported in analyzing student level data to also identify how to accelerate instruction for learners who are performing at or above grade level. Through the implementation and routine use of Choice Boards, our teachers will become better equipped in how to appropriately differentiate for all learners, and not only learners who struggle academically. Along with this, teachers will engage in the Know/ Show process to unpack TEKS, identify what students need to know in order to perform at the rigor of the student expectation, create teacher exemplars, and assess the effort through Exit tickets and Quick-Checks (common assessments). Using the results of these demonstrations of learning, teachers will identify misconceptions and plan to close the gaps by planning for a reteach with opportunities to practice with peers for delivery. A Quick-Check schedule will be followed with fidelity to include test items at the rigor of STAAR in grades 3rd-6th. K-2 teachers will also engage in the Know/ Show process as well. The Speer Student Tracker will be updated in a timely manner and used to evaluate program effectiveness, instructional delivery, and inform planning. Teachers will have access to student progress measure data and a system will be put into place to ensure learners are engaging in data chats with their classroom teachers (by content area) to identify their individual goals, and to determine progress towards meeting or