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Standard Operating Procedures

A/B Block Scheduling Pilot

APPROVED: June 9, 2021

A/B Block Scheduling Pilot Handbook Policy Cross Reference Sheet

This handbook represents the administrative procedures that outline expectations, supports, and evaluation metrics for the A/B block.

Date of Superintendent Approval: Diana Saucedia

Version Number: (i.e. "2020.1") 2021.1

The contents of this handbook relate to the following Board policies:

Policy	Title	Page(s)
EA (LOCAL)	Instructional Goals and Objectives	3
EC (LOCAL)	School Day	5
EHDE (LOCAL)	Alternative Methods for Earning Credit	4
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INTRODUCTION

This document outlines the A/B Block Scheduling Pilot philosophy, expectations for implementation, support models, expected outcomes, and metrics used to evaluate the success of the pilot implementation.

Philosophy

The District is committed to providing an educational system that will enable all students to reach their full potential. An A/B Block Scheduling Pilot is being implemented during the 2021-22 school year to provide extended learning opportunities for students attending Hightower High School (HHS), Marshall High School (MHS), and Willowridge High School (WHS). Students attending these campuses will have the opportunity to take eight credit bearing classes based on student needs. Block scheduling has been shown, in some cases, to reduce student anxiety by virtue of the smaller number of periods in the school day and extended time to delve into learning and collaborative opportunities.

Early College High School (ECHS) and Pathways in Technology (P-TECH) ECHS students will use this schedule to complete their high school diploma and associate degree. The A/B block schedule allows additional time in ECHS and P-TECH students' schedules to complete college coursework and may reduce the number of courses they have to take during the summer.

An additional benefit to block scheduling is that it provides more time for teachers to participate in high performing professional learning communities (PLCs) to increase alignment and effectiveness in Tier I instruction and in the development of targeted intervention and enrichment strategies.

Effectiveness of the A/B Block Scheduling Pilot will be evaluated through review of fidelity of implementation of program expectations and defined student outcomes. The District will evaluate the effectiveness of the pilot, along with the needs of each specific campus, to determine the type of schedule that best meets the needs of each campus moving forward.

Structure

A block schedule organizes the school day into fewer class periods (blocks) which are longer than class periods on a traditional seven-period schedule. Blocks are typically 90-minutes in length, as opposed to class periods in a traditional schedule which are typically 45 to 50 minutes in length. Longer class periods allow for more direct interaction between students and teachers, which promotes deeper discussions of curricular material.

A/B Block scheduling divides an eight-period day over two school days, creating a day during which students attend periods 1, 2, 3, and 4 ("A" Day) and a subsequent day in which students attend periods 5, 6, 7, and 8 ("B" Day). The learning cycle consists of 10 days of learning – five "A" days and five "B" days.

A/B BLOCK MODEL EXPECTATIONS

In the 2021-22 school year, HHS, MHS, and WHS will implement the block schedule to support improved access to student programming. In order to ensure equity and access for all students, leaders will apply the master schedule expectations tied to student course offerings, student intervention guidelines, and teacher PLC time.

Master Schedule Expectations

The master schedule shall be developed using the following expectations:

- Design student course offerings based on the identified pathways for the student programs offered at the campus;
- Determine the number of students in need of Tier 3 intervention and identify placement for the identified intervention courses in the master schedule; and,
- Allocate common PLC time for academic teams. The table below shows a sample of the bell schedule for the A/B block.

A/B Block 90-Minute Blocks	
Period 1/5	7:30-9:00
Period 2/6	9:05-10:35
Mascot Time	10:35-10:55
Period 3/7 (Lunch Included)	11:00-1:10
Period 4/8	1:15-2:45

A/B Block Additional Eighth Course Considerations

The A/B Block Pilot provides an opportunity for students at pilot high schools to take an additional course based on student needs. The additional course may be a credit bearing* or noncredit bearing** course based on student need and master schedule considerations. Course options will include opportunities for intervention, enrichment, course work to support specialized programming, and extensions of courses, such as Fine Arts and Athletics.

District policy EIC (Local) articulates guidelines for GPA calculation for students who attend a campus other than their zoned campus. Courses any student takes for high school credit will be included in a student's GPA, whether taken in middle school, during the summer prior to or during high school, in the evening, or during the school day. **Starting with the class of 2024, students attending a District Program of Choice (i.e., ECHS, P-TECH, high school academies) and intra-District transfer students will be ranked with their zoned campus per District Policy EIC (Local).**

***Credit Bearing** – A course placed in a student's schedule that offers credit that will appear on a student's transcript, which can include local and state credits. Note that while local credits do not count toward a student's graduation requirements, they do appear on the transcript and demonstrate to universities, through the holistic review of admissions, the breadth/depth of a student's academic experience. Credits will be considered weighted or non-weighted.*

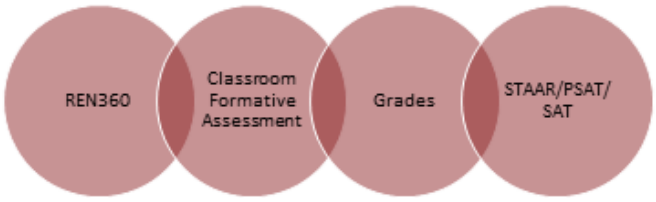
- ***Weighted** – Refers to courses in which additional grade points have been assigned due to the level of rigor (see EIC (Local) for examples).*
- ***Non-Weighted** – Refers to on-level courses that do not provide additional grade points.*

***Noncredit Bearing** – A course placed in a student's schedule that does not offer local or state credit, does not count toward GPA and class rank, and contributes to overall student success.*

Student Intervention Guidelines

The A/B block schedule will provide an opportunity to support student schedules that allow for designated intervention periods for students that need the class. To support students in need of intervention in literacy and/or math instruction, specific credit bearing courses can be included in the students' schedule. An eight-period schedule will allow students to be enrolled in the seven class periods that would be included within a traditional schedule and incorporate an intervention class for math or reading as an eighth course without negatively impacting the student's attainment of required credits for graduation.

The profile of a student in need of intervention is a comprehensive profile that includes multiple sources of data and evidence of student learning and achievement. These sources of data not only include current and historical performance on state assessments, but also include data from a universal screener, evidence of progress through learning progressions, and anecdotal data from classroom teacher(s). The chart below outlines the analysis process and key indicators that support the specific interventions that a student may need.



Level	Tier 2	Tier 3
High School	**REN 360:** Intervention **Grades:** 70 - 74 **Classroom Formative Assessments:** Progressing on learning progression **Learning Assessment:** Progressing **PSAT/SAT/ACT/TSIA:** College Ready or not **STAAR/EOC:** Approaches In need of additional support with grade-level skills	**REN 360:** Urgent Intervention or Intervention **Grades:** Below 70 **Classroom Formative Assessments:** Developing on learning progression **Learning Assessment:** Developing **PSAT/SAT/ACT/TSIA:** College Ready or not **STAAR/EOC:** Did Not Meet In need of support with foundational skill development

A comprehensive learning plan should be developed through the Student Support Team (SST) process and documentation will be maintained through Skyward for all students that are in need of intervention.

Several courses are designed and available for high school students that need Tier 3 intervention, see Exhibit A for a list of courses. Data analysis of various assessment tools and the student profile should be used to identify the need for Tier 3 intervention and the appropriate course to provide additional support. Additional supports may be identified for students with special education services through the ARD/504 committees or English Language learners through the LPAC committee.

In order to support students that need intervention in reading and mathematics within a block schedule, **the master schedule must be strategically developed such that the student takes the grade level course on an "A" day and the intervention course on a "B" day,** preferably with the same teacher for both classes. For example: A student is scheduled for Algebra I during 1st period and Strategic Learning for

High School Mathematics during 5th period. This allows for math instruction every day.

Additionally, two courses are offered at the senior level for reading and mathematics, College Prep ELA and College Prep Math, that should be utilized for students that are deemed "not college ready" based on CCMR indicators. These courses utilize a specific curriculum, count toward a fourth level content class, and will prepare the students for assessments such as the TSI to support entry into a college program.

Professional Learning Community Expectations

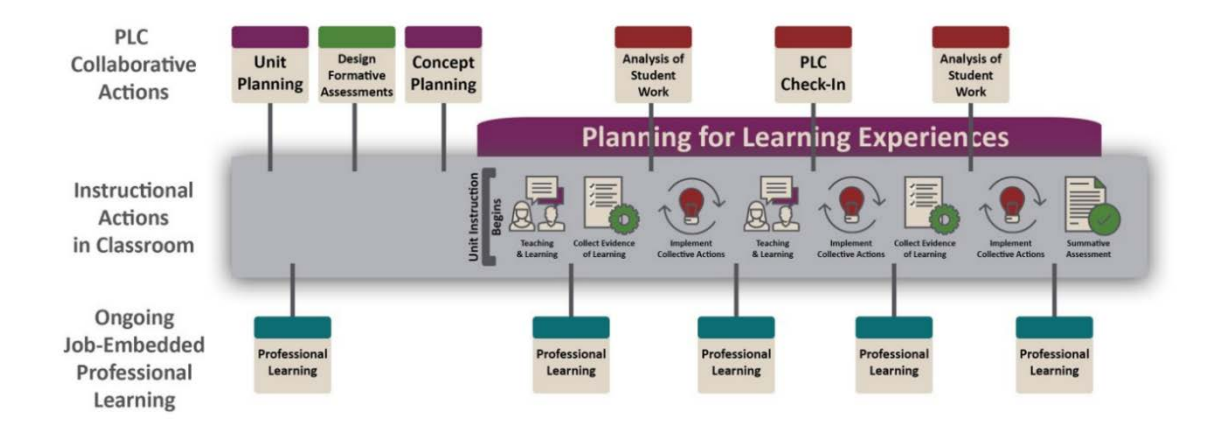
Time for teachers to work in PLC teams is a District priority to support integration of the critical work of PLC Progressions of Practice into the teacher workday. Through professional learning communities, teachers collaboratively plan, analyze student work, and plan necessary interventions. For each PLC team granted embedded time during the school day, the ability to accomplish the district goal of implementing Impact Teams is strengthened.

In this A/B Block Pilot, core teachers (ELA, Math, Science, and Social Studies) and world language teachers will teach 6 out of 8 periods, with a dedicated conference period and a PLC period. This will allow for a consistent PLC schedule to ensure that teachers implement high quality instructional strategies. PLC teams will meet 2 – 3 times per week. Elective teachers will teach 7 out of 8 periods and establish a consistent PLC meeting structure.

Expectations for PLCs

The District defines PLCs as an ongoing process in which educators work collaboratively in reoccurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs convene regularly and frequently during the workday to engage in collaborative learning to strengthen their collective practices and increase results for all students.

The PLC progression of practice guides campus leaders in identifying where their teams are, and details focused action steps for supporting teams towards empowered PLC practices where teams function as Impact Teams applying protocols that support the implementation of the student-centered curriculum. PLCs achieve their purpose through the intentional engagement in four key practices: Instructional Planning, Formative Assessment Practices, Analysis of Student Work, and Professional Learning. The graphic below illustrates how these four key practices support the cycle of PLC actions and classroom instructional delivery throughout a unit of instruction and are supported with ongoing job-embedded professional learning.



Teachers shall use the District's curriculum, planning protocols, and authentic student work to collaboratively design targeted learning experiences and employ best practices associated with instructional delivery. The table below provides protocols that reinforce the intended outcomes of the

PLCs as well as a PLC observation checklist for campus leaders.

Protocol*	Purpose
Unit Planning	Develop clarity for over-arching learning intentions and success criteria for a unit of instruction. Determine when formative assessments will be provided to collect evidence of student learning and measure student understanding with the unit.
Concept Planning	Develop clarity and determine learning intentions and success criteria for specific concepts within a unit of instructions to support the development of aligned experiences.
Lesson Design	Develop learner experiences that provide students opportunities to engage in instruction of content aligned to the instructional model, formative assessment, small group instruction, conferring, and establishes a learning community.
Evidence, Analysis, Action (EAA) Team Meeting	Analyze authentic student work according to the learning progressions to guide instructional planning decisions, including intervention and enrichment.
PLC Observation Checklist	Inspection tool for campus leaders to observe and engage teams in feedback to support the continued development of effective teacher teams.

**Resources to support the protocols above are provided in Exhibit B.*

Opportunities to review and discuss additional instructional planning considerations, unique to the A/B block schedule, exist throughout the cycle of PLC work. A variety of differentiated curriculum supports will provide PLCs with the resources needed to make intentional planning decisions to maximize each 90-minute block.

Curriculum Adjustments

The curriculum will include adjustments to support teachers who teach in the A/B block through an adapted scope and sequence for teachers teaching in a block model. The adapted scope and sequence will include information on the number of block periods that would be needed for completion of the unit of instruction, as well as specific guidance on how many block periods would be used for a particular concept within the unit. This information provided in the scope and sequence will help teachers as they engage in the PLC instructional planning process and utilize the Unit and Concept Planning protocols. A sample of the adapted scope and sequence is provided below.

Grading Period 3	
Unit 5: Operations of Polynomial Functions Estimated Date Range: Jan. 7 – Feb. 4 Estimated Time Frame: 10 A-Blocks; 10 B-Blocks Note: Includes 2 - 90 Minute Blocks for A-Day and B-Day for re-engagement and assessment	
Concepts within the Unit	**TEKS**
Concept #1: Adding and Subtracting Polynomials Suggested 90-minute blocks: 1 A-Day block 1 B-Day block	Integrated Standards A.10A add and subtract polynomials of degree one and degree two
Concept #2: Multiplying Monomials and Polynomials Suggested 90-minute blocks: 2 A-Day blocks 2 B-Day blocks	Integrated Standards A.10B multiply polynomials of degree one and degree two A.11B simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents
Concept #3: Dividing Monomials and Polynomials Suggested 90-minute blocks: 2 A-Day blocks 2 B-Day blocks	Integrated Standards A.10C determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceed the degree of the dividend A.11B simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents
Concept #4: Factoring Polynomials Suggested 90-minute blocks: 3 A-Day blocks 3 B-Day blocks	**Priority Standards** **A.10E factor, if possible, trinomials with real factors in the form $ax^2 + bx + c$, including perfect square trinomials of degree two** Integrated Standards A.10D rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property A.10F decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial

To further support teachers with planning instruction in a 90-minute block period, each content area will provide guidance on how the lesson cycle should be utilized to support the designated instructional model. This information will be provided in each unit of instruction within the Instructional Model tab within the OneNote notebook. A sample of this guidance for the math lesson cycle is provided below.

Lesson Structures for Block - High School Math

Instructional Model for Mathematics

The instructional model for math is Concrete-Representational-Abstract (CRA) is how students learn mathematics. The CRA model occurs throughout the lesson structure depending on where students are in their learning of the concept and/or unit of instruction.

General High School Math Lesson Structure

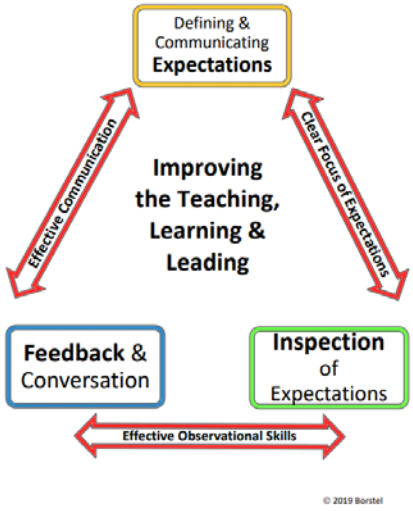
Number Sense Routine	5-10 Minutes
Learning Experiences Include a variety of the following: • Whole group mini lesson • Structured Practice • Rich Task or Inquiry Activity • Small Group Instruction (Learning Stations with or without teacher led group)	70 – 80 Minutes
Reflective Closure	5-10 Minutes

Specific lesson structure examples can be found in Exhibit C.

The written curriculum provides suggested instructional materials to support the variety of learning experiences within the A/B Block lesson structure. For example, using the math sample above, the curriculum will include number sense routines and structured practice resources specific to the concept, within that unit of instruction, to support teacher lesson design that maximizes the 90-minute block.

A/B BLOCK SUPPORT MODEL

The District will prioritize support for campuses piloting the A/B block model through leader coaching cycles and teacher professional learning.



Leader Coaching Cycles
Each pilot campus principal will engage with a dedicated mentor/coach throughout the school year. As part of the coaching cycles, leaders will continue to apply the leading improvement framework (above) as the foundation for discussions.

Campus administrators will set expectations tied to the program implementation components such as:

- Student Coursework,
- PLC Collaboration; and,
- Teacher Instructional Practice.

Each leader will establish a system for inspecting instructional practice and PLC collaboration that includes a cycle of feedback in order to identify and celebrate strengths, engage teachers in reflective practice, and provide learning/resource support for achieving instructional expectations and defined student outcomes.

Campus and district leaders will work together on the continuous improvement cycle as we implement the A/B Block Pilot.

Teacher Professional Learning
Quality professional learning is essential to ensuring high quality instructional practices that support improved student outcomes. The adoption of the school calendar allocates time for student and teacher learning. District Teacher Professional Learning will occur using a job-embedded model which allocates time for required professional learning, campus based professional learning, and time for teachers to engage in Professional Learning Communities.

All teachers in the District attend fourteen hours of required professional learning. Required learning will launch in the summer with 7 hours of learning tied to instructional expectations for developing Student Ownership of Learning and Behavior. Additional sessions will occur throughout the year to support an ongoing focus on the defined priorities.

Focus areas for this learning include:

- Learning to support teacher implementation of expectations for classrooms to develop student ownership of learning and behavior.
- Instructional Planning within a 90 – minute block, including lesson cycle development,
- Curriculum pacing, sequencing adjustments to support instructional delivery,
- PLC actions to support the creation of learner experiences,
- Implementing the formative assessment cycle to measure student progress, and
- The role of technology in learning.

Required learning will be grounded in an evidence of practice model where teachers develop artifacts, engage in ongoing learning, and reflect on the impact of student ownership practices on student

learning. Learning throughout the year will be a job-embedded evidence of practice model that supports the facilitation of effective PLCs and consistent professional growth for blocked teachers. Learning plans have been created to establish a distinct path for blocked teachers to allow them to engage in specific content and practices with other teachers on the blocked schedule. Teachers will be able to engage in professional learning and feedback with job-alike peers to strengthen clarity, enhance instructional practices, and promote collective efficacy aligned to the A/B Block Schedule.

The following timeline provides information for the launch of 2021-22 Professional Learning.

Teacher Support Model(s)

As part of the job embedded Professional Development (PD) structure, teachers will engage in learning and receive coaching on their practice.

Model	Action	Frequency
Train	Teachers will participate in professional learning sessions Required with job-embedded opportunities, Campus, PLC, Optional and Compliance	According to District Calendar (PD Days)
Coach	Campus administrators, instructional coaches, PLC members will engage in coaching conversations for the purpose of improving pedagogical practices, content and curriculum knowledge, data management and interpretation, and understanding of intervention methods	Weekly

EXPECTED OUTCOMES

Measures of Program Effectiveness

Measuring the A/B Block Pilot success is essential to ensure the program's intended impact. The evaluation plan will include steps to document the project components implemented and measures to gauge impact. The project metrics include objective measures pertaining to the project and play a major role in project control. The project metrics for success measure the benefits of the project and capture the "when" and "what" of project success.

Many of the metrics that will be used to evaluate the A/B Block Pilot will be generated internally through observations, stakeholder feedback and monitoring. The evaluation of the A/B Block Pilot will also incorporate several metrics produced by assessments, surveys, PLC documentation and other artifacts. These metrics will benchmark A/B Block campus performance against campuses across the District considering important demographic factors.

Implementation Accountability Measures

The table below defines the metrics used to evaluate the implementation fidelity of the A/B Block.

Metric	How to Determine Effectiveness (measurable outcomes)	Person Responsible	Frequency of Monitoring
Master Schedule Handbook Checkpoints	Met or Not Met	Campus Administration and Executive Director	Weekly
Fidelity of PLC Period Assignment	Met or Not Met	Campus Administration and Executive Director	BOY
Completion of Teacher Training	Met or Not Met	Campus Administration and Executive Director	BOY
Fidelity of Intervention Pathways	Master Schedule and individual student schedules	Campus Administration and Executive Director	BOY

Program Effectiveness Measures

The table below defines the metrics used to evaluate effectiveness of the A/B Block program. Metrics in green will also be applied at campuses utilizing the 5/7 PLC model.

Metric	How to Determine Effectiveness (tool)	Person Responsible	Frequency of Monitoring
Stakeholder Perceptions (A/B Block)	Stakeholder Survey/ Student Engagement Survey	OT Department/ Campus Administrator	Staff – BOY/EOY Students – Spring
Instructional Practice Implementation (Alignment with written curriculum and defined instructional priorities)	CST Walk Through Tool	CST Teams	Monthly
Use of PLC Protocols	PLC Checklist Tool	Campus Administrators	Weekly

Fidelity of Intervention Instruction	Tool to be created (Intervention Look-fors)	Dean of Instruction, Intervention Coordinators	Monthly
Percent of students on cohort	Increased percent of students on cohort	Skyward and campus reports	Once per semester
Increase student credit acquisition	Increased number of passed credits per semester	Skyward and campus reports	Once per year
Class Rank Impact from A/B Block (EIC LOCAL)	Effect of 8th course on individual participants' GPA and rank	District Registrar	Once per semester

Progress Monitoring

The progress monitoring for defined data points above will occur quarterly. The Organizational Transformation Division will schedule reviews during the indicated months. A cross functional team from Academic Affairs, Organizational Transformation, DSL, and the pilot high schools will engage in a data review protocols. Following review, the team defines action steps to support implementation and improvement across metrics. Exhibit D provides a sample of the action steps template.

Month	Purpose	Metrics
August	Review Fidelity of Implementation of A/B block expectations	Implementation Accountability Measures (All)
October	Evaluate progress on defined metrics	Program Accountability Measures - Stakeholder Perceptions Survey (Staff BOY) - Instructional Practice Implementation - Use of PLC Protocols - Fidelity of Intervention(s)
January	Review supports and adjust; Evaluate progress on defined metrics	Program Accountability Measures - Instructional Practice Implementation - Use of PLC Protocols - Fidelity of Intervention(s) - Percent Students on Cohort - Class Rank Impact
April	Review supports and adjust; Evaluate progress on defined metrics	Program Accountability Measures - Instructional Practice Implementation - Use of PLC Protocols - Fidelity of Intervention(s) - Percent Students on Cohort
June	Evaluate progress on defined metrics, Develop A/B Block Pilot Program summary	Program Accountability Measures - Stakeholder Perception Survey (EOY) - Student Engagement Survey - Instructional Practice Implementation - Use of PLC Protocols - Fidelity of Intervention(s) - Percent Students on Cohort - Student Credit Acquisition - Class Rank Impact

Additional Data for Review – Campus Level

The table below defines additional data points which will be reviewed to monitor student engagement and growth at each campus. This data is reviewed by all campuses and will follow the normal cycle established within the Campus Improvement Plan (CIP) quarterly review process.

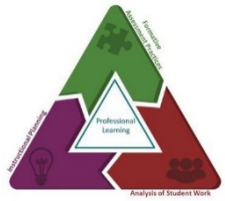
Metric	How to Determine Effectiveness (measurable outcomes)	Person Responsible, Data System	Frequency of Monitoring
Student academic achievement reports	Increased rates of students at a passing level	Campus Principal, Skyward	3 weeks, and quarterly
Student Performance Level (REN360)	Increased the percent of students in 9th and 10th grade who meet "At/Above Benchmark" performance level	Campus Principal, REN360	BOY, MOY, EOY
Attendance Reports	Increased attendance	Campus Principal, On Data Suite	Quarterly
Extracurricular activity participation	Increased participation	Campus Principal, Skyward and campus reports	Once per semester

EXHIBIT A – High School Intervention Courses

Course	Code	Purpose of Course	Curriculum & Instructional Resources	Teacher Expertise & Knowledge
Reading I, II, III	ER113 ER123 ER133	This course is designed for students that are identified as needing Tier 3 reading intervention. Another key indicator for enrollment in this course is **if students are reading more than 1 year below grade level.** This course will provide targeted intervention and instruction in reading to develop and strengthen vocabulary, fluency, and comprehension.	• District Curriculum for Reading Course • Literature and Thought, Perfection Learning • Vocabuilt, Perfection Learning • The Reading Strategies Book, Jennifer Serravallo	• Certified in Reading or Reading Specialist • Knowledge of how reading skills and behaviors are developed in students • Ability to diagnose, plan, and provide targeted instruction to students reading below grade level
Practical Writing	EL313	This course is designed for students that are identified as needing Tier 3 writing intervention. This course will provide targeted intervention and instruction in writing to develop and strengthen the use of conventions and mechanics of the written language through the writing process.	• District Curriculum for Practical Writing Course • Writing Companion, Perfection Learning • The Writing Strategies Book, Jennifer Serravallo	• Participation in training for writing workshop model • Evidence of successful implementation of writing workshop model • Knowledge of how writing skills are developed in students • Ability to diagnose, plan, and provide targeted instruction to students writing below grade level
Strategic Learning for High School Mathematics	MA554	This course is designed for students that have a history of struggling in mathematics and is taken at the **same time as Algebra I.** This course will provide opportunities to develop basic mathematical concepts.	• District Curriculum for Strategic Learning for High School Mathematics Course • Pearson Texas Algebra I, Pearson	• Knowledge of how math skills are developed in students • Ability to diagnose, plan, and provide targeted instruction to students with gaps in foundational math concepts
Applied English	Various course numbers	This course is designed for students that are identified as having dyslexia or identified through special education as having reading deficits. This course will provide instruction focused on increasing literacy skills.	• District Curriculum for Applied English Course • Developing Metacognitive Skills Teacher Manual (Neuhaus) • History of the English Language Teacher Manual (Neuhaus) • Six Ways Paragraph, Student Copy	• Participation in training specifically designed for supporting students identified as having dyslexia
Applied Reading	Various course numbers	This course is designed for students that are identified through special education as having reading deficits or severe dyslexia.	• Project READ o Linguistics o Written Expression • Comprehension	• SPED Certified • Participation in training of all three strands of Project READ

EXHIBIT B – PLC Protocols and Resources

Unit Planning Protocol

	**Guiding Questions for Collaborative Conversations within a PLC**
Deepening Our Understanding of the Big Ideas of Learning	• What is the purpose of this unit of study? (*Unit Overview*) • What clarity can we gain around this unit of instruction? *(Teaching Considerations)* • What are the big ideas and essential questions for this unit of study? (*Unit Overview*) • What student expectations (TEKS) support the big ideas for this unit of study? (*Unpacked TEKS*) • Why is this important for students to learn? *(Unit Overview)*
Overarching Learning Intention(s)	• What will students learn by the end of this unit of study? o Based on the big ideas of learning, what overarching learningoutcome emerges for this unit of study?
Overarching Success Criteria	• How will students know they have learned the overarching learning intention by the end of this unit of study? (*Learning Progressions*) o What evidence would show you that students have achieved conceptual understanding? o What process might they need to follow to show their understanding? o What language will they need to use to share their evidence of learning?
Unit Outline	• How many total days are designated for this unit? (*FBISD Scope & Sequence*) o How many days of initial instruction are included in this unit? o How many days of re-engagement can be allotted in this unit? • What concepts are included in this unit? How many days are designated for each concept?
Assessment(s)	• Pre-Assessment: (*Unit Assessment: Pre-Assessment*) o What pre-requisite knowledge and skills are essential for students? o What type of assessment can be used to gather that evidence? o When can we gather this evidence about student' current level of understanding? (Prior to the unit, during the unit, in a specific concept, etc.) • What type(s) of formative assessment(s) will measure student's learning throughout the unit of study? (*Unit Assessments*)

Concept Planning Protocol

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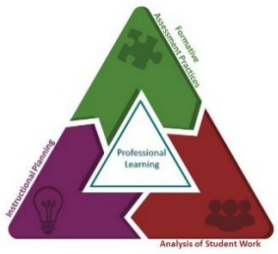
<tr><td> 
</td><td>Guiding Questions for Collaborative Conversations within a PLC</td></tr>
<tr><td colspan="2">What do we expect our students to learn?</td></tr>
<tr><td>Deepening Our Understanding of the Concept</td><td>• How many total days are dedicated to this concept/skill? (Scope & Sequence, Instructional Delivery)
• What is the purpose of this concept/lesson? (Instructional Delivery)
• What are the big ideas and essential questions for this concept/lesson? (Instructional Delivery)
• What student expectations (TEKS) support the big ideas for this concept/lesson? (Instructional Delivery)</td></tr>
<tr><td>Learning Intention(s)</td><td>• What should students learn by the end of this concept and/or lesson? (Instructional Delivery)</td></tr>
<tr><td>Success Criteria</td><td>• How will students know that they have mastered the intended learning for this concept and/or lesson? (Instructional Delivery)
o What evidence would show you that students have achieved conceptual understanding?
o What process might they need to follow to show their understanding?
o What language will they need to use to share their evidence of learning?</td></tr>
<tr><td colspan="2">How will we know students are learning?</td></tr>
</table>

Assessment(s)	• What information do we have on student's current level of knowledge and skills for this concept/skill? *(Refer to pre-assessment questions in the methods of assessment chart below)* • What kind of assessment or task would we provide to students for the purpose of gathering evidence of learning aligned to the concept success criteria? (*Refer to the Concept Culminating Task guiding questions*) • What exemplars/examples (collaboratively created or selected) will students use to gain clarity around desired learning outcomes? • How do the assessment(s) align to the rigor of the TEKS and the summative unit assessment? (*Unpacked TEKS)* o What verbs are included in the student expectation(s) and TEKS? o What important academic vocabulary is related to the student expectation(s) and TEKS? • How does the formative assessment(s) support the learning progression towards concept mastery? 💻 What recommended online tool will students use to submit evidence of mastery?

Lesson Design Protocol

	**Guiding Questions for Lesson Design**
Component	**Guiding Questions for Lesson Design**
Instruction *Aligned to the Content Instructional Model*	• What learning do students need related to the content knowledge or skill? • How can the "expert thought" process become clear for students during the explicit teaching? • What needs to be demonstrated so that students can engage in the practice component of this learning experience? • What misconceptions might students have that should be addressed in this explicit teaching? • How will students interact with peers and the teacher to try the skill out with support? 💻 What lesson components of the instructional model will be **synchronous**? 💻 What lesson components of the instructional model will be **asynchronous**? • What advance supports or language accommodations are needed to provide access to all students (i.e., ELs, 504, etc.) during this explicit teaching? • What instructional resources, student ownership tools, or technology tools will be used?

Assessment *Practice &* *Check For Understanding*	• What success criteria will students interact with to self-and peer-assess for feedback? • What learning task will allow students to demonstrate mastery of the content knowledge or skill? • How might choice for students demonstrate mastery through a product or performance? • How will students engage in the learning task synchronously or asynchronously? • How long will this practice take a student to complete? 💻 What approved technology application(s) or tool(s) will students use to engage in the task(s)? • What advance supports or language accommodations are needed to provide access to all students (i.e., ELs, 504, etc.) during this practice? • What materials do students need to be successful while engaging in the learning task? • How will students engage in feedback based on the success criteria with the teacher, peers, and/or self? • How will students use feedback (from self, peers, and/or teacher) to revise their work? • How will student progress be monitored through the learning experience?
Conferring Opportunities *Small Group and/or Conferring*	• How can you support students with this learning, intervention, or enrichment? • How might you engage students in feedback on the product or performance that has been submitted? • How can the learning become personalized using grouping or individualized learning tasks to support student needs? • How will you engage in small group and/or conferring with students in an online environment?
Establishing a Learning Community	• How can we engage students in peer-to-peer interactions? • What learning experiences can be provided to promote student collaboration? 💻 How can the virtual classroom support the development of student ownership of learning? 💻 How can you use the virtual classroom to provide personalized learning experiences and/or student supports? • What tools can you use to give individual feedback to students to ensure understanding? • How can we support the social emotional needs of our students in synchronous and asynchronous lessons? • How can you regularly make personal connections with students? 💻 How can you support connections among students in your virtual classroom?

EAA Team Meeting Protocol

Team/Grade Level	
Date	
Attendees	

NORMS				
				Within our Control

MEETING ROLES		
Peer Facilitator	**Recorder**	**Time Keeper**

ENDURING UNDERSTANDING
Why is this important for students to learn this?
Why is it important for students to use this process? (HOW students do their learning) •   Why is it important for students to know this content? (WHAT students are learning) •

STUDENT FORMATIVE ASSESSMENT DATA					
Teacher Name	**Total # of Students**	**Developing**	**Progressing**	**Proficient**	**Advanced**

EVIDENCE	ANALYSIS	ACTION
ADVANCED **Success Criteria**	**Why were students successful?**	**How can we accelerate learning?**
From the Success Criteria built for the Task - what were the Criteria elements that show success on the task? Think through PROCESS AND CONTENT	Think through what the students will do and the actions of the teachers.	Before we leave this group - select the top item above in both lists that we would like to begin to do, use or build? Highlight it. (teacher actions and student actions)
•	•	•
PROFICIENT **Success Criteria AND/OR** **1-2 Barriers from Advanced**	**Why was this challenging?**	**What actions can we take?**
From the Success Criteria built for the Task - WHAT were a few of the Criteria elements that were not quite Expert yet on the task?		Think through what the students will do and the actions of the teachers. Before we leave this group - select the top item above in both lists that we would like to begin to do, use or build? Highlight it.
PROGRESSING **1-2 Barriers from Proficient**	**Why was this challenging?**	**What actions can we take?**
•	•	+ Same As Above •
DEVELOPING **1-2 Barriers from Proficient**	**Why was this challenging?**	**What actions can we take?**

•	•	+ Same As Above ❑ Surface Learning ❑ Vertical Learning Progression ❑ Small Group Instruction •

GOALS How many students can we move from one group up to the next group on the next task administration?			
Advanced	**Proficient**	**Progressing**	**Developing**

NORMS Revisit the norms during this meeting and reflect (i.e., Fist to Five)				
Be on time	**Stay on task**	**Everyone contributes**	**Every student belongs to every teacher**	**Within our Control**

MEETING SUMMARY & NEXT STEPS

Next Meeting:

- **Check In**
  - Check in on strategies on this date =
  - Bring this note tool to the check in meeting.
  - Send a calendar invite to everyone who should attend the check-in meeting.

- ❑ **Case Study**
- ❑ **Micro-Teaching (e.g.** math models vs. pictures**)**
- ❑ **Lesson Study**
- ❑ **Unpacking for Success**
- ❑ **Calibration**
- ❑ **Evidence Walk**

PLC Observation Checklist

This tool can be used by the team, coach, or principal to analyze effective PLCs.

✓	PLC Actions	Notes
Organization		
	All members are present.	

	The team facilitator is using an agenda to provide structure and goals for the meeting.	
	Team norms are posted and in use.	
	Student learning goals are either visible or explicitly stated.	
	The purpose of the PLC meeting is evident.	
	Team is using a protocol to structure the work.	
Engagement		
	All members are actively engaged.	
	Communication is positive, focused on results.	
	The facilitator helps the team accomplish its goal without being directive.	
	Team members contribute equitably.	

Indicators of Success

Structures & Systems	Efficacy	Formative Assessment Cycle
✓ Established & dedicated meeting time ✓ Effective Facilitation ✓ Use of Protocol (s) ✓ Cycle of PLC work to support all PLC roles	✓ Discussion evidences teacher/ team belief in their power to positively impact student outcomes ✓ Relational trust ✓ Ownership of PLC work	✓ Assessment Modality aligns to TEKS & allows for evidence collection ✓ Student work used to identify strengths & misconceptions ✓ Student Ownership Tools are developed/discussed in PLC ✓ Discussion evidences planned instructional adjustments

PLC Meeting Purpose

□ Curriculum focus	□ Instructional Planning	□ Use of Data	□ Assessment
Look Fors: ✓ TEKS analysis (unpack, by concept, etc.) ✓ Unit mapping with the curriculum (Scope/Sequence) ✓ Vertical alignment	**Look Fors:** ✓ Use of Instructional Planning protocol ✓ Accesses Curriculum One Note ✓ Backward design ✓ Alignment of learning experiences to instructional model ✓ Discussion/modeling of instructional practices	**Look Fors:** ✓ Identified source of data ✓ Analyzing student work ✓ Use of the EAA protocol ✓ Planning instructional implications ✓ Intervention/ Enrichment Planning	**Look Fors:** ✓ TEKS analysis ✓ Assessment design ✓ Rigor analysis ✓ Team co-constructs gives feedback on assessment items ✓ Planning formative assessment cycle ✓ Discuss how to address common misconceptions

Notes:

Action Items/Support:

EXHIBIT C – Lesson Structure Example

Lesson Structures for Block - High School Math

The instructional model for math is Concrete-Representational-Abstract (CRA) is how students learn mathematics. The CRA model occurs throughout the lesson structure depending on where students are in their learning of the concept and/or unit of instruction.

General High School Math Lesson Structure

Number Sense Routine	5-10 Minutes
Learning Experiences Include a variety of the following: • Whole group mini lesson • Structured Practice • Rich Task or Inquiry Activity • Small Group Instruction (Learning Stations with or without teacher led group)	70 – 80 Minutes
Reflective Closure	5-10 Minutes

Examples of Lesson Structures

Number Sense Routine	5-10 Minutes
Mini Lesson #1	10 Minutes
Structured Practice or Small Group Instruction*	25-30 Minutes
Mini Lesson #2	10 Minutes
Structured Practice or Small Group Instruction*	25-30 Minutes
Reflective Closure	5-10 Minutes

Number Sense Routine	5-10 Minutes
Mini Lesson	10 Minutes
Structured Practice or Small Group Instruction*	60-70 Minutes
Reflective Closure	5-10 Minutes

Number Sense Routine	5-10 Minutes
Small Group Instruction with teacher led station*	70-80 Minutes
Reflective Closure	5-10 Minutes

Number Sense Routine	5-10 Minutes
Mini Lesson	10 Minutes
Task for Problem Solving (including debrief)	30-35 Minutes
Structured Practice or Small Group Instruction*	30-35 Minutes
Reflective Closure	5-10 Minutes

Number Sense Routine	5-10 Minutes
Inquiry Task or Inquiry Activity	30- 45 minutes
Mini Lesson (to debrief inquiry task and solidify student understanding)	10 Minutes
Structured Practice or Small Group Instruction*	30-35 Minutes
Reflective Closure	5-10 Minutes

**Note: While formative assessment occurs throughout the Lesson Structure, opportunities for feedback (including self and peer assessment) can be provided during Small Group Instruction and Structured Practice. Intervention and*

Enrichment Activities and Lessons can also occur during Small Group Instruction and Structured Practice.

EXHIBIT D – ACTION PLAN

The chart below outlines the action plan following the data review protocols.

Action Steps

Action Step	By Whom	By When	Resources and Support *(financial, human, political, and other)*		Potential Barriers or Resistance	Communication Plan for Implementation
			Available	Needed		
What needs to be done?	*Who will take actions?*	*By what date will the action be done?*	*Resources Available*	*Resources Needed*	*What individuals and organizations might resist? How?*	*What individuals and organizations should be informed about/involved with these actions?*

EXHIBIT E – STUDENTS PARTICIPATING IN ECHS & P-TECH PROGRAMS (2020-21 SCHOOL YEAR)

Student's Zoned Campus	HHS-PTECH	MHS-ECHS	WHS-PTECH
Austin	8	0	0
Bush	3	4	1
Clements	3	0	0
Dulles	0	3	1
Elkins	11	6	2
Hightower	78	2	2
Kempner	8	2	1
Marshall	10	77	1
Ridgepoint	18	0	3
Travis	7	0	0
Willowridge	11	8	49
Total Students in Program	**157**	**102**	**60**
Total Students in Program Non-Zoned	**79**	**25**	**11**
Percent of Zoned Students in Program	**49.7%**	**75.5%**	**81.7%**
Percent of Non-Zoned Students in Program	**50.3%**	**24.5%**	**18.3%**