

Professional Development Goal Alignment

Professional learning is intended to meet district improvement goals and should have direct alignment to campus improvement requirements.

District Improvement Goal	TOPS HS Improvement Goal	SY26-27 TOPS HS PD Priority
Increase the percent of students at each of the Approaches, Meets, and Masters Level on STAAR by 5%. (Domain I)	Domain 1 - 90% approaches 70% meets 20% masters	Research-based instructional strategies (RBIS) in live instruction, including HQIM implementation Effective asynchronous instruction PLC+ The TX Way working agendas and collaborative practice
Increase the number of students meeting criteria to earn a College, Career and Military Readiness point by 5%. (HB 3 Goal, Domains I, II, III)	Domain 1 CCMR - 60% TSI Ready without college prep	Student-by-student data tracking At-Promise vs. At-Risk mindset
Increase the district's four-year graduation rate annually with a goal of reaching or maintaining at least 90% of students graduating on time.	Domain 1 TX Grad Rate - 98%	Strategies for increasing engagement accountability

Month-by-Month PD Calendar

Professional Learning is to occur in formal PD sessions, in job-embedded work done within the context of PLC teams, and in ongoing observation and feedback debriefs. Leaders will examine observation trends monthly and adjust professional learning accordingly. Live and asynchronous walkthroughs and formal observations will feed coaching conversations and teacher action-step trackers. New or less-proficient teachers and teams receive more frequent coaching, while experienced/proficient teachers and teams can model practice and lead peers. Meeting structures will prioritize professional learning by utilizing agendas that require response to student-by-student data and evidence. It is assumed that PD is planned and delivered by the campus instructional leadership team unless otherwise noted. Campus leaders are expected to use the coaching look for's in order to monitor implementation of PD learning and impact on student outcomes.

Timeframe	TOPS Formal PD	Instructional Coaching Look For's	PLT Coaching Look For's
Jul 2026	RBIS PLC+ the TX Way HQIM implementation (Bluebonnet) <i>*PD provided by Region 7</i>		
Aug 2026	Lesson Internalization	Learning Environment: - Routines - Classroom Management Instructional Delivery: - Depth of Practice - Breadth of Practice	Lesson Internalization - PLC Best Practices - Steps 1 and 2
Sept 2026	Lesson Internalization (continued)		Lesson Internalization - PLC Best Practices - Steps 3 and 4
Oct 2026	Student Work Analysis		Student Work Analysis - PLC Best Practices - Steps 1 & 2
Nov 2026	Student Work Analysis (continued)	Instructional Delivery: - Academic Language - Questions & Tasks Monitoring and Responding to Student Learning: - Monitoring	Student Work Analysis - PLC Best Practices - Steps 3 & 4
Dec 2026	Student Work Analysis (continued)		Student Work Analysis - PLC Best Practices - Step 5

		Responding	
Jan 2027	Lesson Rehearsal RBIS (continued)	Instructional Delivery: - Academic Language - Questions & Tasks	Lesson Rehearsal - Before the Rehearsal - During the Rehearsal
Feb 2027	Lesson Rehearsal (continued) Rockin' Review <i>*PD provided by Lead4Ward</i>	Monitoring and Responding to Student Learning: - Monitoring - Responding	Lesson Rehearsal - During the Rehearsal - After the Rehearsal
Mar 2027	Student Work Analysis	Instructional Delivery: - Academic Language - Questions & Tasks	Student Work Analysis (all)
Apr 2027	Lesson Internalization	Monitoring and Responding to Student Learning: - Monitoring - Responding	Lesson Internalization (all)
May 2027	Lesson Rehearsal	Full formal observations	Lesson Rehearsal (all)

Ongoing, Job-Embedded Development Cycle

Use the meeting matrix below to document how instructional staff will collaborate to examine instruction and evidence of impact.

Structure	Frequency	Participants	Purpose	Desired Outcome	Progress Monitoring
Content PLCs	Twice weekly, 90 minutes each	Content teams	LIFT agendas: lesson internalization, lesson rehearsal, student work analysis	Plan instruction, analyze assignments and assessments, agree on action steps, and review implementation and evidence of results.	Instructional leaders are expected to document observations, play the Activator role in meetings, and use classroom observations to check for evidence of implementation.
All-staff reflection and action planning	Monthly, 30 minutes	Full staff	Admin share walkthrough trends and next month's goals with full staff for collaborative reflection and action planning	Personal commitment from each instructional staff member.	Instructional leaders will use classroom observation to check for evidence of implementation.
Calibration cycles	Weekly, 30 minutes	Instructional administrators	Use LIFT rubrics and action step guides for live instruction and PLC observations to norm on ratings and feedback	Team decisions on next steps to improve instructional quality and PLC effectiveness on Lesson Internalization, Lesson Rehearsal, and Student Work Analysis.	Instructional leaders will use classroom observation to check for evidence of implementation.
HS Instructional Leadership Team meeting	Weekly, 60 minutes	HS administrators, lead teachers, lead counselor	Decision-making related to campus-wide and department-specific instructional coaching and development	Adjust staff professional learning, coaching and PLC priorities to observed needs.	Principal, assistant principal, and Executive Director are responsible for reviewing artifacts related to meeting outcomes.
Live walkthroughs	New or less-proficient: two 15-minute visits monthly (one recorded, one live); proficient 1–	Instructional leaders (admin, instructional coaches, lead teachers)	Use LIFT rubric look-fors and teacher growth goals to frame feedback.	Improved instructional effectiveness.	Campus heat map aggregating walkthrough ratings will be used to inform calibration observations.

	3 years: one 15-minute live visit monthly; proficient 3+ years: four 15-minute visits per semester (two live, two recorded; optional/targeted)				
Asynchronous walkthroughs	One review per quarter for each teacher group	All teachers	Review recorded/course evidence for instructional look-fors and improvement areas.	Improved instructional effectiveness.	Feedback will be reviewed with managers for quality assurance and alignment to campus priorities.
Formal observations	Two per year, one each semester, for each teacher group	All teachers	Full live-lesson observation and feedback cycle.	Improved instructional effectiveness.	Feedback will be reviewed with managers for quality assurance and alignment to campus priorities.
Individual coaching	New or less-proficient: weekly or biweekly; proficient 1–3 years: monthly; proficient 3+ years: as needed and peer leadership opportunities	All teachers	Review observations and action steps; adapt support to teacher experience and identified needs.	Improved instructional effectiveness.	Feedback will be reviewed with managers for quality assurance and alignment to campus priorities. Instructional leaders will use classroom observation to check for evidence of implementation.
PLC Observations	2x per week for EOC teams 1x per week for TSA and AP tested teams 1x month for other teams	All content teams	Use LIFT observation rubrics and feedback/action step guides to move teams closer to exemplar implementation.	Improved instructional effectiveness.	Instructional leaders will use classroom observation to check for evidence of implementation.
Instructional Guiding Coalition	Monthly, 90 minutes	Vertical content team	Calibrate ratings on LIFT rubrics for live instruction and PLC observations.	Development for lead teachers to develop action steps to support their teams.	Administrators are responsible for reviewing artifacts related to meeting outcomes, and next cycle of student achievement data.
Engagement Guiding Coalition	Monthly, 90 minutes	Cross-functional team of teacher leaders, support staff, and administrators	Analyze student-by-student engagement data.	Create 30-day action plan to intervene for students not meeting engagement expectations and to celebrate students who are.	Administrators are responsible for reviewing artifacts related to meeting outcomes, and next cycle of student achievement data.
Grad Rate Guiding Coalition	Monthly, 90 minutes	Cross-functional team of teacher leaders, support staff, and administrators	Analyze student-by-student data impacting grad rate and CCMR.	Create a 30-day action plan to intervene for students not on track to meet expectations, and to clear 98 leavers.	Administrators are responsible for reviewing artifacts related to meeting outcomes, and next cycle of student achievement data.
Special Populations Data meeting	Monthly, 90 minutes	Cross-functional team of teacher leaders, support staff, and administrators	Analyze student-by-student data from Common Formative Assessments.	Create a 30-day action plan to work toward improving Domain 3 growth measure.	Administrators are responsible for reviewing artifacts related to meeting outcomes, and next cycle of student achievement data.

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