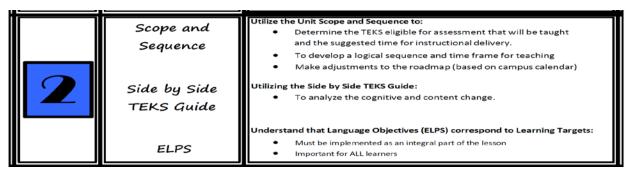
### SFDR-CISD Planning Protocol STAAR EOC

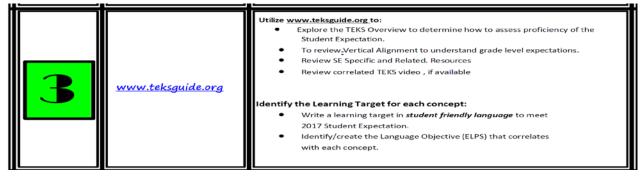


Utilize the District Planning Documents and TEA STAAR Assessed Curriculum:

- Identify TEKS eligible for assessment
- Analyze the 2017 TEKS Student Expectation
- Identify the number of questions per Reporting Category (TEA Blueprint)
- What is the academic vocabulary used to meet the SE on question stems and answer choices?
- How many times was the TEKS assessed?
- How was the TEKS asked?
- What TEKS are assessed this school year?
- How did my current students score on specific TEKS the previous year?
- How have other teachers who are more successful taught this TEKS?
- Where do my students data need to be by the end of the year?
- Does the roadmap and lead4ward Snapshot align?



- How much time do we need to focus on a specific TEKS?
- Do we need to adjust the Road Map pacing?
- What is the cognitive change in the TEKS?
- How do we support ELs using our ELPS and PLDS?
- What gaps do we need to fill?
- How do the new TEKS compare to the old TEKS?



- How is the TEKS assessed?
- Does everyone have a clear understanding of the SE?
- What information does the TEKS Overview video offered?
- How did the video help me in the understanding of the SE?
- Does the current learning target align with the SE?
- How do we assess SE proficiency?
- Is our lesson aligned to the updated SE?



# Instructional Planning & Resources

#### Develop lessons that include:

- TEKS that will be taught and tested (Planning Protocol Steps 1-3)
- A variety of short, frequent formative assessments
- The components of bell to bell instruction for 90 min. ELa Block
- Strategies and guiding questions that promote critical thinking and student engagement

#### Resources:

- Utilize ELA Adoption
- How can we check for understanding continuously?
- How can use the new ELA adoption to teach this lesson?
- How does the assessed curriculum affect our resource options?
- How can make the resources more engaging?
- What is our end goal?
- How are we going to reach our end goal?
- How can we align outside resources to meet the TEKS requirements?
- How can we make it more student centered/teacher facilitated?



## Support all Learners

#### Plan for Differentiation by:

- Determining difficulties students may have and plan strategically to successfully meet individual student needs.
- Utilizing accessibility features and designated supports as allowed.
- Determing how students will be grouped for instruction based on student performance data.
- How does this lesson support/differentiate for all our special population groups?
   504/GT/Sped/EL/General Ed
- How can we keep ALL our learners ACTIVELY engaged?
- How do we determine small groups based on data?
- Am I allowing opportunities to reteach?
- Why is it necessary to engage ALL special populations?
- Is differentiation for GT more rigorous not harder?
- How can we clean our data?
- Does my small group scheduling help to meet the NEEDS of all my students? How can I adjust?