

Artifact Submission Guidance

Artifact Submission: Overview

At two points during the 2022-2023 school year, touchpoint facilitators will request that campuses submit artifacts aligned to their Targeted Improvement Plan. ESCs are assigned touchpoint facilitators for ESF-Focused Support Grant awardees in Pathway 1. For SIG or CSI campuses your touchpoint facilitator will be a TEA Specialist. **These artifacts will be submitted at the Progress #1 (December 16th) and Progress #2 (March 3rd) submissions.**

Artifact Submission: Logistics

For the Progress Submission 1 (December 16th), your touchpoint facilitator will request that ONE artifact be submitted by each campus. The touchpoint facilitator will request specific artifacts aligned to each campus' improvement efforts and will discuss which artifact should be submitted by the campus during their Initial TIP submission conference.

For the Progress Submission 2 (March 3rd), the touchpoint facilitator will request that ONE artifact be submitted by each campus. The touchpoint facilitator will request specific artifacts aligned to each campus' improvement efforts. The touchpoint facilitator will discuss which artifact should be submitted by the campus during their Progress #1 conference.

Campuses can upload their artifact directly to ISAM by clicking the 'Submit to TEA' button in Plan 4 Learning.

Artifact Submission: Guidance

Touchpoint facilitators will review the campus plan and reported progress. They will then request sample artifacts referenced in the campus improvement plan. TEA Specialists and ESC teammates will request artifacts and provide feedback that is specifically aligned to the submitted artifact which can be used to strengthen the use of tools/resources on the campus. Your touchpoint facilitator will not request artifacts that are not discussed or addressed in the campus plan.

Artifact Submission: High Leverage Artifacts

Examples of Artifacts that could be requested for each Essential Action are included below.

Essential Actions	Key Practices	Suggested Artifacts
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	<p>Teacher placements are strategically based on student need and teacher strengths</p> <p>Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.</p>	<p>Induction schedules and content</p> <p>Staff culture survey with data</p> <p>Teacher assignment charts with rationale provided</p> <p>Teacher leadership selection criteria along with roles and responsibilities</p>

Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.

Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive to...

Prioritized Lever 3: Positive School Culture

Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Essential Actions	Key Practices	Suggested Artifacts
	<p>Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.</p>	<p>Sample lesson plan feedback provided to teachers by leadership team</p>

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Essential Actions	Key Practices	Suggested Artifacts
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Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective (f)26.2 (()TjET321.321.321.321.321.321.321 0.993-199r(a0.8ex2 7.304 TD-16.6.1 (a,.8as)30.7TD[6.1 (a