Washington High School

Self Assessment

Essential Action 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Essential Action 5.1 Objective-driven lesson plans with formative assessments.
Essential Action 5.3: Data-driven Instruction.

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Rationale

3.1: Alignment of the campus vision/mission and daily actions among all campus stakeholders improved during the 2019-20 school year. We must, however, be consistent with this practice to reduce barriers to reaching campus goals.

5.1: In order to proficiently engage and accelerate growth of scholars, lesson implementation needs to consistently and uniformly reflect alignment to the rigor of the Texas Essential Knowledge and Skills/standards.

5.3: Increased teacher capacity with disaggregating data to strategically inform instruction and support students with ownership of their individual data is necessary to improve student achievement and meet campus goals.

Desired Outcomes

- The faculty and staff will receive prescriptive training regarding the purpose and execution of the campus vision/mission (including the 5 Core Values, the Leader In Me, campus goals, and expectations) during pre-service and throughout the school year. They will implement campus expectations with the students to build campus morale.

- Communicate the vision/mission, campus goals, and expectations to parents and community stakeholders (through orientations and forum-based school events) to ensure awareness and support implementation.

- Our School Decision Making Committee will discuss and create resolutions for issues related to the core values, mission, and vision of the school.

- During professional learning communities, teachers will be introduced to effective teaching strategies, guided through data disaggregation/data digs (to inform instruction), coached on backwards planning (including assessment development), and participate in At Bats.

- Each week, teachers will be required to load their lesson plans to the HUB for administrative review to ensure the lesson activities are properly aligned and are both student-centered and objective-driven.

- Observations will be conducted virtually and face to face to monitor alignment of lesson plans and classroom activities, with specific lesson component look-fors as it relates to student discourse, checking for understanding/scripted questions for misconceptions, modeling, and strategic grouping.

- We will follow our formative assessment plan for the school year, review department outcomes, teacher outcomes, and make informed decisions based on the data to increase student achievement.

- During professional learning communities, teachers will be coached though data disaggregation/data digs (using OnTrack and a standard protocol) to support with data informed instruction as well as practices for facilitating student data analysis and student data conference sessions.

- Students will learn how to track their individual data in the class effectively, using a standard protocol and strategies communicated through the PLCs.

- Teachers will facilitate data conferences (with their content administrator, principal, and TDS) in which they must address student performance and an action plan for teaching and learning, including misconceptions, reteach, and enrichment.

- Data trackers will be posted in all classrooms to track each class' progress toward goals and identify strengths/challenges.

- A campus assessment calendar will be provided to the teachers to support with pacing and timely assessments. Through the use of effective formative assessments and progress monitoring, teachers will identify struggling learners and promptly provide intervention based on need.

District Commitments

- 3.1 If the district ensures that campus buildings are well-maintained, safe, and conducive to learning and district policies and practices align with and promote positive school culture then campuses are able to create and implement a compelling and aligned vision, mission, goals, and values focused on a safe environment with high expectations for all.

- 5.1 If the district ensures access to high quality common formative assessment resources aligned to state standards for all tested areas and PK-2 math and reading and the district ensures that schools receive detailed reports within two days of the assessment, then campuses will be better equipped to deploy objective driven lessons with aligned formative assessments and deploy effective classroom routines and strategies.

- 5.3 If the district provides schools with access to student academic, behavioral, and graduation data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campuses will be able to establish strong data driven instructional practices and provide RTI for students with learning and socio-emotional learning gaps.

Outcomes: Our Targeted Improvement Plan will address the following:

	Prioritized Focus Area 1	Prioritized Focus Area 2	Prioritized Focus Area 3
	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	**5.1 Objective-driven daily lesson plans with formative assessments.**	**5.3 Data-driven Instruction**
Desired Annual Outcomes	1. Staff awareness that implementations of school-wide expectations inside instructional practice is key to creating an environment of excellence. 2. "Leader in Me" artifacts will be displayed in classrooms and hallways, but moreover, student recognition and the core values of Leader in Me will be evident in the overall atmosphere of the campus. 3. Stakeholders demonstrate a commitment to the vision/mission/values as evidenced in student/staff work, community partnerships, and the overall life of the school.	Consistent teacher engagement in collaborative planning and Professional Learning Communities, with a focus on best-practices for pre-instructional decision making for first instruction and for corrective action (in response to formative and summative data points) will support maximizing instructional time and create a more-student centered lesson cycle with real time adjustments that create opportunities for scholars to demonstrate mastery of content at or above the rigor of the standards. When lessons are tied to the rigor of the standards, aligned to the scope and sequence, and scaffolded to account for specific student needs, the result is improved student performance and closing of performance gaps. In a Covid-19 environment, where many students have interrupted instruction, this is an imperative.	Providing explicit training, feedback, and coaching to staff to improve checking for understanding and assessing student learning will embed informal data gathering in the lesson cycle. Following each assessment, both staff and students will engage in reflection and analysis of data. Corrective action plans will be a part of the assessment cycle so that students and staff see assessments as guides to the next work, rather than an end in itself. Leadership meetings (conducted weekly) will focus on progress monitoring and equipping leaders in the area teacher coaching so that there is growing acumen around using data to inform first instruction, provide differentiation for students with disabilities and English Learners, and to yield maximum student growth for all scholars.
Summary of Barriers to be Addressed	Buy in will require regularly occurring stakeholder input and feedback. To ensure clear communication, the employee and student handbooks will be a focus of capturing processes/expectations, and that handbook will be regularly revisited for updates/adjustments/refinements.	TIME is always a barrier when it comes to planning. Allotted time within the day will be protected for Professional Learning Communities, and intervention/enrichment courses will be embedded within the master schedule so that students can receive during-the-day assistance and staff members are not doing that work outside the regular school day. STAAR testing courses will be of special focus for intervention. Lesson plan review and support, as well as classroom visits to monitor lesson execution in order to provide timely feedback and coaching are a part of the campus plan to improve teacher efficacy and drive student performance.	Coaching of leaders and teachers will be a focus, and the Data Driven Instructional Specialist will be a key partner in that work. One-on-one coaching will be provided to any staff member needing assistance in data retrieval, disaggregation, and appropriate responses to data so that the common pool of knowledge continues to grow among the staff.

Action	Prioritized Focus Area	Timeline
HUB, Microsoft TEAMS, and Lesson Plan Training to demonstrate the expectations for lesson components and submission.	• 5.1 Objective-driven lesson plans with formative assessments	Weekly
Communicate the 5 core values, vision, mission, goals, and expectations to faculty and staff. Opportunities for dialogue, input, and feedback provided.	• 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	August 17, 2020
Create campus assessment calendar (to include tested TEKS and data dig dates)	• 5.3 Data-driven Instruction	August 20, 2020 and ongoing monthly
Leader in Me Training	• 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	August 23, 2020
Lesson plan feedback calibrated	• 5.1 Objective-driven lesson plans with formative assessments	Every 3 weeks
Data trackers posted and updated with created digital portfolio	• 5.3 Data-driven Instruction	Every 6 weeks
Weekly data meetings to discuss progress monitoring and trends	• 5.3 Data-driven Instruction	weekly
Student individualized data analysis tracking and student data conferences	• 5.3 Data-driven Instruction	Every 6 weeks
Implement interventions based on District Level Assessment data	• 5.1 Objective-driven lesson plans with formative assessments • 5.3 Data-driven Instruction	01/01/2021 and bi-weekly
Teacher Data Conferences with Content Administrator, Principal, and TDS	• 5.3 Data-driven Instruction	Weekly
Formative assessment calendar is utilized with fidelity	• 5.3 Data-driven Instruction	Monthly
Monitoring fidelity to Leader in Me; asset-based language of the mission/vision/core values in classroom instruction.	• 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations • 5.1 Objective-driven lesson plans with formative assessments	Weekly