Worthing Early College High School

Targeted Improvement Plan   Fall 2020

Self Assessment

Essential Action 5.1 Objective-driven lesson plans with formative Assessments.

Essential Action 5.3 Data-driven instruction.

1

2

Rationale

5.1 Teacher capacity with execution of objective-driven lessons to a level of student mastery has improved but still requires skill-building professional development and consistency with backwards planning.	5.3 Instructional delivery alignment, based on data-driven focus areas is a high needs area for teachers and leaders of the campus to elevate to the next level. Utilization of data-informed decisions are vital to sustainability of the improvements and elevation to high-performing achievement.

Desired Outcomes

• Through Professional Learning Communities (PLCs), teachers will be coached on cyclical performance of lesson cycles that are based on objective to mastery performance. Teachers will receive resourceful practice in application of backwards mapping and targeted explicit instruction.	• Teachers will become knowledgeable to planning for mastery through data analysis and instructional delivery based on standard mastery
• Teachers will be able to develop rigor of lessons through essential questions, developmental probing, and critical thinking tasks.	• Teachers will efficiently be able to identify data platforms and disaggregate student data to drive informed decisions.
• Lead4ward will be consistently implemented as an application tool for development of systemic standard mastery identification.	• Leaders will coach teachers to utilize baseline data (Renaissance 360, BOY assessments, etc.) to target student groupings and communicate concepts at ability-appropriate levels.
• Teachers will be able to build comprehension of content, vocabulary, student responsiveness and scholar achievement through standard demonstration.	• Teachers will consistently analyze data for opportunities of review, stretch learning, misconceptions with data trends and differentiated reteach for mastery.
• Teachers will enhance rigor of instructional delivery to align with competency levels in AP (advanced placement) programs.	• Leaders will consistently monitor data of students for increased CCMR (college career and military readiness) program completions (including CTE certifications, Dual Credit, and Special Education Plans).

District Commitments

5.1 The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

5.3 For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days. The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical)

District Supports
- Recruitment Incentives
- A180 Funded Positions: Wraparound Specialist, Nurse, Literacy Specialist, Reading Interventionist, Dedicated Substitutes
- District Special Populations Managers
- A180 Wednesday PD
- Community of Practice visits
- District Data Instructional Specialist
- Intervention Assistance Team Manager
- Imagine Math
- Imagine Literacy
- Khan Academy
- Apex Grad Lab
- RL360 Universal Screeners
- A180 Formative Assessments

Worthing Early College High School

Outcomes
Our Targeted Improvement Plan will address the following:

	Prioritized Focus Area 1	Prioritized Focus Area 2
	5.1 Planning and Delivering effective lessons using backward design planning.	**5.3 Data-Driven Instruction**
Desired Annual Outcomes	Through effective professional learning communities (PLC's) and Learning Labs, teachers of Worthing Early College High School will deliver instructional lessons that are explicit to high levels of student comprehension, rigorous to prepare students with preparation of college-ready courses, and developmentally sound to mastery level of TEKS standards.	Teachers will utilize data in a consistent manner through various approaches (planning, student groupings, exit tickets, formative assessments) to drive all instructional practices and make informed decisions that advance student proficiency with standards.
Summary of Barriers to be Addressed	Ensuring leaders of the campus are instructionally sound and actively attentive to strategies that build teacher capacity through PLC's and Learning Labs. Establishment of a consistent system for monitoring instructional delivery in alignment to lesson planning and emphasis on high-quality integration of literacy across all content areas. Investment of coaching novice and struggling teachers.	Building teacher capacity to strategic knowledge and utilization of all data platforms available for quality instructional delivery. Development for novice teachers through exposure of active implementation with data availability for targeted instruction. Deficiencies and gaps caused by the pandemic are also problematic.

Milestones

Action	Prioritized Focus Area	Timeline
Teachers in developmental phase of designing effective lesson plans, units and formative assessments weekly. Leaders provide coaching weekly for feedback.	5.1 Objective-driven daily lesson plans with formative assessments.	August 2020 through June 2021
Professional development provided to teachers for application of unpacking standards and objective-driven focused lessons.	5.1 Objective-driven daily lesson plans with formative assessments.	October 2020; revisited during Planning PLC's through June 2021
Teachers will attend professional development Learning Labs, focused on effective implementation of formative assessments (Entrance Tickets, Exit Tickets, CFU, etc.). Leaders provide coaching through unit cycles.	5.1 Objective-driven daily lesson plans with formative assessments.	November 2020 through June 2021
Leaders conduct professional learning communities 1-2 times weekly to focus on planning, learning, practice, and/or data-driven instruction with teachers.	5.1 Objective-driven daily lesson plans with formative assessments. 5.3 Data-driven instruction	August 2020 through March 2021
Learning Labs provided by Leaders and DDIS to model data disaggregation analysis and emphasis on content delivery with data.	5.3 Data-driven instruction	November 2020 through June 2021
Collaborative data dive conversations that focus on student tiering, identification of data trends, and opportunities for review or reteach.	5.3 Data-driven instruction	Bi-monthly through April 2021
Targeted department data reviews at end of each grading cycle.	5.3 Data-driven instruction	End of each six-weeks grading cycle through June 2021