

Kashmere High School



Reginald Bush, Principal

School Turnaround Plan

October 2020

Self Assessment

5.1 Objective-driven daily lesson plans with formative assessments

5.3 Data-Driven Instruction

We have a vetting system in place to identify highly qualified teaching and interventionist staff. In addition, we train teachers on the expectations and assign mentors to assist with any identified issues that may impact teaching and learning.

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Rationale

Desired Outcomes

5.1 Teacher capacity to plan and provide Tier 1 instruction through the implementation of HISD curriculum and the alignment of the TEKS were limited. Instructional leadership and teachers team want to ensure that student academic achievement is met according to state academics and beyond.

- Departments will implement District Scope and Sequence and Vertical Alignment plans as well as using Lead4Ward planning tools to ensure that teachers use backward planning from state standard aligned assessments (by the end of each lesson cycle).
- 100% of teachers will effectively plan and implement standards driven lessons.
- Teachers will have the skills and abilities to successfully plan lessons in the online learning environment.
- 90% of teachers will be labeled as Tier 1 and 2 for lesson planning. Teachers' lesson plans will include STAAR review practices that spiral priority TEKS and lowest performing standards based on student data.
- Teachers will engage in weekly "at-bats" to model Tier 1 instruction and receive feedback.
- Teachers will use sheltered instructional strategies to support learning for EL students (TELPAS - Speaking, Listening, Reading, Writing).

5.3 Instructional staff was not proficient in reading and analyzing to create strategic and intentional action plans. Instructional leaders realize that it is crucial to know and understand the data of all content areas so that we can assist in making decisions for effective teaching and learning.

- Administrators and instructional staff will receive training on STAAR Progress Measurements.
- Instructional staff will be trained on how to conduct student progress conferences.
- Instructional staff will tier upper level Meets and upper level Approaches students and use challenging resources to implement enrichment strategies.
- PLC meetings will focus on teachers analyzing student data to calculate individual growth and progress measures for SPED and EL students based on previous year's data (using Domains I, II, & III and TELPAS).
- PLC meetings will include modeling student progress conferences to address student growth measures, including student target score, raw/scale score, and their progress measure.
- Conferences will also include a breakdown of each reporting category (per content).

District Commitments

Level 5: Effective Instruction

- For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.
- District policies and practices support effective instruction in schools.
- The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).
- The district has effective systems for identifying and supporting struggling learners.

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Outcomes

Our Targeted Improvement Plan will address the following:

	Prioritized Focus Area 1	Prioritized Focus Area 2
	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data Driven Instruction
Desired Annual Outcomes	<ul style="list-style-type: none"> Strategic professional development to target lesson planning, attendance in the virtual environment, addressing social and emotional needs while simultaneously teaching subject material. Consistency on submitting lesson plans. Continuous online learning professional development that includes using virtual platforms aligned with the HISD instructional continuity plan. Teachers/leaders trained by TDS on HUB resources to support effective planning. All teachers create and submit daily lesson plans that include content objectives with linguistic support, opening activities, exit tickets, and sheltered instruction strategies. (Speaking, Listening, Reading and Writing) 	<ul style="list-style-type: none"> 100 % of all staff members (ILT, Teachers) will be able to follow campus wide data review processes and procedures. Make sure there is evidence that student data is used on a regular basis to inform daily, weekly or unit instruction. Teachers will be able to effectively collect, analyze, and create action plans based on spiral review data and teacher created assessments to create small groups for spiraled review.
Summary of Barriers to be Addressed	<ul style="list-style-type: none"> Pacing and finishing the scope and sequence with enough time for spiraled review, lesson planning for virtual and face to face learning, consistency and progress monitoring from CLT. 	<ul style="list-style-type: none"> Tight window of time for instructional leaders meet with the DDIS weekly to review data and share data protocol. Attendance for Tier 3 students.

Milestones

Action	Prioritized Focus Area	Timeline
90% of all core content teachers will be categorized as either Tier 1 or Tier 2 for lesson planning.	5.1 Objective-driven daily lesson plans with formative assessments	Ongoing beginning September 2020
Teachers' lesson plans will include STAAR Review Calendars that spiral Priority TEKS and lowest performing standards based on student data. Teacher lesson planning will include sheltered instruction for EL students.	5.1 Objective-driven daily lesson plans with formative assessments	Ongoing beginning August 2020
75% of teachers should be either Tier 1 or Tier 2 for lesson plan progress monitoring.	5.1 Objective-driven daily lesson plans with formative assessments	Ongoing beginning September 2020
PLCs with pre-plan lesson conferences that consist of actions that will yield student achievement at the MEETS levels.	5.3 Data driven instruction	Ongoing beginning August 2020
Small group instruction (interventions) with students who did not pass the benchmarks, snapshots and STAAR release by 5 or less questions.	5.3 Data driven instruction	Ongoing beginning September 2020