

Phillis Wheatley 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

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Rationale

5.1 Teachers capacity on backward design planning and knowledge of unpacking TEKS standards were limited and thus alignment to formative assessments was not evident and inconsistencies in objective driven lessons were present.

5.3 All teachers were not proficient in responding to data and creating action plans. Additionally, use of OnTrack and differentiating instruction, based on this data, was limited.

Desired Outcomes

- Teachers will be able to effectively unpack Texas Essential Knowledge and Skills (TEKS) standards and utilize district resources (such as model lessons and technology apps/programs) to develop and execute effective lessons.
- Teachers will be able to produce different types of formative assessments, such as exit tickets.
- Teachers will be able to master core academic content through application of knowledge and skills on novel and meaningful contexts.
- Campus-wide integration of instructional routines to require speaking and listening, such as structured conversations.
- Teachers will be able to disaggregate student data to effectively plan for small group instruction for struggling readers, English Learners (ELs), and SPED. scholars, as well as provide extension activities for high achievers. (preparation for SAT, TSI, etc.).

- Teachers will be able to identify scholar's comprehension baseline and progress monitor student growth using Renaissance 360 universal screener.
- Every Professional Learning Community (PLC) meeting, led by a member of the Instructional Leadership Team (ILT), will follow Data Driven Instruction (DDI) protocol after the return of unit assessment results. Re-teaching of prioritized standards will occur within three days of DDI meetings.
- Teachers will be able to retrieve, disaggregate, and analyze data from OnTrack and other data platforms to provide appropriate interventions to address concepts not mastered.
- Teachers will be able to effectively develop action plans that will identify misconceptions and address through re-teaching 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-2 math and reading, then campuses will be better equipped to deploy objective driven lessons with aligned formative assessments and deploy effective classroom routines and strategies.

5.3 The district ensures that schools receive detailed reports within two days of the assessment, then campuses will be able to establish strong data driven instructional practices and provide Response To Intervention (RTI) for students with learning and socio-emotional gaps.

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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	All teachers will be able to create and submit daily lesson plans that include clear objectives, opening activities, time allotments (that indicate the amount of time spent on each step of the lesson), daily formative assessments along with exemplar responses, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English Learners, among other student groups.	All teachers will be able to use a corrective instruction action planning process, individually and in Professional Learning Communities (PLCs), to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery, focused on meeting the needs of both struggling learners and learners needing acceleration.
Summary of Barriers to be Addressed	As many of parents and scholars chose to remain with virtual instruction this year, we are presented with a challenge to provide small group instruction. Thus, we will build capacity amongst leaders and teachers in best utilizing Microsoft Teams for this targeted intervention.	The COVID- 19 pandemic has created a new barrier as it relates to accurately assessing students' performance on formative assessments in order to effectively develop lesson plans.

Action	Prioritized Focus Area	Timeline
Teachers have been trained in backward design planning to develop assessments to measure progress. Leaders will monitor the development of the assessments.	5.3 Data-driven instruction	August 2020/ Ongoing
Teachers and campus leaders are provided trainings by Teacher Development Specialists (TDSs) on the HUB and other online resources to support effective planning for remote learning.	5.1 Objective-driven daily lesson plans with formative assessments	August 2020/Ongoing
Teachers and campus leaders were provided trainings on Sheltered Instruction Observation Protocol (SIOP) practices and literacy routines to support English Learners (ELs).	5.1 Objective-driven daily lesson plans with formative assessments	August 2020
Professional Learning Communities (PLCs) will be utilized for collaborative planning.	5.1 Objective-driven daily lesson plans with formative assessments	August 2020/Ongoing
All teachers will create and submit daily lesson plans that include clear objectives, opening activities, strategies for Tier 1 instruction, re-teaching, and checking for understanding.	5.1 Objective-driven daily lesson plans with formative assessments.	September 2020/Ongoing
Teachers and campus leaders have been trained on Data Driven Instruction (DDI) Action	5.3 Data-driven instruction	September 2020