



Self Assessment

Essential actions 1.1 Develop campus instructional leaders with clear roles and responsibilities.

E.A. 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

E.A. 5.3 Data Driven Instruction.

District Commitments

Rationale

Desired Outcomes

1

The school staff must have a sense of urgency in all areas (academics, attendance, providing resources for struggling students and staff). Therefore data analysis meetings are conducted because we know they are needed to drive instruction and increase student achievement. Data analysis in PLC's are more effective with a defined protocol (including teacher leaders/whole team). A schedule is established and needed to have campus leadership teams to share best practices amongst their peers and instructional staff.

The Instructional leadership team will add structure to two specific areas: (1) leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and (2) effective and regular leadership meetings so that we are more strategic in how we plan our time, including how frequently we observe teachers, give feedback, and coach.

2

Offering teachers constant and effective constructive feedback, suggestions as well as providing meaningful professional development is needed; if we want this to be effective. In addition, we train teachers on the expectations and assign mentors within the school and mentors from other campuses who have best practices.

By creating a supportive management environment to improve the campus climate and to provide leadership opportunities for teachers to grow. This will create an excellent cultural environment so at the end of the school year HEQT will have the desire to remain on campus for the following year.

3

Prior years, teachers had PLC's, but they didn't focus on data analysis or effective responses (reteach) from the data analysis protocol; no real process was in place for ILT or teachers to analyze unit tests (or any other tests, and artifacts for the purposes of effective reteaching. Everyone plays a part to the success of increased student achievement. All stakeholders must know the data and be able to utilize the data to increase achievement.

The expectation is that 80% of students meet/master priority standards after a reteach occurs.

The principal supervisor will provide regular coaching opportunities to the school principal on the implementation of DDI and the principal's development of the instructional leadership team. The district ensures that the campus has access to high-quality unit tests for all tested grades and content area subjects. The district commits to providing test results back to the campus within two days from the assessments. This will enable the campus to establish strong data-driven instructional practices, improve the quality, frequency and use of lesson plans, formative and summative assessments. The campus leadership team will effectively and frequently provide a larger role with increased clarity engaging in increased instructional leadership and coaching development.



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Outcomes

Our Targeted Improvement Plan will address the following:

	Prioritized Focus Area 1	Prioritized Focus Area 2	Prioritized Focus Area 3
	Campus Leadership	Recruit and Retain	Data Driven Instruction
Desired Annual Outcomes	The Instructional leadership team adds structure in specific areas - leading PLC's by best utilizing them so teachers can collaboratively plan objective-driven lessons incorporate TEKS standards to assist our students and also ELPS to address our English Learners(ELs). As a result, plans will be rigorous and relevant to ensure students academic success.	To increase student achievement, highly qualified teachers are needed meet higher standards. High quality teachers provide the foundation for students' success.	PLCs are led by the leadership team and follow DDI protocol after all unit tests and for common assessments in between unit tests. This feedback will create a system that teachers will identify the need to utilize student's data assessments in order to create effective lessons for mastery of the content and utilize interventions where needed.
Summary of Barriers to be Addressed	Teachers being uncomfortable conducting PLCs involving Instructional Leadership Team (ILT). <ul style="list-style-type: none"> • ILT members not having a fully developed skill set in analysis of student work, content planning, and assessments for their designated content and/or grade level. 	Teachers are concerned that the ILT members will not be supportive and/or understanding of their daily struggles in the classroom.	Teachers' lack of training on data driven instruction has caused a fear of data; therefore, it's not being utilized effectively.

Action	Prioritized Focus Area	Timeline
Leadership team meetings analyze weekly test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery. In addition offering SIOP training for teachers to assist our EL's pops.	Instructional Leadership by each content (2)	Aug 2020 –June2021
Create a supportive management environment to improve school culture	Recruit, select, assign and retain HEQT (2)	Aug 2020 –June 2021
All students track their own data on mastery and update regularly to show increased progress	Data Driven Instruction (2)	Aug 2020 –June 2021