

Ashford Elementary

Kylene Vasquez, Principal

Targeted Improvement Plan

October 15, 2020



Self Assessment

Our essential actions are to 1.1 Develop campus instructional leaders with clear roles and responsibilities and 5.1 internalize and execute Objective-driven daily lesson plans with formative assessments.

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Leaders must have a shared commitment to campus priorities, systems, and values. These foundations provide the structure and support required to effectively lead a campus, ensuring high quality instruction for all students. Key factors such as clear roles, responsibilities, schedules and leadership expectations impact the campus at every level.

- The Ashford leadership team will be able to efficiently and effectively operate with established campus structures, systems, and procedures.
- The Ashford leadership team will consistently provide timely coaching and appraisal documentation aligned to district TADS criterion.
- All leaders provide weekly feedback on school lesson plans with evident improvement depicting alignment in the lesson cycle and observed executed lesson.

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The administration recognizes the need for consistent, high-quality lesson plans as the foundation for high-impact instruction. Ongoing formative assessment further allows for meaningful differentiation and a mindset of valuing the "learning" over the "teaching".

- Clarity and confidence in the written lesson plans to inform execution of aligned, objective-driven lesson cycle.
- Administration will collaborate with DDIS and content TDS to compose a campus, short-term unit-based formative assessment calendar.
- Administration will finalize PLC calendar aligned to district assessments to engage in timely post-assessment data protocol.
- Administration will establish a universal lesson plan template for content, self-contained, dual language classes conducive to meeting full lesson cycle needs.
- Timely submission of lesson plans and consistent feedback from leadership on objective alignment & lesson cycle.

District Commitments

Level 1: Strong School Leadership and Planning

- The district supports principals by protecting their time dedicated for school instructional leadership.
- The district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers).
- The district provides effective governance to support and promote student outcomes.

Level 5: Effective Instruction

- 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.

Rationale

Desired Outcomes

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Outcomes

Our Targeted Improvement Plan will address the following:

	Prioritized Focus Area 1	Prioritized Focus Area 2
	Develop campus instructional leaders with clear roles and responsibilities.	Objective-driven daily lesson plans with formative assessments
Desired Annual Outcomes	The Ashford Leadership Team will be able to coach and develop teachers by providing feedback documented and aligned to the district Appraisal and Incentive Management system and create actionable steps to improve teacher and student performance. Leaders will be able to monitor student data by content and lead data conversations with teachers.	Campus-wide buy-in around the purpose and highly effective practices in designing and executing objective-drive lessons.
Summary of Barriers to be Addressed	This is the first year the current administration team has worked together. The assistant principal has two years of experience in the position at the campus. The principal and teacher specialist are both new to the campus. Barriers include building shared values, expectations, and systems. This also requires the refinement of communication systems, coaching expectations, and capacity of each member.	Administrators set up expectations for submitting lesson plans but did not effectively monitor effectiveness and provide feedback. There is a need to create a clear format and structure for planning and lesson delivery and training to support implementation.

Action	Prioritized Focus Area	Timeline
Establishment of focused weekly leadership team meetings.	1	September - June
Principal holding at-bats for leadership team over system-wide projects	1	September - November
Identify collaboration opportunities between district support and leadership team to support professional development	1	September - June
Timely submission of lesson plans and consistent feedback from leadership on objective alignment & lesson cycle	2	September - November
Finalization of PLC calendar aligned to district assessments	2	August - September
Established universal lesson plans and consistent feedback from leadership on objective alignment & lesson	2	August - September