Self Assessment

Essential Action 5.1 Objective-driven daily lesson plans with formative assessments.
Essential Action 5.3 Data-driven instruction.

District Commitments

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Rationale

5.1 The campus needs to establish clear systems and a consistent feedback cycle for teachers to ensure effective Tier 1 instruction, reteach, and intervention lessons are delivered daily to decrease gaps and regression in student learning across all grade levels.

5.3 Although the campus is supported by a district DDIS (Data Driven Instruction Specialist) to ensure accurate data is used to drive lessons and intervention by teachers, teachers will need continuous support through PLC (Professional Learning Communities) to build teacher capacity around corrective instruction, analyzing student data, and holding effective student data conferences.

5.1 The district will provide the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, then, teachers will have rigorous, effective, differentiated lesson plans that will lead to effective delivery of in-depth lessons to all students.

5.3 The district will ensure access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading then, all students will grow academically in all content areas.

Desired Outcomes

- Teachers will write effective plans with exemplars, to include differentiation and interventions for learners in delivery of instruction and observations will indicate that 70% are proficient in TADS (Teacher Appraisal and Development Systems).

- Teachers will be able to write plans and a sequence of lessons that leads students toward mastery of unit objectives with a minimum of 90% proficiency on TADS (Teacher Appraisal and Development System).

- Establish a consistent way to track and monitor student data and increase teacher capacity through professional development on retrieving data from the available resources provided by the district and campus.

- Individual student data trackers, based on STAAR Release, will indicate that students at the campus are on track to meet accountability grade of C.

Ethel M. Young Elementary School

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	The campus will have clear system in place that allow teachers to receive feedback on lessons, effective coaching and development of teachers, and delivery of quality Tier 1 instruction, intervention, and small group instruction for students whether face to face or virtual.	Implement best practices of data-driven instruction in all content areas by creating a culture of high expectations, tracking and monitoring student data, and increasing teacher capacity to make instructional adjustments with the use of a standard campus-wide data protocol.
Summary of Barriers to be Addressed	There are huge amounts of uncertainty around effective intervention and lesson delivery due to virtual learning. Instructional minutes have been adjusted for teachers to be able to meet the needs of students in a virtual learning environment. The campus will need to implement effective systems that can seamlessly transfer whether brick and mortar or virtual.	Teachers will have to be intentional about the data used for each student, especially students who have limited to no access to technology and become knowledgeable about the resources available to them for student data. The community we serve lacks technology and basic student needs for effective learning to take place in a home setting.

Action	Prioritized Focus Area	Timeline
Leadership team will provide weekly feedback and coaching for teachers through lesson plan review and At Bats.	5.1, 5.3	ongoing
Walkthrough observations to determine if lesson plans are aligned to TEKS and content delivery.	5.1	ongoing
Teacher plans backwards to diagnose possible student misconceptions and misunderstandings.	5.1	3/1/20-ongoing
Teachers will receive professional development on campus and district platforms to retrieve data.	5.3	10/5/20-11/9/20
External tutors will continue to work with identified students needing support in reading and math in preparation for STAAR test.	5.3	10/26/20-ongoing
Teachers will use individual student data trackers to differentiate and develop intervention for different student groups based on approaches, meets, and masters standards.	5.3	3/1/20-5/31/21
Students will participate with face to face external tutors and synchronous external tutors for interventions based on assessment data and teacher recommendation.	5.3	ongoing
Campus data and teacher specialists will meet weekly with leadership team to discuss data and plan next steps for instruction adjustment and teacher coaching.	5.3	ongoing