

Effective Schools Framework Diagnostic Summary

1. Diagnostic Results	
<u>Foundational Essential Action</u>	<u>Diagnostic Score</u>
1.1 Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities	1
2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators	1
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	3
4.1 Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence	4
5.1 Objective-driven daily lesson plans with formative assessments	1
<u>Essential Action</u>	<u>Diagnostic Score</u>
5.3 Data Driven Instruction	3

2. Areas of Relative Strength: *What Foundational Essential Actions or other campus practices were identified as relative areas of strength from the diagnostic?*

Foundational Essential Action/Other Action or Practice	What contributed to your success in this area?	How will you sustain and improve upon this success over the next 2 years?

<p>3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</p>	<p>Stakeholders were involved in creating the Vision, Mission, Goals and in defining campus values. The Vision was developed to center around student instruction with emphasis on college readiness and is focused on the teacher's roles. It was developed by a committee. Campus goals are outlined in the TEA Targeted Improvement Plan. Teachers shared high expectations with students at the beginning of the year. PLC's are focused on reinforcing those same high expectations. Campus reset student behavior expectations and began implementing restorative discipline practices at the beginning of the school year. The campus has set incentives to support attendance and high academic achievement</p>	<p>The campus will assess the implementation of the Vision, Mission, Goals and Values through surveys, focus groups, meetings and review of data. All stakeholders will be involved in the review and the data gathered will be used to modify school systems, procedures and practices such as Attendance/ PLC's/ Trainings/ Discipline Practices/ Instructional Strategies, Resources and Materials/ Budgets/ Curriculum documents/ Lesson Plan formats/ Pacing Guides/ Library Practices/ Field Trip Routines/ Administrative Duties and Responsibilities/ Busing and Student Drop Off -Pick Up Practices/ Extra Curricular Offerings/ and other school practices.</p>
<p>4.1 Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence</p>	<p>The campus utilizes on-line curriculum resources to develop TEKS aligned lessons and supporting activities/documents. The district supports the campus with instructional coaches that are on the campus twice a week working with teachers and departments to support best instructional and planning practices. Pacing Guides include dedicated times for review and assessment. Reteaching is typically addressed through warm up and exit activities. District develop Six-Weeks formative assessments are administered and district-led review sessions are held for all content teachers to participate in. PLC's are held every day with three days dedicated to content and two days dedicated to grade level.</p>	<p>During the summer months, the curriculum will be revisited and adjustments and modifications will be made based upon the review of scores and other data. TEKS mastery will be reviewed and performance deficiencies will be identified. Pacing guides will also be re-adjusted to allow for appropriate timelines inclusion. Supplemented materials and instructional time will be addressed as needed and as informed by the data. During the school year, Saturday planning days will be set aside by content area/departments to review data and plan instruction at a minimum at least once a Six Weeks period. The campus will continue to use CFA's (Common Formative Assessments) every Six Weeks to inform instruction. Instructional coaches will continue to support the campus twice a week. The campus administrative team will continue to monitor instruction via daily walkthroughs, PLC outcomes and instructional coaching.</p>

5.3 Data Driven Instruction	Campus Formative Assessments (CFA's) are administered at the end of each six weeks period. Time is provided for teachers and administrators to review assessment data. All teachers participate in a district-wide data day to analyze CFA results; identify gaps in understanding, surface root causes and determine best practices. Instructional coaches lead data analysis and teachers select what to refocus to reteach. Data days have led to increased student scores. There is campus wide tracking of STAAR results and teachers track student performance through data walls. They conference with students to review goals and performance. PLC's use a common agenda and protocol to ensure the focus on instructional practices and data.	Best practices will continue to be implemented. Time for teachers to meet will be allocated within the Master Schedule via the PLC time as well as release time for Data Days. The campus will also continue to incorporate a common department conference periods in order to support teacher collaboration. The district will continue to support the campus with CFA's, Instructional Coaches and District Data Days as well as instructional resources and budgetary commitments.
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3. Prioritized Focus Areas for Improvement	Root Cause Analysis for Prioritized Focus Areas: For each Prioritized Focus Area identified above, what does the campus intervention team believe contributed to the lack of progress or success in prioritized areas for improvement? What, if any, other Essential Actions from the ESF are related to the root cause? Which barriers related to district commitments that have contributed to the lack of progress or success?
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Prioritized Focus Area	Foundational Essential Action	Root Cause(s)
1	1.1 Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities	Over the last ten years, the campus administration has had a high turn-over of principals (6) and leadership. This has created a lack of consistency in the systems, processes and procedures implemented on the campus. Campus systems, processes and procedures as well as administrative duties and responsibilities need to be clarified, redefined and/or, in some cases, developed.

2	2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators	Campus and district hiring procedures did not support advertising and hiring practices in a timely manner. The campus culture does not foster teachers and staff working together and to their full potential.
3	5.1 Objective-driven daily lesson plans with formative assessments	The administrative team lacks scheduled time to provide feedback/coaching to teachers as walkthroughs are conducted in order to support teacher growth.
Optional Additional Focus Area		

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