UHS Campus Identified as Comprehensive Needs Improvement

Comprehensive needs improvement is a process that identifies areas for improvement in a school or district, and then creates a plan to address those needs. The goal is to improve student outcomes.

TIP based in accountability; Domain 3 Closing the Gaps: Effective School Framework leaders from Region 20 did a curriculum audit as well as campus visits, teacher focus groups, and admin/district questionnaires.

Stakeholders engaged to solicit feedback on strategy and chosen curriculum. Teachers engaged in a 'Bluebonnet Curriculum dive' for feedback, which includes teacher focus groups. Principals have started a coaching and feedback book study with monthly calibrations.

School Improvement Strategy

Pending our grant award: Instructional Leadership Development through TIL or other Instructional Leadership Pathway Provider; or we will engage Region 20 to provide ongoing support for the implementation and fidelity of the High-Quality Instructional Materials (HQIM) initiative, Strong Foundations.

Summary of Diagnostic Activities:

- 2.1.3: District system and policy that enables campus leaders to implement personalized strategies to retain high-performing staff (TIA, leadership opportunities for teachers based on performance).
- 2.1.4: Campus leaders consider content expertise and previous achievement results for both staff and students (teacher placement process in master scheduling).
- 3.1.2: Staff and students demonstrate safe and effective transitions (no evidence of campus-wide expectations).
- 4.1.1: Instructional materials include research-based instructional strategies (Study Sync and CommonLit are District Curricula; only 20% of classrooms used district curriculum; 90% of math classrooms were using HQIM materials).
- 5.2.1: Campus leaders have a system to observe and track the level of teacher implementation (District provides progress monitoring, but the campus has not begun using the campus tracker; consistently implement coaching cycles and walkthroughs based on teacher need).
- 5.2.2: All teachers experience observation and feedback, not just evaluation, at a minimum quarterly throughout the school year (need a cadence based on teacher need; time to review the walkthrough look-fors; clearly defined academic direction working toward the same goal).
- 5.2.3: Instructional leaders invest teachers in goals or action steps through clear articulation of their impact on student achievement (PLC; not observed formative data discussions or diverse learners' needs based on data).