



# Targeted Improvement Plan

<b>District Name:</b> North East ISD	<b>County District Number:</b> 015-910	<b>Superintendent Name:</b> Dr. Brian Gottardy
<b>Campus Name:</b> Northern Hills	<b>Campus Number:</b> 127	<b>District Coordinator of School Improvement:</b> Eric Wicker
<b>PSP:</b> Claude Presley	<b>Educational Service Center:</b> Region 20	<b>School Principal:</b> Randy Barr

**Vision:** To work collaboratively and hold each other accountable to a high standard of academic and social-emotional growth of every student

<b>Problem Statement #1:</b> 23% of all students did not meet the passing standard on the Reading 2018 STAAR Assessment	<b>Annual Goal #1:</b> 75% of all students and all sub pops will score at the Approaches, Meets and/or Masters level on the 18-19 Reading STAAR test
<b>Root Cause #1:</b> lack of differentiation for students during small group reading instruction	<b>Strategy #1:</b> Increase the daily opportunities for students to engage in instructional reading level texts

Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Ensuring teachers understand student growth measure and how it impacts your campus accountability	Aug-18	AWARE, student STAAR data	Tiffany Arce, Campus Administration	Understanding how to monitor student growth and progress through the AWARE system		On Track to Meet Goal	Campus administration will expect classroom teachers to utilize AWARE classroom data to engage in data chats/PLCs, student progress tracking
	Professional development on small group instructional practices; strategic reading strategies and differentiated instruction	Sep-18	Training materials	Kelly Harmon Consultant, District Specialists, Campus Administration	Ensure teachers understand the instructional practices and planning components for small group reading instruction		Select	Campus administration will provide feedback on small group instructional practice and the use of strategic reading strategies to each teacher
							Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Observational feedback cycles will be conducted to monitor small group instruction and monitor for fidelity	Monthly	Walk through documents, teacher implementation data	Campus Administration	Provide teacher feedback on small group instructional practices		Select	
	All students will be provided structured intervention/enrichment instruction.	Daily	LLI, district and campus resources	Instructional Intervention Teacher, classroom teachers	Ensure all students receive differentiated reading instruction to increase students achieving at the Approaches, Meets and Masters levels		Select	
	Ensure use and fidelity to daily small group guided reading with the use of Fountas and Pinnell	Daily and F&P levels minimum of 1x 9 weeks	leveled text, F&P benchmark kits	Instructional Intervention Teacher, Administration, classroom teachers	Provide a differentiated approach for students to engage in literacy activities at their academic level		Select	
<b>Long-Term:</b> <i>(Results)</i>	Teacher planning for small guided group reading instruction (ensuring a differentiated approach, use of Kelly Harmon strategic strategies, understanding grade level TEKS to the depth and complexity, planning for activities to close achievement gaps based on campus data and monitoring student growth).	August 2018-May 2019	District Content Resources (NEISD web page), campus resources	District Specialists, Instructional Intervention Teacher (IIT), Classroom Teachers, Administration	Build teacher capacity through instructional planning that will have a direct effect on student achievement		Select	
	All teachers will engage in data chats with campus administration to review student progress and growth and make appropriate instructional adjustments	August 2018-May 2019	AWARE student data, progress tracker tools, and feedback documentation	Campus Administration, District Specialists, Teachers	Increase student achievement for all students at the Approaches, Meets and Masters levels in Domain 1 and ensure student growth and meeting the state achievement targets in Domain 3		Select	

<b>Vision Status</b>	<b>Vision Metrics</b>
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**End of Year Report**  
Did you meet the annual goal? Why or why not?

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Is the root cause resolved? Why or why not?

<b>Problem Statement #2:</b>		55% of all students did not meet target for Writing on the 2018 STAAR Assessment			<b>Annual Goal #2:</b>		65% of all students and all sub pops will meet the passing standard on the 2018-2019 Writing STAAR test.	
<b>Root Cause #2:</b>		students have not been provided a writing framework in K-5			<b>Strategy #2:</b>		Provide teacher training and modeling in implementation of the K-5 campus writing framework	
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
<b>Short-Term:</b> (training, acquisition of new skills)	Teachers will receive training in Writer's Workshop Model, daily quick writes, anchor charts, and using district checklists and rubrics.	Sep-18	Writer's Workshop materials	District Specialist	Ensure teachers understand the instructional practices and planning components for Writer's Workshop		Select	Campus administration will provide feedback on implementation of Writer's Workshop Framework
							Select	
							Select	
<b>Intermediate:</b> (Implementation)	Observational feedback cycles will be conducted to monitor the teacher's fidelity to Writer's Workshop framework	Monthly	Walk through documents, teacher implementation data	Campus Administration	Provide teacher feedback on the use of Writer's Workshop Framework		Select	
	Campus will engage in monthly writing protocols; to include strategies that involve mentor text, think alouds, writing for an authentic audience and publishing for the class with all grade levels, feedback will be provided and instructional adjustments will be made during weekly planning.	Monthly, monthly faculty meetings	Instructional materials, mentor text	Instructional Intervention Teacher, Classroom teachers, Administration, District Specialist	Provides teachers and campus administration the opportunity to reflect and provide feedback on current writing practices and make necessary campus adjustments		Select	
	Students will be provided opportunities to expand their academic vocabulary by writing across the curriculum	Daily in all content areas	Content journals	Classroom teacher	Ensure students have the opportunity to show their content knowledge and expand their vocabulary by utilizing their writing skills in all content areas		Select	
	Engage in student/teacher writing conferences	Weekly with each student	Writing Rubric, student writing tracking tool	Instructional Intervention Teacher, Classroom teachers, Administration	Ensure all students receive feedback on their writing and are able to monitor their writing progress		Select	
<b>Long-Term:</b> (Results)	Targeted planning to ensure quality core instruction for writing (ensuring TEKS are being planned and taught to the depth and complexity, planning for activities for writing across all content areas and monitoring and adjusting for student growth and progress).	August 2018-May 2019	District Content Resources (NEISD web page), campus resources	District Specialists, Instructional Intervention Teacher (IIT), Classroom Teachers, Administration	Build teacher capacity through instructional planning that will have a direct effect on student achievement		Select	
	All teachers will engage in data chats with campus administration to review student progress and growth and make appropriate instructional adjustments	August 2018-May 2019	AWARE student data, progress tracker tools, and feedback documentation	Campus Administration, District Specialists, Teachers	Increase student achievement for all students at the Approaches, Meets and Masters levels in Domain 1 and ensure student growth and meeting the state achievement targets in Domain 3		Select	
<b>Vision Status</b>				<b>Vision Metrics</b>				

**End of Year Report**

Did you meet the annual goal? Why or why not?

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Is the root cause resolved? Why or why not?

Problem Statement #3:		Annual Goal #3:						
Root Cause #3:		Strategy #3:						
Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>							Select	
							Select	
							Select	
							Select	
<b>Intermediate:</b> <i>(Implementation)</i>							Select	
							Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>							Select	
							Select	
<b>Vision Status</b>					<b>Vision Metrics</b>			