



Targeted Improvement Plan

District Name: North East ISD	County District Number: 015-910	Superintendent Name: Dr. Brian Gottardy
Campus Name: West Avenue Elementary	Campus Number: 115	District Coordinator of School Improvement: Eric Wicker
PSP: Claude Presley	Educational Service Center: Region 20	School Principal: Victor Saldana

Vision: To collaborate as a community to empower and educate all children to achieve at their highest potential

Problem Statement #1: 49% of all students did not meet the passing standard on the Reading 2018 STAAR	Annual Goal #1: 60% of all students and all sub pops will score at the Approaches, Meets and/or Masters level on the 18-19 Reading STAAR test
Root Cause #1: lack of targeted differentiated literacy engagement opportunities for all students	Strategy #1: 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
Short-Term: <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 through the AWARE system and monitor student progress		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; guided reading, small flexible grouping folders, and reading focus by grade level	Aug-18	Training materials, <u>Making the Most of Small Groups: Differentiation For All</u> by Debbie Diller	Debbie Diller Consultant, Campus Administration	Ensure teachers understand the instructional practices and planning components for small group instruction		On Track to Meet Goal	Campus administration will provide feedback on small group instructional practice to each teacher.
	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
Intermediate: <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 in reading	Daily	LLI Literacy Intervention, Makerspace, Action Research Materials	Instructional Coaches (IC), Instructional Intervention Teacher (IIT), Classroom Teachers	Ensure all students receive differentiated reading instruction to increase students achieving at the Approaches, Meets and Masters levels		Select	
	Classroom teachers will implement Balanced Literacy instructional model in classrooms	Daily	Action Based Research materials, district and campus resources	Classroom Teachers, Instructional Coaches	Provide a differentiated approach for students to engage in literacy activities at their academic level		Select	
Long-Term: <i>(Results)</i>	Targeted planning to ensure quality core instruction (ensuring TEKS are being planned and taught 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, Action Based Research resources	Instructional Coaches (IC), Instructional Intervention Teacher (IIT), Classroom Teachers, Administration	Build teacher capacity through instructional planning that will have a direct effect on student achievement		Select	
	Utilizing PLC format to adjust classroom instruction based on relevant student data; tracking students progress; data chats	August 2018-May 2019	AWARE student data, progress tracker tools, and feedback documentation	Campus Administration, Instructional Coaches, Teachers	Increase student achievement in Domain 1 for all students at the Approaches, Meets and Masters levels		Select	

Vision Status	Vision Metrics
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End of Year Report
Did you meet the annual goal? Why or why not?

Vision: To collaborate as a community to empower and educate all children to achieve at their highest potential

Is the root cause resolved? Why or why not?

Problem Statement #2:		40% of all students did not meet state target in Math on the 2018 STAAR Assessment			Annual Goal #2:		65% of all students and all sub pops will score at the Approaches, Meets and/or Masters level on the 18-19 Math STAAR test	
Root Cause #2:		teachers lack the depth of understanding of the required TEKS			Strategy #2:		Increase the level of student engagement and rigor in instruction through teacher training and	
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	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 through the AWARE system and monitor student progress		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 guided math practices and work stations	Aug-18	Training materials	District Math Specialists	Ensure teachers understand the instructional practices and planning components for guided math		On Track to Meet Goal	Campus administration will provide feedback on guided math instructional practice to each teacher.
							Select	
Intermediate: (Implementation)	Observational feedback cycles will be conducted during guided math instruction to monitor for fidelity	Monthly	Walk through documents, teacher implementation data	Campus Administration	Provide teacher feedback on guided math instructional practices		Select	
	All students will be provided structured intervention/enrichment instruction in math	Daily	Campus based materials, Action Based Research Materials	Instructional Coaches (IC), Instructional Intervention Teacher (IIT), Classroom Teachers	Ensure all students receive differentiated math instruction to increase students achieving at the Approaches, Meets and Masters levels		Select	
	Extended Learning Opportunity for students (Before/After School/Saturday Tutoring).	Twice weekly (beginning Sept 17)	Campus based materials, Action Based Research Materials	Instructional Coaches (IC), Classroom Teachers	Ensure students that are performing below grade level expectations are provided the opportunity to close achievement gaps and perform at the Approaches level or higher		Select	
	Classroom teachers will implement guided math instructional practices, math work stations and integrated literacy instruction through Action Research initiative	Daily	Guided math materials, Work station materials, Action Research Materials	Classroom Teachers	Provide a differentiated approach for students to engage in math activities in guided math and through work stations		Select	
Long-Term: (Results)	IC will work with teachers on priority strategies, anchor charts and understanding depth and rigor of TEKS, writing critically and developing quality work stations through targeted planning	August 2018-May 2019	District Content Resources (NEISD web page), campus resources, Action Based Research resources	Instructional Coaches (IC), Instructional Intervention Teacher (IIT), Classroom Teachers, Administration	Build teacher capacity through instructional planning that will have a direct effect on student achievement		Select	
	Utilizing PLC format to adjust classroom instruction based on relevant student data; tracking students progress	August 2018-May 2019	Student data, progress tracker tools, and feedback documentation	Campus Administration, Instructional Coaches, Teachers	Increase student achievement in Domain 1 for all students at the Approaches, Meets and Masters levels		Select	
Vision Status				Vision Metrics				

End of Year Report

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

Is the root cause resolved? Why or why not?

Problem Statement #3:		Annual Goal #3:	
Root Cause #3:		Strategy #3:	

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