GP Alamo Targeted Improvement Plan

District Name: Ector County ISD	**County District Number:** 068-901	**Superintendent Name:** Jim Nelson
Campus Name: GP Alamo Elementary	**Campus Number:** 101	**District Coordinator of School Improvement:** Andrea Martin
PSP: Dr. D. Norwood	**Educational Service Center:** Region 18	**School Principal:** Regina Lee

Vision:	Alamo envisions creating opportunities for students PK-5 to engage in critical thinking, creativity, and communication while collaborating to enhance their academic and social-emotional futures.

Problem Statement #1:	Students in 4th and 5th grade did not meet any indicator in Domain 3 on the student growth status. Targets were not met in the areas of Reading and Math.	**Annual Goal #1:**	Alamo will meet or exceed the requirement of above 60 points in each student growth domain and increase Domain 1 to 78 points according to 2019 STAAR.
Root Cause #1:	Lesson delivery was at the lower levels of Webb's depth of knowledge and formative assessments did not meet the level to challenge students from approaching to meets and from meets to masters.	**Strategy #1:**	Alamo will implement multiple paths of instruction geared to a clearly defined goal and monitor formative assessments.

Goal #1:	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)	Campus administration and teacher training to learn strategies that will scaffold students' learning to higher levels of thinking.	Professional development October 19 from EL Saber	El Saber, STAAR guides and DOK alignment guides	Campus leaders, teachers, and instructional coaches	Increased levels of questioning at the student level to raise expectation and application		Select	
	Lead4Ward Instructional Strategies training and support	Monthly Webinars Aug.-June 2018-2019; On-site support visits	Lead4ward tools and resources in planning (Student Learning Reports, Field Guides, IQ Released Tests, TEKS Scaffolds, Academic Vocabulary	Campus leaders, teachers, and instructional coaches	Leading learning, prioritizing the work, maintaining instructional focus, and providing ongoing support for teachers are critical to ensure that students meet or exceed performance and progress expectations		Select	
	Lesson design to ensure student expectations are being assessed according to the TEKS	Grade level planning of units of study in Reading and Math according to the TEKS Resource Year-at-a-Glance, Performance Indicators, and Unit Assessments	TEKS Resource system and PLCs using teacher strength and common assessments	Campus admin, teachers, and district level support	Increased teacher skill set to plan instructional strategies that lead to multiple paths of instruction		Select	
							Select	
Intermediate: (Implementation)	Implementation of depth of knowledge training	Professional development days, weekly PLCs, T-TESS Evidence and Walkthroughs, data analysis after October and February Interim benchmarks	El Saber, STAAR guides and DOK alignment guides, PLC activities to level student assessment activities, monitoring interventions with evidence	Campus leaders, teachers, and instructional coaches, El Saber coaching	Increased levels of questioning at the student level to raise expectation and application		Select	
	Implementation of Lead4ward instructional strategies and rigor and relevance in planning, delivery, and student application	On-site Visits October, February, and April , weekly PLCs, T-TESS Evidence and Walkthroughs, data analysis after October and February Interim benchmarks, Monthly Webinars	Lead4ward tools and resources in planning (Student Learning Reports, Field Guides, IQ Released Tests, TEKS Scaffolds, Academic Vocabulary	Campus leaders, teachers, and instructional coaches, Lead4ward curriculum support person	Create engaging learning experiences by selecting appropriate instructional resources, communicate concepts using a variety of visuals, determine academic vocabulary important for concept development, determine evidence of learning		Select	
	Continued unit planning and incorporating the DOK and lead4ward strategies with TEKS resource system, spiraling of needed intervention at all levels	Weekly Grade level planning, PLCs, Walkthroughs, and T-TESS evidence, feedback to teachers on lesson delivery effectiveness	TEKS Resource system and PLCs, Lead4ward, and DOK	Campus leaders, teachers, and instructional coaches	Instructional practices with a targeted unit plan to increase student achievement at Tier 1, 2 and 3.		Select	
							Select	
Long-Term: (Results)	GP Alamo students will score above the state target in the area of student growth	STAAR 2019	STAAR	All Stakeholders	GP Alamo will score above the state target in the area of student growth and closing the achievement gap while maintaining and increasing student achievement		Select	
							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 #2:	44% of students in 4th and 5th grade did not make sufficient growth in Reading and 41% did not in Math.			**Annual Goal #2:**	Alamo will meet or exceed the requirement of above 60 points in each student growth domain and increase Domain 1 to 78 points 2019 STAAR.		
Root Cause #2:	Lack of individual student progress monitoring and providing interventions at varying levels to ensure individual student growth.			**Strategy #2:**	Using data analysis, students and teachers will progress monitor by goal setting and identifying areas of concerns and optimizing students' strengths.		

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)*	Istation Reading and Math Assessments and Lexile and Quantile Training	Sept. 2018	Istation and Lexile and Quantile Monitoring Tools	Campus leaders, teachers, instructional coaches, and students	Identification of student expectations		Select	
	Lead4ward data analysis including priority TEKS and student data	On-site visit for Teacher Training and creation of action plan	Lead4ward tools and resources in planning (Student Learning Reports, Field Guides, IQ Released Tests, TEKS Scaffolds, Academic Vocabulary	Campus leaders, teachers, instructional coaches, and students	Delivering effective instruction according to the identified needs of individual students, the grade level, and the overall achievement of the campus		Select	
	Goal setting with student data talks and portfolios monitoring levels the students are needing to increase	Oct. DBAs, Jan. Middle of the Year data, February student data, TEKS Resource Unit assessments	Data analysis resources in Eduphoria and Lead4ward	Campus leaders, teachers, instructional coaches, and students	Awareness of current levels of performance per student to increase one to two levels from approaches to meets and meets to masters.		Select	
							Select	
Intermediate: *(Implementation)*	Monitoring of Istation Reading and Math Assessments and Lexile and Quantile feedback based on assessments	Monthly and in guided small group instruction daily	Istation and Lexile and Quantile Monitoring Tools in reading and math	Campus leaders, teachers, instructional coaches, and students	Identification of Student expectations and providing reading and math support in small group settings		Select	
	Analyzing Lead4ward data including priority TEKS and student data and creating measurable goals and feedback in a timely manner	Monthly after webinars and with each set of common assessments and district level benchmarks.	Lead4ward tools and resources in planning (Student Learning Reports, Field Guides, IQ Released Tests, TEKS Scaffolds, Academic Vocabulary	Grade level teachers, campus administrators, and curriculum support	Delivering effective instruction according to the identified needs of individual students, the grade level, and the overall achievement of the		Select	
	Reoccurring goal setting with student data talks and portfolios monitoring levels the students are needing to increase	Weekly PLCs, T-TESS Evidence and Walkthroughs, data analysis after October and February Interim benchmarks	Data analysis resources in Eduphoria and Lead4ward and student progress monitoring portfolio	Campus leaders, teachers, instructional coaches, and students	Awareness of current levels of performance per student to increase one to two levels.		Select	
							Select	
Long-Term: *(Results)*	GP Alamo students will score above the state target in the area of student growth	Increase Lexile and quantile levels in Istation Monthly and STAAR 2019 Student growth	STAAR 2019 and End of Year Istation data reports	All Stakeholders	Increase Lexile and quantile levels in Istation and STAAR 2019 Student growth		Select	
							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:**			

Goal #3:	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)*							Select	
							Select	
							Select	
							Select	
							Select	
Intermediate: *(Implementation)*							Select	
							Select	
							Select	
Long-Term: *(Results)*							Select	
							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?