



UNITED INDEPENDENT SCHOOL DISTRICT AGENDA ACTION ITEM

TOPIC: PUBLIC HEARING on Targeted Improvement Plan for Antonio Gonzalez Middle School as a Requirement under Improvement Required (IR) Status by the Texas Education Agency

SUBMITTED BY: Melissa Y. Cruz, Executive Director for School Improvement

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: OCTOBER 22, 2015

Recommendation:

Rationale:

Title 19 Texas Administrative Code (TAC) §97.1063 and TEC §39.106 stipulate that IR campuses must engage in the Texas Accountability Intervention System (TAIS) continuous improvement process, evidenced by a targeted improvement plan and progress reports submitted to the agency.

Budgetary Information: None

Board Policy Reference and Compliance:

AGMS Targeted Improvement Plan

October 13, 2015

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Targeted Improvement Plan

- AGMS Campus Leadership Team identified 5 problem statements and their respective root causes.

Problem Statement 1

The scores for student achievement at 58% and for student progress at 26 missed both index 1 target of 60% and Index 2 target of 28 respectively.

Root Cause

Lack of differentiated instruction

Quarterly Goals for Problem 1

- Q1- By the end of the first quarter, 100% of the teachers will be trained on collaborative groupings, differentiated instruction, and the writing process model in language arts classrooms.
- Q2- By the end of the first semester, 100% of teachers will implement collaborative groupings, differentiated instruction, and the writing process model in language arts classrooms.
- Q3- By the end of March, students will be provided intense intervention through identified instructional programs.
- Q4-By the end of the year, students will increase their writing skills as a result of continued opportunities for writing across the curriculum

Targeted Improvement Plan

Problem Statement 2

Student absence rate was high.

6th 95.4%

7th 95.1%

8th 94.2%

Overall 94.9%

Root Cause

Lack of effective monitoring system

Quarterly Goals for Problem 2

Q1- By the end of October, student attendance expectations will be established and 100% of teachers will implement proper attendance reporting procedures.

Q2- By the end of the first semester, student attendance incentive program will be established and monitored.

Q3- By the end of March, student attendance will increase as a result of student incentives and attendance will continue to be monitored.

Q4- By the end of the school year, student attendance will have met or surpassed the annual goal of 97% in each grade level.

Targeted Improvement Plan

Problem Statement 3

Number of student discipline referrals was high.

6th 353

7th 136

8th 188

Total: 677

Root Cause

Discipline Management Systems were not in place.

Quarterly Goals for Problem 3

- Q1- By the end of October, 100% of all teachers will have their discipline binder in place.
- Q2- By the end of the first semester, discipline referrals will be 20% less than 2014-2015 school year, and students' grades will increase.
- Q3-By the end of March, 100% of the teachers will be provided refocused training on discipline.
- Q4- By the end of the school year, campus leadership will review multiple data sources to determine the effectiveness of discipline management and identify barriers to address in 2016-2017 planning.

Targeted Improvement Plan

Problem Statement 4

Teacher and staff absence rate was high.

494 total absences in 2014-15 (Personal and family illness)

Root Cause

Lack of a structured monitoring system

Quarterly Goals for Problem 4

- Q1-By the end of October, 100% of teachers and staff will be trained on established absence reporting procedures, and the importance of their attendance to ensure daily instruction for student success.
- Q2- By the end of the first semester, teachers and staff will be present 97% of the time as monthly reports are processed and monitored.
- Q3-By the end of March, teachers and staff will increase attendance rate to 97% or higher as a result of campus incentives.
- Q4- By the end of the school year, campus leadership will review employee attendance data to determine the effectiveness of strategy and to identify barriers to address through 2016-2017 planning.

Targeted Improvement Plan

Problem Statement

14% of 6th graders; 29% of 7th graders and 30% of 8th graders scored 40% or lower on the STAAR reading assessment.

Root Cause

Lack of an instructional reading process

Quarterly Goals for Problem 5

Q1- By the end of October, 100% of the teachers will have been trained on the prescriptive reading model and will be implementing uniformed instructional reading strategies in the classroom.

Quarterly Goals Problem 5

- Q2- By the end of the first semester, 100% of teachers will incorporate vocabulary structured reading strategies via reading model to improve fluency and high order thinking skills.
- Q3 By the end of March, 100% of teachers will collaborate via PLC's, planning effective lessons that provide differentiated instruction.
- Q4 By the end of the school year, campus administration will evaluate student increased performance in reading through analysis of STAAR assessment data.

Questions?

Thank you for
your Support!

