

Targeted Improvement Plan

District	lame: Ector County ISD	County District Number:	68901	Superintendent Name:	Thomas Crowe		
Campus	lame: Edward K Downing Elementary	Campus Number:	131	District Coordinator of School Improvement:	Marlane Burns		
	PSP: Wayne Byrd	Educational Service Center:	Region 18	School Principal:	Marcos Lopez		
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	Vision: Through Communication, Collaboration, Creativity, and Critical Thinking Skills, Edward K Downing Students and Teachers Are Thriving in a 21st Century Learning Environment.									
Problem Statement #1: Poor student performance on state assessments due to inconsistenci				Annual Goal #1: Decrease the Percentage of students in Tier 2/3 by using Istation for reading and Envision ass						
Root Cause #1: Inconsistent quality TIER 1 Instruction				Strategy #1: Quality Tier 1 instruction through training, PLC, consistent monitoring with interventions as						
Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps		
	Kagan Training	August 7-8, 2017	Kagan, Inc.	Campus Administrators/Kagan presenter	Develop more engaging lessons	More engaging lessons as evidenced through campus walkthroughs	Some Progress	Identify and communicate specific Kagan strategy expectations every two weeks.		
Short-Term: (training, acquisition of new skills)	Balanced Literacy Training	Planned for end of October, 2017	Balanced Literacy Representative	Campus Administrators/Balanced Literacy presenter	Reading Benchmarks	Increased writing and reading performance as evidenced through Learning Walks, classroom observations, and Istation assessments.	Select			
	Lead4ward Instructional Strategies Training	Planned for beginning of every month starting Sept. 18th.	Lead4ward.com	Campus Administrators/Instructional Coach	Improvement in Data analysis and instructional strategies	Increased student engagement through quality, targeted instructional strategies	Select			
							Select			
		Planned for PLC at the beginning of each Math and Reading Unit	TEKS Resource System documents	Administrators/Teachers/IC	Develop a clear understanding to the level of rigor each TEK	Teachers teaching to the level of the TEKS	Select			
Intermediate:	Lesson Modeling by District Content Coordinators	Planned for every other week for Reading, Math, Science, and Writing in grades 3-5		District Coordinators/Campus Administrators	Provide examples of high quality instruction as well as constructive feedback to improve instruction		Select			
(Implementation)	Ongoing Learning Walks	•	Eduphoria and Byrd Walkthrough form	PSP, DCSI, campus administrators	Provide constructive feedback to improve instruction and identify areas of strengths and growth within the teacher and to identify trends for the campus	develop the knowledge of campus/individual instructional	Select			
							Select			
Long-Term: (Results)	Students will meet state standard performance levels in all domains	23-May	STAAR Report/Accountability Report	Campus Administrators, Teachers	Students will meet accountability requirements	Campus will Meet Standard	Select			
(Nesuits)							Select			
	Vision Status			Vision Metrics						

Problem Statement #2: Appropriate Interventions Did Not Occur due to Lack of Effective Use				Annual Goal #2: Teachers will effectively use data collected through assessments, ARDs, classroom observati					
Root Cause #2: Ineffective Use of Student Data				Strategy #2: Valid student data binder that reflects student progress and areas of growth					
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps	
Short-Term:	Staff Student Data Study	29-Sep	EKD student data from previous STAAR and Istation	Campus Administrators/Leadership Team/Director of Accountability	understanding of	Prescribe appropriate intervention for targeted students	Select		
(training, acquisition of							Select		
new skills)							Select		
							Select		
		Throughout the school year as each benchmark and unit assessment window comes available	Istation/Stride/unit assessments	Teachers	Availability of reliable data	Provide a more effective response to intervention and Tier 1 instruction	Select		
Intermediate:	Implementation of Quarterly Coaching by Administrators	Quarterly Coaching every 9 weeks	Quarterly Coaching form for Administrators	Campus Administrators/Teachers	progress of each student and plan	Having quality instructional coaching and plan of actions for each student for continued progress	Select		
(Implementation)	Student Data Binder/Folders	•	Student Binders/Istation/Stride/Unit assessments/SBA	Teachers, campus admin	progress	Students become knowledgeable about their strengths and areas of need and begin taking ownership of their own learning	Select		

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	Teacher-Led Parent Conferences	by December 21 and March 9	Student data			Strong relationship of teacher		
	Each Semester					and parent. Parent support in	Calaat	
					parents/guardians. Provide communication of student	educating their child	Select	
					progress to parents/guardians			
	Number of Students in Tiers 2 and	23-May	Eduphoria, RTI information			Teachers provide high quality Tier		
Long-Term:	3 combined will be reduced 16%				needs	1 differentiated instruction	Select	
(Results)	by end of year.					resulting in fewer students in		
						need of Tiers 2/3 intervention	Select	
	Vision Status			Vision Metrics		1	22.200	1

Problem Statement #3: Student and Teacher Needs Have Not Been Addressed			Annual Goal #3: Provide a climate that is conducive to student and teacher growth.						
Root Cause #3: Campus Culture Was Not a Priority				Strategy #3: Campus morale will be addressed with defined student/teacher specific incentives and le					
Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps	
	Leveraging Leadership Chapter 2 Study	October 30th	Leverage Leadership book	Campus Administrators	Increasing campus moral	Surveys for staff and parents regarding campus culture	Select		
Short-Term: (training, acquisition of new skills)	Implement 4Cs Non-Negotiables (Collaboration, Communication, Creativity, Critical Thinking)	Reviewed in Each Weekly PLC	Classroom Habitudes by Angela Maiers	Campus Administrators/Teachers	Knowledge of the 4C and implement the 4C in the lesson planning	Lessons become more engaging for students	Select		
•							Select		
							Select		
							Select		
Intermediate: (Implementation)	Vertical Planning Meetings Each 6 Weeks		TEKS Resource Vertical Alignment Document	: Teachers/Campus Administrators	Teachers begin plan to scaffold their instruction and to continuously communicate with other colleagues about students and best practices	To ensure that year by year and step by step, students are receiving scaffolded curriculum	Select		
	Teacher incentives	Monthly	PTA, Social committee	Campus staff	Cultivate a positive campus	Reduced teacher turnover	Select		
							Select		
Long-Term: (Results)	Student Performance Will Meet State Average in Domain 3 and Reduction in Teacher Turnover	23-May	2018 Campus STAAR data reports, Teacher leave report	Teachers/Campus Administrators	Meet or surpass the State average in Domain 3 and lower teacher turnover to 10% or less	Meet or surpass the State average in Domain 3 and lower teacher turnover to 10% or less	Select		
,,							Select		
	Vision Status			Vision Metrics					