



Targeted Improvement Plan

District Name: Ector County ISD	County District Number: 68901	Superintendent Name: Tom Crowe
Campus Name: Pease Elem	Campus Number: 117	District Coordinator of School Improvement: Betsabe Salcido
PSP: Robert Cedillo	Educational Service Center: Region 18	School Principal: Dr. Autumn Sloan

Vision: Making unbelievable strides toward academic, No Excuses, goal-oriented scholars. (MUSTANGS)

Problem Statement #1: The campus has consistently scored below the state target in the area of student achievement and closing the achievement gap.	Annual Goal #1: The campus will meet the state target in the area of student achievement and closing the achievement gap.
Root Cause #1: Lack of consistent Tier I instruction due to gaps in teacher capacity in understanding the relationship between engagement and student outcomes.	Strategy #1: The campus will focus on the implementation of collaborative structures to enhance student engagement.

Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Staff will be trained in collaborative structures	Jan 2017, February 2017, March 2017, May 2017, July 2017, August 2017, September 2017	Kagan Little Ones Training , Kagan 1st 5 days Training	Principal, Kagan Cooperative Trainers	Campus will have a better understanding of how student engagement activities impact student achievement.	Increase % of teachers using collaborative structures in the classroom as seen in walkthrough data and lesson planning. Positive relationships are evident that will impact student achievement.	Select	
	Leader In Me Training for all staff and students	August 2017, September 2017	Leader In Me student workbooks, 7 Habits activities	Principal, classroom teachers and students	Campus will see more intrinsic motivation among students and more capacity for growth.	Increase in positive relationships and student empathy creating more desire to achieve and strive for academic success.	Select	
							Select	
Intermediate: <i>(Implementation)</i>	Daily fluency skill building take home folders in the areas of Math and Reading Grade K-2	Daily	School supplied folder with fluency practice, phonics support, and numeracy practice	Principal, classroom teachers, parents and students	More home to school connection and support for fluency skills in reading and math from parents.	Increase in students' fluency skills in math and reading evident in unit assessments, IStation ISIP, and STAAR scores.	Select	
	Monthly Data Folders sent home with all students	Monthly	School supplied data folder with unit assessment and IStation data	Principal, classroom teachers, parents and students	Parents gain knowledge of campus expectations and student growth.	Increase in students' fluency skills in math and reading evident in unit assessments, IStation ISIP, and STAAR scores.	Select	
	Grade 3-5 Daily Planner sent home with emphasis on Reading with all students	Daily	School supplied planner with daily emphasis on reading	Principal, classroom teachers, parents and students	More home to school connection and support for fluency skills in reading and math from parents.	Increase in students' fluency skills in math and reading evident in unit assessments, IStation ISIP, and STAAR scores	Select	
Long-Term: <i>(Results)</i>	Through PLCs and vertical teams, collaborative structures will be emphasized and continual support will be given.	Spring 2018	Kagan Cooperative Structures, parental involvement, formative and summative assessment data	Principals and teachers	Through formative and summative assessment data and teacher collaboration, it will be evident what strategies are working for the students.	Campus will meet or exceed the state standard in student achievement and closing the achievement gap as measured by the 2018 STAAR assessments.	Select	
							Select	
Vision Status				Vision Metrics				

Problem Statement #2: The campus has consistently scored below the state target in the area of student achievement and closing the achievement gap.	Annual Goal #2: The campus will meet the state target in the area of student achievement and closing the achievement gap.
Root Cause #2: Lack of Tier I instruction due to gaps in teacher collaboration and collegial learning.	Strategy #2: The campus will focus on fostering collegial learning among teachers through vertical teams, structured PLCs, a

Goal #2:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	The administration will create structures in master schedule for teacher collaboration within the school day.	Summer 2017	Master Schedule	Principal	More teacher collaboration through scheduled and structured meetings.	More alignment across grade levels, a better understanding of curriculum, instruction and assessment.	Select	
	Administration will implement processes and structures for collaborative meetings.	Fall 2017	IPSI training	Principal	Form structures and processes within the collaborative meetings in order to allow for maximum curriculum supports.	More alignment across grade levels, a better understanding of curriculum, instruction and assessment.	Select	
	Campus administration attended Art of Leadership at Harvard.	Summer 2017	Data Wise and Meeting Wise texts, learnings from the academy	Admin team	Admin forms a knowledge base to assist and support in growing capacity within our teachers.	Admin will be able to better support the classroom instruction and collegial structures within the campus.	Select	
							Select	
Intermediate: <i>(Implementation)</i>	Staff will meet in PLCs weekly to discuss curriculum, assessment and learning supports.	Weekly	Master Schedule, Agenda	Principal, instructional coach, teachers	Improvement of Tier I instruction	Minimize the number of students needing Tier II/III interventions.	Select	
	Staff will meet in vertical teams monthly to discuss vertical alignment and skill building.	Monthly	Master Schedule, Agenda, TRS, Book Study	Principal, instructional coach, teachers	Improvement of Tier I instruction	Minimize the number of students needing Tier II/III interventions.	Select	
	Staff will partake in learning walks weekly to support each other and grow in instructional	Weekly	Learning walk forms	Principal, instructional coach, teachers	Improvement of Tier I instruction	Minimize the number of students needing Tier II/III interventions.	Select	
						Select		

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Long-Term: (Results)	Through PLCs and vertical teams collegial learning will be emphasized and continual support will be given.
Spring 2018	Book studies, TRS, master schedule, agendas, formative and summative assessments
Principals and teachers	Through formative and summative assessment data and teacher collaboration it will be evident what strategies are working for the students and in
Campus will meet or exceed the state standard in student achievement and closing the achievement gap as measured by the 2018 STAAR assessments.	Select
	Select
Vision Status	Vision Metrics

Problem Statement #3:	The campus has consistently scored below the state target in the area of student achievement and closing the achievement gap.	Annual Goal #3:	The campus will meet the state target in the area of student achievement and closing the achievement gap.
Root Cause #3:	Lack of Tier I instruction due to gaps in teacher ability to facilitate rigorous instruction and targeted interventions.	Strategy #3:	The campus will focus on using data to plan rigorous instruction and target interventions.

Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Administration will attend Institute for Public School Initiatives (IPSI) through the University of Texas/Region 18	Ongoing support began August 2017	TEKS Resource System, books, materials, University of Texas trainers	Region 18, IPSI staff	Acquire skills and strategies to better serve the campus and improve student outcomes.	Minimize the number of students needing Tier II/III interventions.	Select	
	Teachers will observe and lesson plan with other successful content teachers in the district.	Ongoing support started first day of school.	Campus supports from across the district	Principals, teachers	Teachers will create lesson plans that are rigorous and support ongoing intervention structures.	Minimize the number of students needing Tier II/III interventions.	Select	
	Instructional Coach will receive training in reading structures that will better support campus growth.	Occurring monthly	Campus supports from across the district	Principals, Instructional Coach	The instructional coach will gain knowledge in the area of content instruction to support campus goals.	Minimize the number of students needing Tier II/III interventions.	Select	
	District professional development will be supplied through the Curriculum and Instruction department.	Occurring monthly	Campus supports from Curriculum and Instruction	District professional development and curriculum/instruction departments	Teachers will gain tools to build capacity in lesson plan and interventions.	Minimize the number of students needing Tier II/III interventions.	Select	
Intermediate: (Implementation)	Students will do daily math fact fluency and numeracy practice using Formative Loop.	Daily grades 1-5	Daily numeracy assessments	Principal, teachers	Students will build numeracy and math fact fluency skills to prevent movement beyond Tier I.	Minimize the number of students needing Tier II/III interventions.	Select	
	Biweekly writing prompts will be done grades K-5 to promote writing skill building campus wide.	Bi-weekly K-5	Revise, edit, prewriting and publishing supports	Principal, teachers	Students will build revising, editing, and prewriting skills K-5 to better support student outcomes in writing.	Minimize the number of students needing Tier II/III interventions.	Select	
	Data Talks around intervention lesson plans will be required for Guided Math, Guided Reading and all unit assessments.	Monthly	Data, TRS, Eduphoria, Lead4ward, guided reading and math lesson plans, intervention lesson plans	Principal, teachers	Teachers will engage in discussion about data and use this knowledge to plan for interventions that increase	Minimize the number of students needing Tier II/III interventions.	Select	
Long-Term: (Results)	Through training, teachers will be given tools to create more rigorous instruction and targeted interventions.	Spring 2018	PD, book studies, TRS, Lead4ward, district supports	Principal, teachers	Through formative and summative assessment data and teacher collaboration it will be evident what strategies are working for the students and in	Campus will meet or exceed the state standard in student achievement and closing the achievement gap as measured by the 2018 STAAR assessments.	Select	
Vision Status				Vision Metrics			Select	