TEA Texas Education Agency

Targeted Improvement Plan

District Name: Palestine Independent School District	**County District Number:** 001-907	**Superintendent Name:** Jason Marshall
Campus Name: Southside Elementary (Paired) Campuses: Northside Primary, Washington Early Childhood Center)	**Campus Number:** Southside 001-907-107 (Northside 001-907-101, Washington 001-907-	**District Coordinator of School Improvement:** Sharon Reed
PSP: Regina Davis and Leesa Green	**Educational Service Center:** Region 7	**School Principal:** Southside - Grace Mancilla (Northside - Barbara Dutton, Washington - Sheila Bradley)

Vision:	At Palestine ISD teachers, students, and community members will work collaboratively to provide a safe, nurturing, and structured environment where all students, regardless of background, can achieve their highest level of learning in order to become responsible and productive citizens.

Problem Statement #1:	71% of 3rd grade students did not meet or master grade level on the 2018 STAAR Reading.	**Annual Goal #1:**	We will reduce the precent of students who did not meet or master grade level on the 3rd grade STAAR Reading by at least 15%.
Root Cause #1:	District and campus instructional leaders did not develop consistent, documented expectations for maximizing instructional time and delivering effective instruction.	**Strategy #1:**	District and campus instructional staff will be trained in all components of Balanced Literacy and have a better understanding of how it should be delivered in a classroom setting.

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)*	Contract with Traci Skrovan, Consulting LLC, for training in Balanced Literacy	Aug 2018	training costs, purchase materials, sign in sheets	Instructional Services will encumber funds for contracted services	Traci Skrovan will work with Northside and Southside twice a month to provide training for lead teachers and classroom observation and feedback. 100% of classroom teachers will be trained on Balanced Literacy components and will implement training in the classroom at least 90% of the time by October 2018.		Select	
	Admin will create cycles of learning that include training, implementation, observation, and feedback. Schedules will be distributed to teachers to prevent scheduling other events over the training.	Aug 2018	scheduling template provided by Traci Skrovan	Principals will create the cycle of learning and share with teachers. Lead teachers and classroom teachers will implement the training. Campus admin, DCSI, District admin, and Traci Skrovan will be in classrooms to monitor implementation.	District and campus leadership will attend the training, along with lead teachers at least 95% of the time. As part of the cycle, lead teachers will work with and visit classrooms at least twice during each cycle to provide feedback and model for classroom teachers. Campus admin will conduct at least 5 observations weekly and provide feedback within 48 hours 95% of the time.		Select	
	District and campus instructional staff at Northside and Southside will be trained in Balanced Literacy and age appropriate literacy skills at Washington.	Aug 2018 - Oct 2018	training costs, subs to cover classrooms, purchase of materials, sign in sheets	DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage and travel arrangements as needed.	Teachers will demonstrate implementation of learning at least 90% of the time as evidenced in the above mentioned observations.		Select	
							Select	
	Continue cycles of learning for Balanced Literacy to continue to build teacher understanding and implementatoin of Guided Reading.	Oct 2018 - Apr 2019	training costs, subs to cover classrooms, sign in sheets	DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage.	Campus admin will continue to do at least 5 observations weekly and provide feedback within 48 hours 95% of the time. Teachers will continue to demonstrate implementation of learning at least 90% of the time.		Select	

							Select	

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Intermediate: *(Implementation)*	Campus Instructional leadership will collect teacher performance data from observations and student performance data from DMAC to track student learning.	Aug 2018 - Dec 2018 (3-6 week intervals)	aggregate observaton data, student data from DMAC	District and campus admin will review data, along with classroom teachers	After each assessment, teachers will identify TEKS that show less than 70% of mastery, identify the students, and plan targeted intervention. Intervention will occur within 2 weeks of the initial assessment with students being reassessed to check for mastery. At least 90% of the students reassessed with show increased mastery. 100% of classroom teachers will reflect, to make connections between student success and the strategies they have implemented, after each assessment and use that information to improve Tier I instruction.		Select	
							Select	
							Select	
Long-Term: *(Results)*	District and campus instructional staff will collect and track data on student progress.	Sept 2018 - May 2019 (3-6 week intervals)	student data from DMAC	District and campus instructional staff will review data	We will have 10% more students score at meets or masters on Benchmark 1 than in 2017. We will have 25% more students score at meets or masters on Benchmark 2 than in 2017.		Select	
	District and campus leadership will develop effective system practices to continue growth of teacher expertise and to continue increasing student performance.	ongoing documentation, July 2019	aggregate observation data, aggregate student data from DMAC, student achievement data from STAAR	District and campus leadership will review data and create the plan for 2019-20.	By August 2019, we will have a plan in place to review training for returning teachers and to train new teachers, resulting in 100% of our staff being trained in the concepts of Balanced Literacy learned in the 2018-19 school year. By the 3rd week of school, 90% of returning teachers and 70% of new teachers will be able to demonstrate mastery of the concepts learned.		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:	68% of 3rd grade students did not meet or master grade level on the 2018 STAAR Math.			**Annual Goal #2:**	We will reduce the percent of studnets who did not meet or master grade level on the STAAR Math by at least 14%.
Root Cause #2:	District and campus instructional leaders did not create clear and consistent expectations for teachers to include components in their lesson plans that reflected best practices and how they would be implemented in the classroom to ensure student success.			**Strategy #2:**	District and campus instructional staff will be trained in the components of Guided Math, along with other best practices for mathematics instruction, and have a better understanding of how to deliver quality Tier I instruction in the classroom.

Goal #2:	**Activity** *(Actions/Processes)*	**Activities Timeline**	**Resources**	**Person(s) Responsible**	**Goal for this Activity**	**Results for this Activity**	**Status**	**Next Steps**
	District and campus instructional staff will be trained in Guided Math, which includes the following components: whole group instruction, small group instruction, and workstations	Aug 2018 - Oct 2018	training costs, subs to cover classrooms, purchase resources, sign in sheets	DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage and travel arrangements as needed.	Teachers will demonstrate implementation of learning at least 90% of the time as evidenced through weekly observations.		Select	

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Short-Term: *(training, acquisition of new skills)*	District and campus instructional staff will be trained in research-based, best practices in Mathematics teaching such as, math journals, number talks, planning with the end in mind, and problem solving.	Sept 2018 - Oct 2018	training costs, subs to cover classrooms, computer or device with internet to participate in online webinars, sign in sheets	DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage and travel arrangements as needed. Region 7 will provide the training.	District and campus leadership will attend the training, along with classroom teachers at least 95% of the time. Teachers will demonstrate implementation of learning at least 90% of the time as evidenced through weekly observations.	Select	
	Admin will create cycles of learning that include training, implementation, observation, and feedback. Schedules will be distributed to teachers to prevent scheduling other events over the training.	Aug 2018	scheduling template provided by Traci Skrovan (to be used a model), implementation guide	DCSI and principals will create the cycle of learning and will share with teachers. Classroom teachers will implement the training. DCSI, district admin, and campus admin will be in classrooms to monitor implementation.	As part of the cycle, lead teachers will work with and visit classrooms at least twice during each cycle to provide feedback and model for classroom teachers. Campus admin will conduct at least 5 observations weekly and provide feedback within 48 hours 95% of the time.	Select	
						Select	
Intermediate: *(Implementation)*	Continue cycles of learning for Guided Math to continue to build teacher understanding and implementatoin of Guided Math.	Oct 2018 - Apr 2019	training costs, subs to cover classrooms, sign in sheets	DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage.	Campus admin will continue to do at least 5 observations weekly and provide feedback within 48 hours 95% of the time. Teachers will continue to demonstrate implementation of learning at least 90% of the time.	Select	
	Continue cycles of learning for training delivered by Region 7 to continue to build teacher understanding and implementatoin of math journals, number talks, planning with the end in mind, and problem solving..	Oct 2018 - Apr 2019	training costs, subs to cover classrooms, sign in sheets	DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage.	Campus admin will continue to do at least 5 observations weekly and provide feedback within 48 hours 95% of the time. Teachers will continue to demonstrate implementation of learning at least 90% of the time.	Select	
	Campus Instructional leadership will collect teacher performance data from observations and student performance data from DMAC to track student learning.	Aug 2018 - Dec 2018 (3-6 week intervals)	aggregate observaton data, student data from DMAC	District and campus admin will review data, along with classroom teachers	After each assessment, teachers will identify TEKS that show less than 70% of mastery, identify the students, and plan targeted intervention. Intervention will occur within 2 weeks of the initial assessment with students being reassessed to check for mastery. At least 90% of the students reassessed with show increased mastery. 100% of classroom teachers will reflect, to make connections between student success and the strategies they have implemented, after each assessment and use that information to improve Tier I instruction.	Select	
						Select	
	District and campus instructional staff will collect and track data on student progress.	Sept 2018 - May 2019 (3-6 week intervals)	student data from DMAC	District and campus instructional staff will review data	We will have 15% more students score at meets or masters on Benchmark 1 than in 2017. We will have 30% more students score at meets or masters on Benchmark 2 than in 2017.	Select	

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Long-Term: *(Results)*	District and campus leadership will develop effective system practices to continue growth of teacher expertise and to continue increasing student performance.	ongoing documentation, July 2019	aggregate observation data, aggregate student data from DMAC, student achievement data from STAAR	District and campus leadership will review data and create the plan for 2019-20.	By August 2019, we will have a plan in place to review training for returning teachers and to train new teachers, resulting in 100% of our staff being trained in the concepts of Guided Math, math journals, number talks, planning with the end in mind, and problem solving learned in the 2018-19 school year. By the 3rd week of school, 90% of returning teachers and 70% of new teachers will be able to demonstrate mastery of the concepts learned.		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:	74% of 3rd grade Economically Disadvantaged Students did not meet or master grade level on both the 2018 Reading and Math STAAR.		**Annual Goal #3:**	We will reduce the percent of Economically Disadvantaged Students who did not meet or master grade level on the 3rd grade STAAR Reading and Math by at least 10%.
Root Cause #3:	District instructional leaders did not provide consistent training for teachers in strategies geared toward the needs of specific student groups.		**Strategy #3:**	District and campus instructional staff will be trained in research-based, best practices instructional strategies geared toward meeting the needs of specific student groups in order to provide appropriate classroom instruction.

Goal #3:	Activity *(Actions/Processes)*	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
	District and campus staff will attend professional development designed to assist teachers who work with students from poverty.	Aug 2018 - Nov 2018	cost of training, subs to cover classes, transportation, sign in sheets	DCSI will determine which professional development to take part in	By November 2018, District and Campus staff will attend professional development and return to share learning with campus by December 2018. 100% of the instructional staff at Washington, Northside, and Southside will be trained on strategies for working with kids from poverty. Teachers will implement strategies and, by January 2019, demonstrate 75% mastery of the strategies in the classroom.		Select	
	Campus admin will develop an action plan for observation and feedback, including schedules and feedback protocols, based on "Get Better Faster" by Paul Bambrick-Santoyo.	Aug 2018 - Nov 2018	purchase of book, templates	Campus admin with the support of PSP Regina Davis will create schedules and protocols	Campus admin will coduct 5 observations each week and provide feedback to the teacher within 48 hours 95% of the time. Teachers will demonstrate growth on the area of feedback on a second observation 80% of the time.		Select	

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Short-Term: *(training, acquisition of new skills)*	District and campus admin will lead a campus-specific training on the special population breakdown of the campus and their performance data.	Oct 2018	data from DMAC, identificaton of students by ethnicity, special program, and socioeconomic status	DCSI and campus admin will lead the discussion	Teachers will be aware of the student data and recognize the diversity that exists both on the campus and in their classroom, increasing understanding for the need to implement specific strategies for specific groups of students. Teachers will use this information weekly when writing lesson plans and planning instruction. 100% of teachers will document in their lesson plans specific strategies that are being used. Admin will review lessons plans weekly and provide feedback prior to implementation of the plans 95% of the time. Campus admin will coduct 5 observations each week and provide feedback to the teacher within 48 hours 95% of the time. Teachers will demonstrate growth on the area of feedback on a second observation 80% of the time.	Select	
						Select	
						Select	
Intermediate: *(Implementation)*	Campus leadership and staff will conduct parent meetings to provide information on how to help students with homework, programs offered on the campus, STAAR requirements, and content specific nights such as a math themed night and a reading themed night.	Oct 2018 - Mar 2019	presentation materials, invitations (paper, ink, postage), advertisement, translation costs	DCSI and campus admin will schedule, prepare for and advertise events Teachers will participate in events	Campus leadership and staff will hold one parent meeting every 4-6 weeks with at least 50% of parents/guardians attending at least one meeting during the course of the school year. Grades will show a 50% increase in homework being completed and turned in weekly.	Select	
	Campus Instructional leadership will collect teacher performance data from observations and student performance data from DMAC to track student learning. Teachers will study the data by student groups: AA, H, W, Eco Dis, ELL, and SPED to identify needs and monitor progress for specific student groups that score below STAAR accountability targets for meets and masters proficiency levels in Reading and Math.	Aug 2018 - Dec 2018 (3-6 week intervals)	aggregate observaton data, student data from DMAC, STAAR accountability targets by student group	District and campus admin will review data, along with classroom teachers	After each assessment, teachers will identify TEKS that show less than 70% of mastery, identify the students, and plan targeted intervention. Intervention will occur within 2 weeks of the initial assessment with students being reassessed to check for mastery. At least 90% of the students reassessed will show increased mastery.	Select	
						Select	
	District and campus admin will track data from assessments in Reading and Math by student group.	Aug 15, 2018 - May 24, 2019 (3-6 week intervals)	student data from DMAC	District and campus admin will review data; Lead Teachers and campus admin will lead data conversations	We will have 15% more Economically Disadvantaged students score at meets or masters on both the Reading and the Math Benchmark 1 than in 2017. We will have 30% more Economically Disadvantaged students score at meets or masters on both the Reading and the Math Benchmark 2 than in 2017.	Select	

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Long-Term: *(Results)*	District and campus admin, along with community organizations, will create and implement a plan to decrease summer rentention in both reading and math by bringing learning to the students.	April 2019 - May 2019	student performance data from DMAC, reports showing summer regression, summer school numbers and hours, schedule, buses for transportation, locations in the community to provide tutoring, feeding, and intervention	District admin will coordinate meetings and plans with campus admin and community organizations	During the months of June and July At least 75% of our Economically Disadvantaged students will be given an opportunity to participate in summer learning other than summer school.

Students, when administered the Beginning of Year assessments, will show a decrease in summer regression evidenced with a gap between the End of Year assessment and Beginning of Year assessment being less than 10 points. | | Select | |
| **Vision Status** | | | | **Vision Metrics** | | | |