

Targeted Improvement Plan

W. S. Ryan Elementary School

Problem Statement 1:

Only 73% of all students met satisfactory standards in all subjects on state mandated assessments.

Root Cause:

Teachers need to continue developing skills in effective questioning strategies that promote higher order thinking.

Strategy:

Utilize effective questioning strategies to increase higher order thinking within instruction.

Annual Goal:

The percentage of all students meeting satisfactory standards on state mandated assessments will increase by 10% from 2015 to 2016.

Quarter	Quarterly Goal	Data/Evidence to Monitor	Interventions
Q1	<p>Provide training for 100% of the teachers in questioning strategies and techniques that promote higher order thinking within instruction.</p> <p>Increase the percentage of students meeting the state satisfactory standard by 5% on identified TEKS assessed on formative unit assessments.</p>	<p>PD Sign In Sheets PD Agendas</p> <p>Subject Area Pre-assessments</p> <p>Formative Unit Assessments Results</p>	<ol style="list-style-type: none"> 1. Conduct professional development on effective questioning stems and the correlation of questioning stems to state mandated assessments. 2. Conduct additional professional development on effective questioning strategies in faculty meetings, PLCs, team planning, etc... 3. Conduct one extended PLC meeting each six weeks to provide teachers opportunities to gain a deeper knowledge of the TEKS and to analyze data to guide effective instructional decisions for students. 4. Provide instructional coaches to increase teacher understanding of the depth and complexity of the TEKS and higher order thinking strategies in the areas of reading/writing, math, and science. 5. Conduct weekly team meetings to plan and design rigorous instruction.

			<ol style="list-style-type: none"> 6. Administer formative assessments formatted similar to state mandated assessments that address both the readiness and supporting standards of the TEKS based on units of instruction. 7. Provide a minimum of one focused walkthrough observation conducted by the leadership team for each 3-5 grade level teacher each semester.
Q2	<p>Continue to provide training for 100% of the teachers in questioning strategies and techniques that promote higher order thinking within instruction.</p> <p>Increase the percentage of students meeting the state satisfactory standard by 5% on identified TEKS assessed on formative unit assessments.</p>	<p>PD Sign In Sheets Faculty Meeting Agendas</p> <p>PLC Agendas & Notes</p> <p>Schedules of Content Area Coaches</p> <p>Team Planning Schedules</p> <p>Cumulative Assessment of TEKS Taught 1st Semester</p> <p>Record of Teachers Receiving Walkthrough Observations</p>	<ol style="list-style-type: none"> 1. Continue to conduct additional professional development on effective questioning strategies in faculty meetings, PLCs, team planning, etc... 2. Conduct one extended PLC meeting each six weeks to provide teachers opportunities to gain a deeper knowledge of the TEKS and to analyze data to guide effective instructional decisions for students. 3. Provide instructional coaches to increase teacher understanding of the depth and complexity of the TEKS and higher order thinking strategies in the areas of reading/writing, math, and science. 4. Conduct weekly team planning meetings to plan and design rigorous instruction. 5. Administer a comprehensive assessment in early January of the TEKS taught the first semester to identify instructional weaknesses and to plan extensive interventions 6. Provide teachers non-evaluative feedback on the use of effective questioning strategies through walkthrough observations.
Q3	Continue to provide training for 100% of the teachers in questioning strategies and	PLC Agendas & Notes	<ol style="list-style-type: none"> 1. Conduct one extended PLC meeting each six weeks to provide teachers opportunities to gain a deeper

	<p>techniques that promote higher order thinking within instruction.</p> <p>Increase the percentage of students meeting the state satisfactory standard by 5% on identified TEKS assessed on formative unit assessments.</p>	<p>Formative Unit Assessment Results</p> <p>Record of Teachers Receiving Walkthrough Observations</p>	<p>knowledge of the TEKS and to analyze data to guide effective instructional decisions for students.</p> <ol style="list-style-type: none"> 2. Provide instructional coaches to increase teacher understanding of the depth and complexity of the TEKS and higher order thinking strategies in the areas of reading/writing, math, and science. 3. Conduct weekly team planning meetings to plan and design rigorous instruction utilizing the reading/writing, math, and science coaches. 4. Continue providing a minimum of one focused walkthrough observation each semester conducted by the leadership team for each 3-5 grade level teacher. 5. Provide teachers non-evaluative feedback on the use of effective questioning strategies through walkthrough observations.
<p>Q4</p>	<p>Increase the percentage of students meeting the state satisfactory standard by 5% on identified TEKS assessed on formative unit assessments.</p>	<p>PLC Agendas & Notes</p> <p>Team Planning Schedules of Content Area Coaches</p> <p>Formative Unit Assessments</p> <p>Preliminary 2016 STAAR</p>	<ol style="list-style-type: none"> 1. Conduct one extended PLC meeting each six weeks to provide teachers opportunities to gain a deeper knowledge of the TEKS and to analyze data to guide effective instructional decisions for students. 2. Provide instructional coaches to increase teacher understanding of the depth and complexity of the TEKS and higher order thinking strategies in the areas of reading/writing, math, and science. 3. Conduct weekly team planning meetings to plan and design rigorous instruction. 4. Administer formative assessments formatted like state mandated assessments that address both the readiness and supporting standards of the TEKS, based on the units of instruction.

		Results Record of Teachers Receiving Walkthrough Observations	6. Continue providing a minimum of one focused walkthrough observation each semester conducted by the leadership team for each 3-5 grade level teacher.
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Problem Statement 2:

Only 59% of the ELL students and 62% of the economically disadvantaged students met state standards on state mandated assessments.

Root Cause:

Teachers need to continue developing skills to effectively integrate the TEKS across all content areas to maximize time on instruction for ELL and economically disadvantaged students.

Strategy:

Create opportunities to increase learning time in reading, writing, mathematics, and science for ELL students.

Annual Goal:

The percentage of ELL and economically disadvantaged students meeting state standards on state mandated assessments in 2016 will increase by 10%.

Quarter	Quarterly Goal	Data/Evidence to Monitor	Interventions
Q1	<p>Increase the percentage of ELL and economically disadvantaged students meeting and exceeding state standards by 5% summative unit assessments.</p> <p>Provide interventions for every ELL and economically disadvantaged student not meeting state standards on the 2015 state assessments and summative unit assessments.</p> <p>Provide a minimum of two focused walkthrough observations by the end of the school year for Bilingual teachers to promote increased rigor of instruction for ELL students and economically disadvantaged students.</p>	<p>Teacher Schedules</p> <p>PLC Agendas & Notes Summative Unit Assessment Results</p> <p>Student Intervention List and Schedule for iStation & Think Through Math</p> <p>Tier Time Student Intervention List By Grade Level</p>	<ol style="list-style-type: none">1. Review and evaluate daily teaching schedules to promote teachers effectively integrating reading, writing, math, science, and social studies content across all curriculum areas to maximize instructional time for students2. Conduct one extended PLC meeting each six weeks to provide teachers opportunities to analyze data to appropriately identify ELL and economically disadvantaged students needing intervention(s) and to plan effective instructional lessons to address their needs3. Provide computer assisted instruction utilizing iStation and Think Through Math for ELL and economically disadvantaged students based on performance on summative unit assessments4. Identify and serve ELL and economically disadvantaged students needing Tier time instruction based on performance on 2015 state mandated assessments and/or summative unit assessments

		<p>Saturday School Participant List</p> <p>Record of Teachers Receiving Walkthrough Observations</p>	<ol style="list-style-type: none"> 5. Provide Saturday School for ELL and economically disadvantaged students not meeting state standards on the 2015 state mandated tests beginning in October 6. Provide a minimum of one focused walkthrough observation for Bilingual teachers each semester conducted by the leadership team
Q2	<p>Increase the percentage of ELL and economically disadvantaged students meeting and exceeding state standards by 5% on identified TEKS assessed on formative unit assessments.</p> <p>Provide interventions for every ELL and economically disadvantaged student not meeting state standards on the 2015 state assessments and formative unit assessments.</p> <p>Provide a minimum of two focused walkthrough observations by the end of the school year for Bilingual teachers to promote increased rigor of instruction for ELL students and economically disadvantaged students.</p>	<p>PLC Agendas & Notes</p> <p>Summative Unit Assessment Results</p> <p>Cumulative Assessment of TEKS Taught 1st Semester</p> <p>Student Intervention List and Schedule for iStation & Think Through Math</p> <p>Tier Time Student Intervention List By Grade Level</p> <p>Saturday School Participant List</p>	<ol style="list-style-type: none"> 1. Continue to conduct one extended PLC meeting each six weeks to provide teachers opportunities to analyze data to appropriately identify ELL and economically disadvantaged students needing intervention(s) and to plan effective instructional lessons to address their needs 2. Continue to provide computer assisted instruction utilizing iStation and Think Through Math for ELL and economically disadvantaged students based on performance on summative unit assessments 3. Identify and serve ELL and economically disadvantaged students needing Tier time instruction based on performance on 2015 state mandated assessments, summative unit assessments, and/or the cumulative TEKS assessment administered in January 2016 4. Continue to provide Saturday School for ELL and economically disadvantaged students not meeting state standards on the summative assessments and/or the cumulative TEKS assessment administered in January 2016 5. Provide a minimum of one focused walkthrough observation for Bilingual teachers each semester

		Record of Teachers Receiving Walkthrough Observations	conducted by the leadership team
Q3	<p>Increase the percentage of ELL and economically disadvantaged students meeting and exceeding state standards by 5% on identified TEKS assessed on formative unit assessments.</p> <p>Provide interventions for every ELL and economically disadvantaged student not meeting state standards on the 2015 state assessments and formative unit assessments.</p> <p>Provide a minimum of two focused walkthrough observations by the end of the school year for Bilingual teachers to promote increased rigor of instruction for ELL students and economically disadvantaged students.</p>	<p>PLC Agendas & Notes</p> <p>Summative Unit Assessment Results</p> <p>Cumulative Assessment of TEKS Taught 1st Semester</p> <p>Student Intervention List and Schedule for iStation & Think Through Math</p> <p>Tier Time Student Intervention List By Grade Level</p> <p>Saturday School Participant List</p> <p>Record of Teachers Receiving Walkthrough Observations</p>	<ol style="list-style-type: none"> 1. Continue to conduct one extended PLC meeting each six weeks to provide teachers opportunities to analyze data to appropriately identify ELL and economically disadvantaged students needing intervention(s) and to plan effective instructional lessons to address their needs 2. Continue to provide computer assisted instruction utilizing iStation and Think Through Math for ELL and economically disadvantaged students based on performance on summative unit assessments 3. Identify and serve ELL and economically disadvantaged students needing Tier time instruction based on performance on 2015 state mandated assessments, summative unit assessments, and/or the cumulative TEKS assessment administered in January 2016 4. Continue to provide Saturday School for ELL and economically disadvantaged students not meeting state standards on the summative unit assessments and/or the cumulative TEKS assessment administered in January 2016 5. Provide a minimum of one focused walkthrough observation for Bilingual teachers each semester conducted by the leadership team
Q4	Increase the percentage of ELL and	PLC Agendas & Notes	1. Continue to conduct one extended PLC meeting

	<p>economically disadvantaged students meeting and exceeding state standards by 5% on identified TEKS assessed on formative unit assessments.</p> <p>Provide interventions for every ELL and economically disadvantaged student not meeting state standards on the 2015 state assessments and formative unit assessments.</p> <p>Provide a minimum of two focused walkthrough observations by the end of the school year for Bilingual teachers to promote increased rigor of instruction for ELL students and economically disadvantaged students.</p>	<p>Summative Unit Assessment Results</p> <p>Cumulative Assessment of TEKS Taught 1st Semester</p> <p>Student Intervention List and Schedule for iStation & Think Through Math</p> <p>Tier Time Student Intervention List By Grade Level</p> <p>Saturday School Participant List</p> <p>Record of Teachers Receiving Walkthrough Observations</p>	<p>each six weeks to provide teachers opportunities to analyze data to appropriately identify ELL and economically disadvantaged students needing intervention(s) and to plan effective instructional lessons to address their needs</p> <ol style="list-style-type: none"> 2. Continue to provide computer assisted instruction utilizing iStation and Think Through Math for ELL and economically disadvantaged students based on performance on summative unit assessments and/or state mandated assessment results 3. Identify and serve ELL and economically disadvantaged students needing Tier time instruction based on performance on state mandated assessments and summative unit assessments 4. Continue to provide Saturday School for ELL and economically disadvantaged students not meeting state standards on the formative unit assessments and/or the 2016 state mandated assessment results 5. Provide a minimum of one focused walkthrough observation for Bilingual teachers each semester conducted by the leadership team
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