

Targeted Improvement Plans



2022-2023

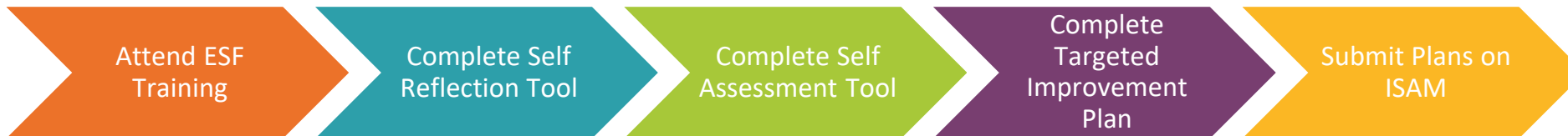
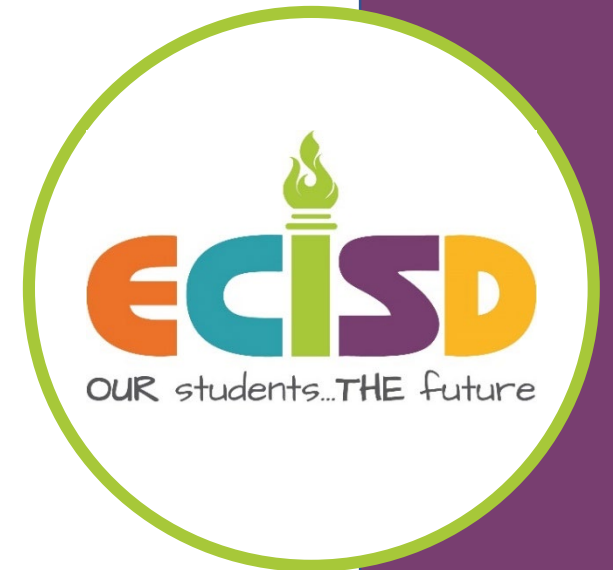
What is a Targeted Improvement Plan?



Targeted Improvement Planning Process

Effective Schools Framework Process

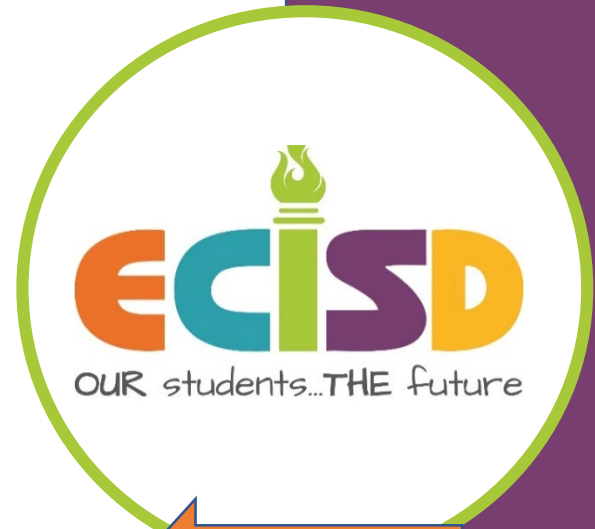
- Attended Effective Schools Framework Training at Region 18
- Completed Self Reflection Tool
- Completed Self Assessment Tool
- Completed Targeted Improvement Plan
- Submitted Plans on the Intervention, Stage, and Activity Manager (ISAM) to TEA
- 90 Day Cycle Review with TEA
- ESF Diagnostic (Dowling, Cavazos, and Sam Houston)



Effective Schools Framework

6 Essential Actions

- 1.1 Campus Instructional Leaders
- 2.1 Recruit, Select, Induct and Retain a Full Staff of Highly Qualified Educators
- 3.1 Compelling & Aligned Vision, Mission, Goals, and Values
- 4.1 Curriculum & Assessment Alignment to TEKS with Scope & Sequence
- 5.1 Objective-Driven Daily Lesson Plans with Formative Assessment
- 5.3 Data Driven Instruction



Targeted Improvement Plans



**Beatrice Martinez
Cavazos Elementary**

NOT RATED



**Julie Marshall
Dowling Elementary**

NOT RATED



**Dr. Lindsey Lumpkin
Downing Elementary**

NOT RATED



**Noe Ortiz
Ireland Elementary**

B RATING



**Crystal Marquez
Sam Houston**

C RATING



Essential Action

4.1

Daily use of high-quality instructional materials aligned to instructional planning calendar and interim and formative assessments.

Desired Annual Outcome and Strategies

By the end the 2022-2023 school year, 100% of teachers will be able to align Tier 1 instruction to the rigor of the Texas Essential Knowledge Skills

- Backwards planning from the short cycle assessments
- Develop learning objectives and exit tickets
- Calendar & create reteach lessons, reassessment, and data meetings

CAVAZOS

| Week of Nov. 14 - 18 | | | | |
|---|---|--|---|---|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| <p>Objective: I will understand what a unit fraction is and how to represent it by looking at a pictorial model.</p> <p>Instructional Strategy: Fraction Tiles or Fraction Circles</p> <p>Quickchecks: Graffiti</p> <p>Think it up! Clarify and verify thinking</p> <p>Sentence Stems: I can record _____ in a _____ line.</p> <p>Exit Ticket</p> | <p>3.3A Saavas lesson 11-2 Fractions and Sets</p> <p>Objective: I can demonstrate fractions with denominators of 2, 3, 4, 6, and 8 using pictorial models and fraction circles.</p> <p>Instructional Strategy: Fraction Circles</p> <p>Quickchecks: Dot 2 Dot Consensogram</p> <p>Think it up! Make Connections</p> <p>Sentence Stems: I can name _____ On a _____</p> <p>Exit Ticket</p> | <p>3.7A Saavas lesson 11-3 Representing Fractions on the Number Line</p> <p>Objective: I can illustrate fractions of halves, fourths, and eighths as distance from zero on a number line.</p> <p>Instructional Strategy: Foldable paper strips</p> <p>Quick Checks: Picture worth 1000 words</p> <p>Think it up! Ask great questions</p> <p>Sentence Stems: I can name the part of the _____ with a _____</p> <p>Exit Ticket</p> | <p>3.3B Saavas lesson 11-4 Locating Fractions on the Number Line</p> <p>Objective: I can determine the corresponding fraction... with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.</p> <p>Instructional Strategy: Fraction tiles, foldable paper strips and number lines</p> <p>Quick Checks: Sketch it</p> <p>Think it up! Clarify and verify</p> <p>Sentence Stems: I can show a fraction _____</p> <p>Exit Ticket</p> | <p>3.3A Saavas lesson 11-2 Fractions and Sets</p> <p>Objective: I can demonstrate fractions with denominators of 2, 3, 4, 6, and 8 using pictorial models and fraction circles.</p> <p>Instructional Strategy: Fraction Circles</p> <p>Quickchecks: Dot 2 Dot Consensogram</p> <p>Think it up! Make Connections</p> <p>Sentence Stems: I can name _____ On a _____</p> <p>Exit Ticket</p> |

1 Lillian paid sixty-one dollars and thirty-nine cents for groceries. The digit 3 in this number has a value of —

4.2B

A (3×10) dollars
B (3×1) dollars
C (3×0.01) dollars
D (3×0.1) dollars

61.39

3 3
x 0.1 x 0.1

30 30
3.0 3.0

2 The number 47.06 can be expressed as —

4.2B

F $(4 \times 10) + (7 \times 1) + (6 \times 0.01)$
G $(4 \times 10) + (7 \times 1) + (6 \times 0.1)$
H $(4 \times 1) + (7 \times 1) + (0 \times 1) + (6 \times 1)$
J $(4 \times 10) + (7 \times 1) + (0 \times 10) + (6 \times 100)$

3 In the number shown, one digit is underlined and one digit is circled.

1
Ten thousands
Thousands
70,000
4 10

Which statement about the circled digit is true?

A Its value is 10 times greater than the value of the underlined digit.
B Its value is $\frac{1}{10}$ the value of the underlined digit.
C Its value is 70 times the value of the underlined digit.
D Its value is $\frac{1}{70}$ the value of the underlined digit.

1.2A

It cannot be greater because the circled digit is one thousand place and the underline is in the ten thousands place.


Indicate 7 is more than 1, which is not.

The relationship between places are based on multiples of 10 / one-tenth $\frac{1}{10}$

10 10 10
10 10 10
70,000

Listen

6. Hector's mom bought a striped rug. What fraction of the rug is gray?



A. $\frac{1}{5}$
B. $\frac{3}{4}$
C. $\frac{4}{4}$
D. $\frac{2}{4}$

Listen

8. Jeremy cut a cookie into five equal pieces to share with his friends. He ate two of the pieces. What fraction of the whole cookie does he have left to share?

A. $\frac{3}{5}$
B. 3
C. $\frac{2}{5}$
D. $\frac{1}{5}$



Essential Action

4.1

Daily use of high-quality instructional materials aligned to instructional planning calendar and interim and formative assessments.

Desired Annual Outcome and Strategies

By May 2023, 100% of campus teachers will write and execute objective driven daily lesson plans with an aligned exit ticket.

- Train teachers on how to align learning objectives to the Texas Essential Knowledge and Skills
- Planning days each 6 weeks per teacher

Lesson Planning and Lesson Objectives

Dowling Elementary

DOWLING

Staff Training / Presentation

Link:

<https://tinyurl.com/2r7k462y>

| AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY |
|----------|---------------------------|---------------------------|------------------------------|------------------------------|--------|----------|-----|-----|-----|
| DECEMBER | | | | | | | | | |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | | | |
| | | | | 1 | 2 | 3 | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | |
| | | Planning Day: K-2 Math | | Planning Day: 3-5 Reading | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | | | |
| | Planning Day: 3-5 Math | | Planning Day: K-2 Reading | | 1 | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | |

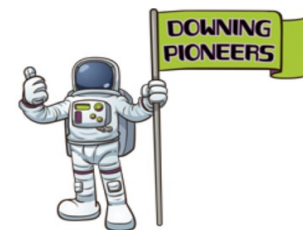
| MSW... | Monday 11/14 | Tuesday 11/15 | Wednesday 11/16 | Thursday 11/17 | Friday 11/18 |
|---------------|--|--|--|--|---|
| Do Now | | | | | |
| I Do | SWBAT explain how the author uses facts and opinions using a graphic organizer 49Eii Fact and opinion | SWBAT identify the claim using evidence to support their response 49Ei Identify claim | SWBAT explain how the author support his opinion using facts from the text 49Eii Fact and opinion | SWBAT recognize sequence text pattern using a graphic organizer 49Diii Text Structure | SWBAT explain the meaning of text by analyzing the use of figurative language and why the author included it 4.10D Figurative Language |
| Apply to Text | HMH: MSW1D1 "Why Art Centers Matter" | HMH: MSW1D1 "Why Art Centers Matter" | HMH: MSW1D3 "The Beotles Were Fab" | HMH: MSW1D4 "The Beotles Were Fab" | HMH: MSW1D5 "The Beotles Were Fab" |
| Respond | Fact and Opinion T-chart (slide) | Claim graphic organizer (slide) | SCR-What facts does the author include to support his opinion that the Beotles were funny? (slide) | Sequence Graphic Organizer (slide) | |
| Exit Ticket | 1 MC | 1 MC | | 1 MC | 1 MC |
| Vocabulary | Frayer | Frayer | Frayer | Frayer | Quiz in |

| | | | | | |
|--|--|--|---|--|---|
| C Connect/ Framing the Learning Objective | TEKS: 1.2C Use objects, pictures, and expanded and standard forms to represent numbers up to 120. Objective: I can use objects, pictures, and expanded and standard forms to show the number 120 Essential Question: How can we use standard and expanded form to create larger numbers? | TEKS: 1.2C Use objects, pictures, and expanded and standard forms to represent numbers up to 120. Objective: I can use objects, pictures, and expanded and standard forms to show the number 120 Essential Question: How can we use standard and expanded form to create larger numbers? | TEKS: 1.2G- Represent the comparison of two numbers to 100 using the symbols >, <, or =. Objective: I can compare two numbers using the >, <, or = to sign Essential Question: What can students do to show how numbers are larger and smaller than others? Vocabulary: Greater than Less than Equal to Whole number Expanded form | TEKS: 1.2D- Generate a number that is greater than or less than a given whole number up to 120. Objective: I can create a number that is greater than or less than 120. Essential Question: How can students create a larger number without using a large amount of manipulatives? | TEKS: 1.2G- Represent the comparison of two numbers to 100 using the symbols >, <, or =. Objective: I can compare two numbers using the >, <, or = to sign Essential Question: What can students do to show how numbers are larger and smaller than others? |
|--|--|--|---|--|---|

Grade level / Content Planning Days for December

Lesson Plan Samples with Objectives aligned to the TEKS

DOWNING



Essential Action

5.1 Effective classroom routines and instructional strategies

Desired Annual Outcome and Strategies

By the end of the 2022-2023 school year, 100% of campus instructional leaders will support teachers with observation feedback cycles to close identified gaps

The campus instructional leaders:

- Engage in goal-setting conferences with each teacher
- Classroom observation feedback cycles

Quick Hits

students on task-do not

Action Items

Action StepsGoalsTo-Dos

Action Steps

Add New

Active (1)Mastered (1)

R2. Internalize Existing Lesson Plans: Internalize & rehearse key parts of the lesson, including the "I Do" and all key instructions.

Assigned By: Elvia Orras

R2. Internalize Existing Lesson Plans

Phase 1: Rigor

Get Better Faster

10/25

Observed

Active

GIVING EFFECTIVE FEEDBACK

See It - Success +

- "What made that successful? What was the impact of [that positive action]?"
- "We set a goal last week of ____ and I noticed how you [met goal] by [state concrete positive actions teacher took]."

See It - Model & Gap +

- Narrow the focus: "Today, I want to dive into [specific element of lesson, action step area]."
- Prompt the teacher to name the exemplar:
 - "What are the keys/criteria for success to ____ [action step/skill]? What is the purpose?"
 - "What did you ideally want to see/hear when ____?"
 - "What was your objective/goal for ____ [activity/lesson]? What did the students have to do to meet this goal/objective?"

Name It - New Action Step +

- "What are the key steps to take to close the gap?"
- "Based on what we discussed today, what do you think your action step should be?"

Internalizing lesson plans and having questioning/I Do are essential and lead to student learning.

Do It - Plan & Practice +

- Plan the implementation into upcoming lesson plans
 - "Where would be a good place to implement this in your upcoming lessons?"
 - "Take ____ minutes and write your script of what you will do and say as you implement your action step. I will also write a script so we can spar."

Do It - Follow Up +

- Agree on a predetermined cue for next observation: "When I come in, I will observe for ___. If I see you struggling I will [give you a cue]."
- Observation: when you'll observe the teacher
 - "When would be best time to observe your implementation of this?"
 - "When I review your plans, I'll look for _____."
 - (Newer teacher): "I'll come in tomorrow and look for this technique."

Assign Action Step

B I U

A

I

- "What are the key steps to take to close the gap?"
- "Based on what we discussed today, what do you think your action step should be?"

Internalizing lesson plans and having questioning/I Do are essential and lead to student learning.



Essential Action

5.3 Data Driven Instruction

Desired Annual Outcome and Strategies

By May of 2023, 100% of campus instructional leaders and teachers will analyze student work and create reteach plans in daily Professional Learning Communities (PLCs) to close identified gaps.


- Review and analyze student work samples
- Create reteach plans and modify lesson plans



Ireland Elem DDI Post Assessment Data Sheet

Assessment: Math Unit 1/2

Date: 9/28/22

| Campus Meets % | 73% | | | | | | |
|--|----------|--------|------|------|-------|----------|--|
| Campus Masters% | 81% | 23.81% | | | | | |
| FDC | R/S TEKS | EcoDis | SPED | HISP | WHITE | McKvento | Reteach Date(s): |
| | 22F | 140% | 11% | 26% | 22% | 0% |  10/11 |
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| * Below 50% - McKvento Whole class reteach - below 50% | | | | | | | Reassess Date(s): |
| | | | | | | | 10/12 |

Teacher: 



Ireland Elem DDI Post Assessment Data Sheet

Assessment: Unit 4: Division

Date: 10/31-11/1

| | | | | | | | | | |
|---|-------------|-----------------------|--------|-------|-------|-------|----------|-----------------------------------|--|
| Campus Meets % | 10.84 | Classroom Meets % | | | | | | | |
| Campus Masters% | 2.41 | Classroom Masters% | | | | | | | |
| FDC (Freq Descri Chart) | R/S TEKS | Overall % for TEKS | EcoDis | SPED | HISP | WHITE | McKVento | <u>Reteach</u> <u>Date(s):</u> | |
| 4.4H | R | 34.04 | 26.53 | 15.38 | 32.14 | 39.71 | | 11/3-11/10 | |
| 4.5A | R | 39.16 | 29.59 | 38.46 | 37.30 | 44.12 | | | |
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| 4.4H solve w/fluency 1/2 step problems involving \times/\div , including remainders | | | | | | | | | |
| 4.5A represent multi-step problems involving 4 operations w/whole #'s using strip diagrams and equations w/a letter standing for unknown quantity | | | | | | | | | |
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Teacher:  

4.4H 51.25(Ind) 40
 34.52 } 38.10 } Whole group
 36.9 } Whole group 45.24



Essential Action

5.3 Data Driven Instruction

Desired Annual Outcome and Strategies

By May 2023, the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement

- Student Academic Leadership portfolios
- Identify gaps and create reteach plans

My WIGS®

My Reading wig

WIG®!

Name: [redacted]

My Wig is to grow from 487 to 494 by Dec 1st

I will do the following to make it happen...

Lead Measures: (Click or fill these shapes in with the colors you will use to fill in the calendar.)

1. ☐ Work on I-station 4-5x wk

2. ☐ Read atleast 4x wk for 20 minutes

Each time I do one of the strategies above, I'll click or put a colored dot on the calendar.

| MON | TUE | WED | THU | FRI | SAT | SUN | Did I meet my weekly goal? |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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My Accountability Partner: Mr. Beard & [redacted]

We will meet at this time: Friday During LIM

LeaderinMe.

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My LEADERSHIP Notebook

[redacted]

1st Grade Mrs. Loera & Ms. Quezada

Sam Houston Elementary Student [redacted]

First Grade Spanish Istation Testing Scores

| Book Level | The end of the year goal for First Grade is J: |
|------------|--|
| Z | |
| Y | |
| X | |
| W | |
| V | |
| U | |
| T | |
| S | |
| R | |
| Q | |
| P947-984 | |
| 923-946 | |
| 908-922 | |
| 890-907 | |
| 874-889 | |
| 860-873 | |
| 849-859 | |
| 817-848 | |
| 806-816 | |
| 785-805 | |
| 770-784 | |
| 755-769 | |
| 732-754 | |
| 707-731 | |
| 669-706 | |
| <=668 | |
| A | |
| <A | |

3rd

2nd

1st

K

Sept.

Oct.

Nov.

Dec.

Jan.

Feb.

Mar.

April

May

MY I-STATION WIG!

Mi Meta de I-station!

Nombre: [redacted]

Mi meta de I-station es crecer de 721 a 733 para el mes de Diciembre.

Haré lo siguiente para lograrlo ...

Actividades para alcanzar mi meta : 1. 30 min Istation

Cada vez que haga la estrategia de arriba voy a colorear un círculo en la tabla

| Lunes | Martes | Miércoles | Jueves | Viernes | ¿Alcancé mi meta de la semana? |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| <input checked="" type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
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LeaderinMe.

Sam Houston Elementary

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Next Steps

- Board approval of Targeted Improvement Plans
- Continue 90-day cycle reviews of TIP plan and artifacts
- Use artifacts and data collected from each cycle to determine the next 90-day action steps
- Monitor student data for progress

Feedback and Questions

