

Targeted Improvement Plan

	Texas Education Agency							
District Name: ECTOR COUNTY ISD		County District Number:	58901		Superintendent Name:			
Campus Name:	BOWIE MIDDLE SCHOOL		Campus Number:	13		District Coordinator of School Improvement:	Betsabe Salcido	
PSP:	Wayne Byrd		Educational Service Center:	Region 18	Region 18		Shelia Stevenson	
	Vision:	Continuous Progress for Success						
Problem Statement #1: Approaches Grade Level, 24% at Meets Grade Level.					Annual Goal #1:	All students will gain a ten percentage point growth in comparison to the 2017-18 STAAR Assessment Tests.		
		Students lack pre-requisite skills that needed for the next grade level.	will help them build on the knowledge	Strategy #1:		The campus will implement a rigorous intervention plan consisting of iStation Reading/Math, small group targeted intervention based on recent data results.		
Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term:	Provide professional development in iStation instruction for Reading	Sep-18	District Literacy Plan, IStation, TEKS Resource System, Instructional Coaches	Principal, Grade Level Principals, District Reading Literacy Director, Instructional Coaches, CCF, ELAR Dept. Head and Lead Teachers, District ESL Coordinators, ESL Facilitator. SPED Dept. Chair	Within three months, 100% of ELAR teachers will use the iStation Adaptive Curriculum Components effectively during PLC and classroom instruction.		Select	
(training, acquisition of new skills)	Provide professional development in guided reading and small group intervention	Sep-18	TxCEE Training Material, Professional Development Calendar	Dr. Clarissa Plair - TxCEE ELAR Specialist, Instructional Coach, CCF, Principal	iStation Adaptive curriculum will provide formative insight to guide instructional decision-making and intervention strategies		Select	
							Select	
	Continue to conduct walkthroughs/observations to measure ELAR teachers growth in implementing instructional strategies and provide feedback.	September 2018-May 2019	Observation/Walkthrough data, lesson plans, feedback documentation	Principal, Grade Level Principals, ELAR/Math Dept. Chairs	All administrators will conduct weekly walk throughs and provide effective feedback. ELAR teachers will demonstrate RTI TIERS 1, 2, & 3 instruction and growth on areas for which feedback was obtained throughtout the year		Select Select	
Intermediate: (Implementation)	Create student intervention based on RTI notes, student progress, monitoring/ranking from guided reading groups, student conferences, common assessments and benchmark assessments	September 2018-May 2019	Student Intervention Logs	CCF, Instructional Coach , ELAR Teachers	By May 2019, 65% of students will demonstrate mastery of Reading content based on Bowie Middle School and district assessments due to implementation of targeted intervention		Select	
							Select	
Long-Term: (Results)	Indicate the level of implementation of key strategies utilized by ELAR/teachers	September 2018-May 2019	Walkthrough/observation data, Feedback Notes	Principal, Grade Level Principals	By May 2019, 65% of students will demonstrate mastery of ELAR content based on Bowie Middle School and district assessments due to implementation of engaging, small, and large group learning strategies. 65% of all student groups will achieve a rating of Approaches grade lavale.		Select Select	
	T-TESS observations and providing face-to-face feedback meetings with teachers	October 2018-May 2019	Eduphoria/Strive/Aware	Principal, Grade Level Principals	100% of teachers will demonstrate growth as measured by T-TESS walkthroughs/observations throughout the school year.		Select	
	Vision Status			Vision Metrics				
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Did you meet the annual goal? Why or why not?

End of Year Report

Students in grades 6-8 achieved a passing rate in Math of 56% at All students will gain a ten					
	I	Vision:	Continuous Progress for Success		
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Purplem Statement #3: Accessible Cool #3: Percentage point growth in	1		Students in grades 6-8 achieved a passing rate in Math of 56% at		
Problem Statement #2: Approaches Grade Level, 21% at Meets Grade Level	1	Problem Statement #2:	Approaches Grade Level, 21% at Meets Grade Level, and 8% at Masters	Annual Goal #2:	percentage point growth in

Root Cause 12. Sidents lask an exemplate salls that will feel grow hold on the knowledge and provide professional development (Salta on knowledge) Root 22. (Activities Timeline) Provide professional development to fishing acquaintion of feet (Salta on knowledge) Short Term: (Vanishing acquaintion of feet (Cause 12. Salta) Contrain a conduct of the conduct of	Problem Statement #2:		Approaches Grade Level, 21% at Meets Grade Level, and 8% at Masters Grade Level.			Annual Goal #2:	percentage point growth in comparison to the 2017-18 STAAR Assessment Tests.		
Actions/increases) Actions/increases) Actions/increases) Actions/increases) Actions/increases) Actions/increases) Actions/increases) Actions/increases) Actions/increases of perfectional development in data on instruction for Math Coaches Short-Term: (Intining), aquinificing of Intining and and group and and group and and group intervention TEET Training Material, Infractional Coaches Development Calendar Development Ca	Root Cause #2:				Strategy #2:		rigorous intervention plan consisting of iStation Reading/Math, small group targeted intervention based		
Short-Term: (Naming, Coquisition of Pietron Skilly) Short-Term: (Naming, Coquisition of Pietron Skilly) Froude professional development in epidered group and mail group intervention Confined to conduct valishing and mail group intervention Confined to conduct valishing short state and used Teachers, St. Confined to conduct valishing short state and used Teachers, St. Confined to conduct valishing short state and used Teachers, St. Confined to conduct valishing short state and group in implementation Confined to conduct valishing short state and group in implementation Intermediate: (Implementation) Cortes student Intervention Logist explain state and group in implementing entirection based on general explaints and provide group state and provide explaints and provide groups state and provide explaints and provide explaints and provide groups state and provide explaints and provide groups state and provide explaints and provide groups state and provide explaints and provide groups and provide groups state and provide explaints and provide groups state and provide explaints and provide groups state and provide explaints and provide groups stated to the group state and provide explaints are stated and provide groups stated and provide groups stated and provided intervention tops Cortes student intervention based on Sovietic State and provided groups student conference, common assessments, and benchmark assessments are groups and benchmark assessments and benchmark assessments are groups and benchmark assessments are groups and benchmark assessments and benchmark assessments are groups and benchmark assessments and providing groups stated and providing groups and benchmark assessments are groups and benchmark assessments and benchmark assessments are groups and benchmark assessments and benchmark assessments are to implementation of angage, cruel and benchmar	Goal #2:		Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Frode professional development in guider faceting and small group intervention September 2018 May 2019 September 2018 May 2019 Observation/Walkthrough data, lesson plans, feedback documentation			Sep-18	Resource System, Instructional	District Reading Literacy Director, Instructional Coaches, CCF, Math Dept. Head and Lead Teachers, District ESL Coordinators, ESL	teachers will use the iStation Adaptive Curriculum Components effectively during PLC and classroom		Select	
Continue to conduct walkthrough/sbeervations to measure Math teachers growth in implementation instructional strategies and provide feedback. Create student intervention based on RTI notes, student progress monitoring/ranking, using data from guided reading groups, student conferences, common assessments, Indicate the level of implementation of key strategies utilized by Maih/teachers Long-Term: (Results) Continue to conduct walkthrough/sbeervations and growtide documentation September 2018-May 2019 Student Intervention Logs CFF, Instructional Coach, Math Teachers CCFF, Instructional Coach, Math Teachers CFF, Instructional Coach, Math Teachers Select Select Select Indicate the level of implementation of key strategies of Math content based on Bowie Middle School and district assessments due to implementation of expective Middle School and district assessments due to implementation of expective Middle School and district assessments due to implementation of expective Middle School and district assessments due to implementation of expective Middle School and district assessments due to implementation of expective Middle School and district assessments due to implementation of expective Middle School and district assessments due to implementation of expective Middle School and d		guided reading and small group	Sep-18	-	Specialist, Instructional Coach, CCF,	provide formative insight to guide instructional decision-making and		Select	
Continue to conduct valathrough/chosevations to measure Math teachers growth in implementing instructional strategies and provide feedback. Intermediate: (Implementation) Intermediate: (Im									
walkthrough/observations to measure Math teachers growth in implementing instructional strategies and provide feedback. Intermediate: (Implementation) Create student intervention based on Roman Student progress monitoring/ranking, using data from guider reading groups, student contern based on benchmark assessments, and benchmark assessments. Indicate the level of implementation of key strategies utilized by Math/teachers Long-Term: (Results) Validation of Age Students of September 2018-May 2019 Validation of Sept		Continue to conduct	Sentember 2018-May 2019	Observation (Walkthrough data	Principal Grade Level Principals	All administrators will conduct		Select	
Create student intervention based on RTT notes, student progress monitoring/ranking, usising data from guided reading groups, student conferences, common assessments, and benchmark assessments and ben		walkthroughs/observations to measure Math teachers growth in implementing instructional strategies	September 2020 May 2019	lesson plans, feedback		weekly walk throughs and provide effective feedback to teachers. Math teachers will demonstrate RTI TIERs 1, 2, & 3 instruction and growth on areas for which feedback was		Select	
Indicate the level of implementation of key strategies utilized by Math/teachers Long-Term: (Results)		RTI notes, student progress monitoring/ranking, usisng data from guided reading groups, student conferences, common assessments,	September 2018-May 2019	Student Intervention Logs		demonstrate mastery of Math content based on Bowie Middle School and district assessments due to implementation of targeted		Select	
Indicate the level of implementation of key strategies utilized by Math/teachers Long-Term: (Results) T-TESS observations and providing face-to-face feedback meetings with feedback meeting feedback me									
of key strategies utilized by Math/teachers Feedback Notes General: (Results) T-TESS observations and providing face-to-face feedback meetings with October 2018-May 2019 Eduphoria/Strive/Aware Feedback Notes General: Feedback Notes General: Gene								Select	
T-TESS observations and providing face-to-face feedback meetings with Cotober 2018-May 2019 Eduphoria/Strive/Aware Principal, Grade Level Principals 100% of teachers will demonstrate growth as measured by T-TESS Select	-	of key strategies utilized by	September 2018-May 2019		Principal, Grade Level Principals	demonstrate mastery of Math content based on Bowie Middle School and district assessments due to implementation of engaging, small, and large group learning strategies. 65% of all student groups will achieve a rating of Approaches		Select	
throughout the school year.		face-to-face feedback meetings with teachers	October 2018-May 2019	Eduphoria/Strive/Aware		100% of teachers will demonstrate growth as measured by T-TESS walkthroughs/observations		Select	
Vision Status Vision Metrics		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?

	Vision:	Continuous Progress for Success							
	Problem Statement #3:			Annual Goal #3:					
	Root Cause #3:			Strategy #3:					
Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps	
Short-Term:							Select		
(training, acquisition of new							Select		
							Select		
skills)							Select		
							Select		
Intermediate:							Select		
(Implementation)							Select		
							Select		
Long-Term:							Select		
(Results)							Select		
	Vision Status			Vision Metrics					