



# Targeted Improvement Plan

<b>District Name:</b>	BEEVILLE ISD	<b>County District Number:</b>	13901	<b>Superintendent Name:</b>	DR. MARC PUIG
<b>Campus Name:</b>	FADDEN-MCKEOWN-CHAMBLISS ELEMENTARY	<b>Campus Number:</b>	102	<b>District Coordinator of School Improvement:</b>	DR. BONNIE BOMAR
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**Vision:** Fostering student success by maximizing learning opportunities, celebrating partnerships, and life long learning.

<b>Problem Statement #1:</b>	48% of 4th grade students met the approaches grade level standard on the 2018 STAAR Writing exam. (52% did not meet approaches standard); Specifically 52/107 student scored a 3 or lower on the written composition.	<b>Annual Goal #1:</b>	60% of 4th grade students will meet the approaches grade level standard on the 2019 STAAR Writing assessment and 40% of students will be at meets grade level standard.
<b>Root Cause #1:</b>	Teachers worked in isolation and DMAC scores reporting after each assessment, only contained revising and editing. Teachers were not trained on specific scoring of compositions.	<b>Strategy #1:</b>	Teachers will be provided training on strategies to provide students with specific expository composition models that will encourage confidence and create higher levels of composition proficiency.

Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
<b>Short-Term:</b> (training, acquisition of new skills)	The district will secure "The Writing Academy" consultants to train all 3rd-5th grade ELAR teachers on specific writing strategies that foster higher quality compositions. Along with additional opportunities for professional development.	Within the first 9 weeks, contact will be made with TWA, and dates will be scheduled for trainings.	Finances to enter into a contract	Central office administrator	Teachers will be provided training and curriculum resources to be able to successfully teach the TEKS related to writing.	The number of students receiving a 4+ on RPAs will increase by 20% and STAAR scores will show a 20% increase as compared to 2018.	Select	
	Teachers will meet weekly for PLC/TLC and compare writing samples, share instructional strategies and practices, and after assessments, score compositions, and make instructional intervention plans for students.	Teachers will submit dates for PLC/TLC and department heads will lead weekly PLC/TLC and submit evidence of the meeting.	PLC/TLC Meeting Agendas & Minutes	Teachers, Campus Administration, Instructional Consultant	Teachers will collaborate on lessons and share TEKS successes and challenges. Instructional focus for PLC/TLCs.	Teachers will be better prepared and take a collaborative approach to preparing for the delivery of instruction and student mastery of the TEKS. Teachers will participate in 90% of the weekly meetings. 90% of students in need of intervention plans will be created after each RPA within two weeks of the assessment.	Select	
	Teachers will utilize state scoring rubrics to grade compositions on all Reporting Period Assessments & Benchmarks.	Teachers will be trained on how the state scores written compositions and create a rubric that is aligned to the state, to be used for scoring of RPAs and Benchmarks.	TEA Writing Scoring Rubrics, Training Sign in Sheet & PPT, Evidence of rubric use in the classroom.	Campus administration, Writing Teachers	Teachers will be aligned with scoring patterns of the state and provide timely feedback to students on how to improve their writing compositions	Students composition scores will increase in scoring categories by at least one level.	Select	
<b>Intermediate:</b> (Implementation)	Teachers & Administrators will factor the composition score into the overall score reported on DMAC for the total writing score including revising/editing and composition.	Each writing RPA or benchmark will have a writing "teacher score" item that is factored at 50 % of the overall score.	DMAC Training Manual	Instructional Consultant	Writing scores will adequately reflect the weight of the composition in overall scoring.	Teachers and administrators will be able to disaggregate data that includes 50% composition score and 50% revising and editing.	Select	
	FMC will host STAAR Camps that have a writing focused rotation for 4th grade students.	Calendar for Camps, Sample lessons employed at camp, student sign in sheets.	Instructional activities for camp, camp sign in, pictures, student writing samples.	Writing teachers, instructional consultant	Students will be offered multiple opportunities to build on their writing.	Increased STAAR scores by 20% as compared to 2018 STAAR scores.	Select	
	Teachers and administrators will track student composition progress using the Data Room.	Each Reporting period, teachers and administrators will plot students on the data room walls showing increases and decreases.	DMAC Reporting, data room pictures, teacher reflections.	Teachers, Campus Administration	Teacher awareness and data to drive instructional interventions.	Teachers will meet after each mid-point assessment and RPA to track data on composition scores using the data room.	Select	
						Select		

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<b>Long-Term: (Results)</b>	Teachers will have been trained in the writing program and it is being used with fidelity.	By December 2018, all teachers will be trained.	Training PPT, materials, and sign in sheet	Campus and District Administration	The instructional delivery of the writing process will be consistent across teacher classrooms within the grade level.	35% of students in 4th grade writing will score in the meets category on STAAR.	Select	
	Teachers have systematically gathered data and posted it in the data room, while utilizing it for instructional purposes.	By the end of September, the data room will be up and reviewed after each reporting period.	Data Room materials.	Teachers and Administrators	Have a visual representation of the level of student achievement and progress to drive future instruction.	60% of students will be at or above approaches on 2019 staar with 40% at meets.	Select	
<b>Vision Status</b>				<b>Vision Metrics</b>				
<b>End of Year Report</b>								
Did you meet the annual goal? Why or why not?								
Is the root cause resolved? Why or why not?								

<b>Problem Statement #2:</b>		2018 Domain 2 scores indicated that 42% of tests submitted showed no progress as compared to the 2017 Reading and/or Math assessments.			<b>Annual Goal #2:</b>		75% of tests submitted in Reading and/or Math 2019 STAAR, will show progress (increased percentage of mastery) as compared to the 2018 assessments.	
<b>Root Cause #2:</b>		Teacher and administrators did not have an understanding of the new accountability system or data analysis strategies and focused their attention on students in the bubble to approaches category.			<b>Strategy #2:</b>		Teachers and administrators will be provided extensive training on the new accountability system, data disaggregate, and track all students' progress.	
<b>Goal #2:</b>	<b>Activity (Actions/Processes)</b>	<b>Activities Timeline</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Goal for this Activity</b>	<b>Results for this Activity</b>	<b>Status</b>	<b>Next Steps</b>
<b>Short-Term: (training, acquisition of new skills)</b>	All teachers will be trained on the new accountability system, with specific guidance on how the three domains are impacted by student progress.	Aug-18	Accountability PPT, activities for modeling disaggregation of data	Campus Administration, CLT, Teachers	Teachers will understand how student mastery and progress are factored into accountability. This will drive instructional decisions for intervention and enrichment.	Strategic planning after assessments (mid-point & RPA) 100% teacher participation, appropriate student interventions (as documented on RTI agendas), student mastery and progress (DMAC Reports)	Significant Progress	
	All core teachers will assess students using STAAR blueprint aligned assessments every 4.5 and 9 weeks of each reporting period.	Teachers will be provided training on the creation of assessments on DMAC. They will also be trained on STAAR blueprint resources from Lead4ward.	Training sign in and PPTs. Lead4ward resources regarding STAAR Blueprints.	Teachers, Campus Administration	Teachers will assist in the creation of assessments aligned to STAAR blueprints.	Teachers will meet prior to each mid-point assessment and RPA to rate the validity of the assessment and its alignment to STAAR Blueprint.	Select	
	Teachers will track student performance using individual student goal setting, teacher TEKS goal setting, and the data room.	Leader in me training for goal setting and student led conferences (Sept 17, 2018). Data talks agendas and response submissions after each RPA.	Training sign in and PPTs. Leader in Me goal setting resources and student portfolios.	Teachers, Campus Administration	Teachers and students will have a better understanding of their areas of strengths and challenges. This will allow for appropriate intervention.	85% of students will be able to articulate TEKS goals and student goals toward mastery.	Select	
	Teachers will monitor student progress from each assessment and plan/provide instructional interventions/enrichment for student in 3 color bubble areas.	Training on scoring categories (Approaches, Meets, and Master) Aug 6, 2018. Teachers will isolate bubbles and submit timely action plans for each color bubble after RPAs.	Agenda and action plan template. Training PPT.	Teachers, Campus Administration	Teachers will provide instructional interventions and enrichment according to submitted action plans.	Students isolated in the 3 bubble areas will show an increase in RPA score by 5% in mastery of the TEKS addressed on the action plan in the next reporting period assessment	Select	
	Administrators will track teacher progress, hold quarterly data check and connect meetings with each teacher, and collaboratively create instructional goals for each quarter.	After each RPA, administrators will conduct data talks with teachers.	Agenda and action plan templates, goal setting template.	Teachers, Campus Administration	Teachers will be able to articulate the student areas of strengths and challenges and be able to outline the plan for acceleration in time for the next reporting period.	80% of teachers are able to articulate student level and have acceleration plans in place to intervene appropriately.	Select	

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Intermediate: (Implementation)	Additional training is needed on teaching the TEKS. Teachers will use Lead4ward field guides to break down the TEKS as they plan in PLCs.	TEKS training provided by Dr. Bomar before the end of the 1st reporting period. Purchase of Lead4ward field guides to be used during PLCs, and documented usage.	Training PPT, Lead4ward field guides.	Campus administration, DCSI, and Teachers.	Teachers will employ the Field guides in lesson planning and assessment creation, as documented in PLC Minutes.	90% of teachers will use the lead4ward field guides during lesson planning.	Select	
	In 2018, these 5th grade students (formerly 4th graders) were the only grade level factored into Domain 2 scores. Because of the lack of progress, the Principal will meet with all 5th grade students to check progress and set goals each 9 weeks.	The campus principal will create a Principal/Pupil Checkpoint Agenda and document meetings with each student.	Template, calendar, pictures of meetings.	Principal	Students will feel supported by their principal and make progress towards the goals set on their Checkpoint, ultimately showing progress on STAAR.	75% of students (5th grade) will show progress on STAAR as compared to their 2018 4th grade Reading and/or Math assessments.	Select	
							Select	
Long-Term: (Results)	Students at meets and masters will sustain or improve, while other categories will improve as compared to 2018 STAAR for 4th & 5th grade.	Progress monitoring using data room after each RPA, documented on data talk summaries.	DMAC Reporting, Data Talk Agenda and Minutes	Campus Administration and Teachers	75% of students will improve their level of mastery as compared to the 2018 STAAR		Select	
	3rd grade students will improve scoring categories from the Universal screener by 1 or two scoring categories at the end of year screener. They will be coded by grade equivalent and aligned to STAAR cut scores.	Progress monitoring using data room after each RPA, documented on data talk summaries.	DMAC Reporting, Universal Screener reports, data talk agenda and minutes.	Campus Administration and Teachers	75% of students will improve their level of mastery as compared to the B.O.Y Universal Screener and ultimately STAAR.		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?

<b>Problem Statement #3:</b>	Interventions were not monitored or provided for students in the Meets and Masters categories to sustain or increase in their proficiency levels. Resulting in 8% of students scoring in the Masters category in all tested subject areas & 22% of students scoring in the Meets category.			<b>Annual Goal #3:</b>	The % of students scoring in the meets category will increase by 20 (42%) percent, and the % of students scoring in the Masters category will increase by 10% (18%)			
<b>Root Cause #3:</b>	Because of the lack of understanding of the relationship between the TEKS and data disaggregation strategies, teachers we not able to coordinate instruction and intervene appropriately.			<b>Strategy #3:</b>	Teachers and administrators will track student's progress and provide intentional, strategic, instructional enrichment for students who reach meets or masters level on RPAs.			
<b>Goal #3:</b>	<b>Activity (Actions/Processes)</b>	<b>Activities Timeline</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Goal for this Activity</b>	<b>Results for this Activity</b>	<b>Status</b>	<b>Next Steps</b>
	All teachers will be trained on the new accountability system, with specific guidance on how the three domains are impacted by student progress.	Aug-18	Accountability PPT, activities for modeling desegregation of data	Campus Administration, CILT, Teachers	Teachers will understand how to student mastery and progress are factored into accountability. This will drive instructional decisions for intervention and enrichment.	Strategic planning after assessments, appropriate student interventions, student mastery and progress.	Select	
	Teachers will isolate the 3 bubbles after each assessment. Bubble to Approaches, Bubble to Meets, and Bubble to Masters.	After each district wide assessment, teachers will use PLC time to complete the activity.	Accountability PPT, Accountability folder prepared by administration with guides to complete the activity.	Teachers, Campus Administration	Teachers will create appropriate instructional groups based on levels of performance and apply strategic intervention activities.	Student mastery increases as does teacher proficiency.	Select	

Vision: Fostering student success by maximizing learning opportunities, celebrating partnerships, and life long learning.								
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Science curriculum training, science lab materials, and a science lab is needed to fully implement the science curriculum.	Training on new STEMSCOPEs curriculum (August), science lab materials needs assessment by the end of Sept, Stem Scopes kit purchases for each science teacher,	ESC Living Materials Co-op, Stem scopes kits, science field guides. Teachers Teaching Teachers (T3) initiative which will have secondary science teachers provide training for our science teachers on implementing the new equipment and building confidence in science curriculum.	Assistant Principal, Instructional Consultant, Principal	Lesson plans and walkthroughs will show an increase in utilization of hands on science activities. RPA scores in science will increase as compared to last year and BOY assessments. Teacher effectiveness will increase in teaching the science curriculum.	Higher levels of mastery in science assessments, and greater emphasis in science.	Select	
	Data room tracking of students and data talks with grade level & administration after each assessment will be used to set goals for teachers/students.	Data room will be created by October 3 and changed to reflect RPA/Benchmark data after assessments.	Supplies to create the data room.	Campus Administration, CLT, Teachers	Teachers will disaggregate data and collaborate to set goals for themselves, teks, student groups, etc.	Student mastery increases as does teacher proficiency.	Select	
	Teachers need to be trained on TEKS and how to deliver the instruction in multiple ways to assess and enable/ensure the learning of the teks.	Initial training of the use of TEKS Resource and DMAC beginning August 6, reinforcement training in September.	Lead4ward field guides for all subject available 1st-5th grade	Administrative Team	Quality Tier 1 instruction will reduce the amount of students referred to Tier 2 and Tier 3.	Teacher proficiency increases and a decrease of students being referred to Tier 2 & 3	Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Teachers will employ DMAC data disaggregation methods learned at the initial training to, isolate the 3 bubble areas (bubble to Approaches, bubble to Meets, bubble to Masters) and create action plans for individual student interventions/enrichment.	After mid-reporting period assessments and reporting period assessments, teachers will submit individual action plans for students based on data.	Action plan template, calendar of assessments.	Administrators for template, and administrator evidence after check and connect meetings. Filed with Principal in SharePoint.	Student mastery increases every reporting period.	By the end of the year, each student will have moved a minimum of 1 mastery level or maintain a master's level proficiency.	Select	
	Increase the amount of instructional minutes for science instruction.	Change master schedule to reflect additional instructional minutes as compared to last year's master schedule	2018 Master schedule and 2019 master schedule	Principal and Counselor	With the additional instructional minutes, teachers will be provided a more thorough and effective understanding of the science TEKS, resulting in student mastery. .	Increased instructional time will result in mastery of the learning for students.	Significant Progress	
<b>Long-Term:</b> <i>(Results)</i>	Teacher proficiency levels of TEKS Resource and DMAC will be increased.	BOY, MOY, EOY Teacher Proficiency Survey (Self-Report).	Surveys	Principal	Teachers will have a broader working knowledge of TEKS Resource and DMAC and its relationship to instruction.	Student mastery increases as does teacher proficiency.	Select	
	Student mastery levels for all students have increased.	Progress will be calculated after each assessment, monitored, and interventions planned to increase mastery.	DMAC Reports	Principal and Admin Team	Student mastery increases every reporting period.	Student mastery increases as does teacher proficiency.	Select	
<b>Vision Status</b>				<b>Vision Metrics</b>				