



Targeted Improvement Plan

District Name:	Ector County ISD	County District Number:	68901	Superintendent Name:	Tom Crowe
Campus Name:	Blackshear	Campus Number:	127	District Coordinator of School Improvement:	Betsabe Salcido
PSP:	Holly Roberts	Educational Service Center:	Region 18	School Principal:	Marissa King

Vision:	
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Problem Statement #1:	The campus has persistently scored below the state target in the area of student achievement and closing the achievement gaps.	Annual Goal #1:	The campus will resolve the cause of the persistent low performance and create improved student outcomes in the area of student achievement and closing the achievement gaps.
Root Cause #1:	Teachers do not fully understand how to plan lessons and deliver instruction for the purpose of achieving maximum student growth.	Strategy #1:	The campus will develop expectations and ensure implementation of lesson planning and instructional delivery aligned to the TEKS/STAAR, while promoting student engagement and discourse.

Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Principal training provided by Region 18 and the Institute for School Improvement Initiatives Partnership: Systems Overview and Campus Self-Inventory / Analysis, The Complexity of a Changing System, Building Relationships: An Approach to Changing Culture and Climate, The Instructional Leader as Coach	Aug 8, Aug 15, Sept 7, Oct 9, Nov 6, Dec 4, Jan 8, Feb 19, March 26	Books and Materials provided during training	Region 18 Staff and IPSI Staff	Systemic Improvement in the area of lesson planning, instructional delivery, and data analysis leading to a significant improvement in student achievement.	Data from district assessments will provide evidence of improved student achievement.	Select	
	Campus training on IPSI components related to lesson planning and instruction delivery	September 29th	Books and Materials provided during training that support effective lesson planning and instructional delivery	Campus Admin and PSP	Systemic Improvement in the area of lesson planning and instructional delivery leading to a significant improvement in student success.	Data from district assessments will provide evidence of improved student achievement.	Select	
	Lead4ward training on Lesson Planning	September 29, October 2, January 25	Materials provided in training	Principal, Lead4ward Staff	Systemic Improvement in the area of lesson planning leading to a significant improvement in student success.	Lesson Plan monitoring feedback will provide evidence of the continuous improvement of teacher implementation of set expectations.	Select	
	Utilizing the knowledge gained in the IPSI trainings, develop school-wide written expectations for lesson planning and instructional delivery that promotes student engagement/discourse and aligns to the rigor in the TEKS	Sept, Oct	ISPI, Lead4ward, T-TESS, Lesson Plan Template	Campus Admin and Leadership Team	Lesson planning will ensure all materials will be aligned with the TEKS and logically sequenced toward the lesson's learning goal and lessons will be delivered with a variety of instructional strategies, including Kagan, that ensures all students have the opportunity to master what is	Data from district assessments will provide evidence of improved student achievement.	Select	
	Excel Spreadsheets with formulas figuring what the scale score will be if the campus meets expected or accelerated progress with each 4th and 5th grade student. With this data intervention groups will be developed with the focus of pressing students to the approaches, meets, or masters grade level	Sept	Excel Spreadsheet	Campus Admin, Teachers, PSP	The campus will proactively find learning gaps and immediately work to resolve student learning.	Data from the district assessments will provide evidence that identified students are meeting their anticipated goal of approaches, meets, or masters grade level.	Select	
	All teachers will post and verbalize To Know and To Do statements for every lesson and note them in the lesson plans	Ongoing	Lesson Plan Template	Campus Admin, Teachers	Students will know exactly what is expected of them to learn and how they will demonstrate that learning.	Classroom Observation and Lesson Plan Feedback will provide evidence of the continued improvement of teacher implementation of set expectations.	Select	

Intermediate: (Implementation)	Vision:							
	District Support, including coordinators, Campus Admin, and Campus Instructional Coach will monitor lesson planning and instructional delivery to ensure implementation of written expectations and provide <u>planning and coaching support</u>	Ongoing	Feedback from Classroom Observation and Lesson Plan Monitoring	District Support Team, Campus Admin, Campus Instructional Coach, Teachers	Due to the extensive amount of support teachers will receive, teachers will feel confident in their ability to implement all expectations.	Classroom Observation and Lesson Plan Feedback will provide evidence of the continued improvement of teacher implementation of set expectations.	Select	
	District assessments will be utilized by the teacher to self-reflect on the effectiveness of their instruction and with guidance from campus admin and coach, district support team, instructional delivery will be refined for the purpose of <u>improving student learning</u>	Every 9 weeks	9 week district assessment results	Teacher, Campus Admin, Campus Instructional Coach, District Support Team	During PLC time, instruction will be continuously analyzed and corrections made for the purpose of maximizing student learning growth.	Data from district assessments will provide evidence of improved student achievement.	Select	
	Teachers will utilize a common lesson plan format to ensure all identified components are completed during the planning process	Ongoing	Feedback from Lesson Plan Monitoring	Campus Administrators	The planning process will have a positive impact on student learning.	Data from the district assessments will provide evidence that identified students are meeting their anticipated goal of approaches, met, or <u>masters grade level</u>	Select	
	Kagan strategies will be utilized during instructional delivery to promote student engagement and discourse	Ongoing	Classroom Observation and Lesson Plan Monitoring Feedback	Campus Administrators, Teachers, Instructional Coach	Students will become more confident in their ability to verbalize their understanding of <u>what is being taught</u> .	Data from district assessments will provide evidence of improved student achievement.	Select	
Long-Term: (Results)	An End-of-Year Assessment will be administered in the grade levels and subject areas not tested by STAAR for the process of <u>tracking progress through the</u>	Spring 2018	End-Year-End Assessment	District Admin and Campus Admin	A seamless approach to data analysis and student intervention will ensure all students meet or exceed expectations for learning growth.	End-of-year assessment data will provide evidence of continuous improvement in learning for all students.	Select	
	The campus will score above the state target in the area of student achievement and closing the achievement gap	Spring 2018	STAAR	All Stakeholders	The campus will score above the state target in the area of student achievement and closing the achievement gap.	The campus will score above the state target in the area of student achievement and closing the achievement gap.	Select	
Vision Status				Vision Metrics				

Problem Statement #2:		The campus has persistently scored below the state target in the area of student achievement and closing the achievement gaps.		Annual Goal #2:		The campus will resolve the cause of the persistent low performance and create improved student outcomes in the area of student achievement and closing the achievement gaps.		
Root Cause #2:		Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.		Strategy #2:		The campus will ensure teachers understand how to analyze formative and summative data with a focus on self-reflecting and revising instruction to obtain better results and developing intervention plans for all students that targets learning gaps and achieves maximum student success.		
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
	Principal training provided by Region 18 and the Institute for School Improvement Initiatives Partnership: Systems Overview and Campus Self-Inventory / Analysis, The Complexity of a Changing System, Building Relationships: An Approach to Changing Culture and Climate, The Instructional Leader as Coach	Aug 8, Aug 15, Sept 7, Oct 9, Nov 6, Dec 4, Jan 8, Feb 19, March 26	Books and Materials provided during training	Region 18 Staff and IPSI Staff	Systemic Improvement in the area of lesson planning, instructional delivery, and data analysis leading to a significant improvement in student achievement.	Data from district assessments will provide evidence of improved student achievement.	Select	
	Campus training on IPSI components related to analyzing formative and summative data	TBA	Books and Materials provided during training that support data analysis	Campus Admin and PSP	Systemic Improvement in the area of data analysis leading to a significant improvement in student success.	Data from district assessments will provide evidence of improved student achievement.	Select	

Short-Term: (training, acquisition of new skills)	Vision:							
	Utilizing the knowledge gained in the IPSI trainings, develop school-wide expectations for data analysis from formative and summative assessments that ensures maximum learning growth for all students	Sept Oct	ISPI, Eduphoria, T-TESS, Data wall, PLC meeting notes	Campus Admin and Leadership Team	Analysis of student data will be connected to specific instructional strategies and teachers will use the results to reflect on their teaching and to monitor student learning. Findings will lead to revising instruction so the needs of all	Data from district assessments will provide evidence of improved student achievement.	Select	
	Excel Spreadsheets with formulas figuring what the scale score will be if the campus meets expected or accelerated growth with each 4th and 5th grade student. With this data intervention groups will be developed with the focus of pressing students to the approaches, met, or masters grade level	Sept	Excel Spreadsheet	Campus Admin, Teachers, PSP	The campus will proactively find learning gaps and immediately work to resolve student learning.	Data from the district assessments will provide evidence that identified students are meeting their anticipated goal of approaches, met, or masters grade level.	Select	
Intermediate: (Implementation)	District assessments will be utilized by the teacher to self-reflect on the effectiveness of their instruction and with guidance from the District Support Team, instructional delivery will be refined for the purpose of improving student	Every 9 weeks	9 week district assessment results	Teacher and District Support Team	During PLC time, Instruction will be continuously analyzed and corrections made for the purpose of maximizing student learning growth	Data from district assessments will provide evidence of improved student achievement	Select	
	During PLC time, individual student results on the district assessments will be analyzed to check if students are moving forward toward their set goal in the STARR passing intervals - approaches, met, or masters grade level. PLCs will discuss the reasons why students are not moving forward and make plans to ensure student growth	Ongoing	Data Room	Teachers, District Support Team, Campus Admin	Students will become more confident in their ability to master grade level TEKS	Data from district assessments will provide evidence of improved student achievement.		
	During PLC time, district assessments results will be analyzed on Eduphoria to create an ongoing cumulative report that tracks student progress on highly tested readiness and process standards. A student that falls below 50% mastery on a specific TEKS will receive intervention to fill in learning gaps. The ultimate goal will be to have all students above the 50% mastery level for each identified TEKS before STAAR	Every 9 weeks	Eduphoria, Intervention Forms	Campus Administrators, Teachers, Instructional Coach	The campus will proactively find learning gaps and immediately work to resolve student learning.	Data from the district assessments will provide evidence that students are meeting or accelerated above the 50% mastery goal.	Select	
	For the purpose of analyzing the effectiveness of intervention, the campus will add certain items from TEKS taught previously to the current district assessment. During PLC time, the campus will discuss why certain TEKS are not moving toward the 50% goal and make the needed revisions to intervention to ensure student	Teachers, District Support Team, Campus Admin	Test bank of additional items	Teachers, District Support Team, Campus Admin	Intervention will be efficient and effective	Data from the additional items placed on the district assessments will provide evidence of improved student intervention	Select	
	During PLCs, student work samples will be reviewed for rigor and alignment to the TEKS and STAAR as appropriate and deficits will be identified and targeted for intervention	Periodically throughout the year	OneNote, student portfolios notes, IFD Performance Objectives	Campus Administrators, Teachers, Instructional Coach, Teachers	Student writing samples will reveal that instruction is aligned to the rigor and expectations found in the TEKS. Teachers will not simplify student work. Evidence of low expectations will be challenged.	Formative and summative data will provide evidence of student improvement after instructional deficits are identified and revisions or made to instruction.	Select	

