



Targeted Improvement Plan

District Name: Ector County ISD	County District Number: 68901	Superintendent Name: Tom Crowe
Campus Name: Zavala	Campus Number: 123	District Coordinator of School Improvement: Ann McClarty
PSP: Holly Roberts	Educational Service Center: Region 18	School Principal: Linda Voss, Amanda Warber

Vision:

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 for the purpose of achieving maximum student learning growth.	Strategy #1: The campus will develop expectations and ensure implementation of lesson planning aligned to the TEKS/STAAR, while including activities that promote student engagement and discourse.

Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	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 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 leading to a significant improvement in student success.	Data from district assessments will provide evidence of improved student achievement.	Select	
	District Support Team will provide needed training for new teachers to the campus to ensure full implementation of past and current lesson planning initiatives.	After School in Aug and Sept.	Resources from past trainings	District Support Team	New teachers to the campus will be knowledgeable and confident in their efforts to continue school improvement initiatives.	Data from district assessments will provide evidence of improved student achievement.	Select	
	Lead4ward training on Lesson Planning	Aug 25, Aug 30	Materials provided in training	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 continue improvement of teacher implementation	Select	
	Utilizing the knowledge gained in the IPSI trainings, develop written school-wide expectations for lesson planning that will ensure alignment to the TEKS and STAAR	Sept, Oct	IPSI, Lead4ward, T-TESS, Lesson Plan Template	Campus Admin, District Support Team, and Leadership Team	A required lesson plan format will be utilized for planning that will ensure all materials will be aligned with the TEKS and logically sequenced toward the	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 lesson plans will be developed with the focus of pressing students to their identified approaches, meets, or masters grade level	Sept	Excel Spreadsheet	Campus Admin, Teachers, PSP	The campus will proactively find learning gaps and immediately create lesson plans for intervention instruction to fill learning gaps.	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)	All teachers will post and verbalize To Know and To Do statements for every lesson and note them in their 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 in every lesson.	Classroom Observation and Lesson Plan Feedback will provide evidence of the continue improvement of teacher implementation of set expectations.	Select	
	District Support Team, Campus Admin, Campus Instructional Coach will monitor lesson planning and instructional delivery to ensure implementation of written expectations and provide planning and coaching support	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 continue improvement of teacher implementation of set expectations.	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, meets, or masters grade level.	Select	

Vision:								
Long-Term: (Results)	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	
	An End-of-Year Assessment will be administered in the grade levels and subject areas not tested by STAAR for the process of purpose of tracking progress through the summer and at the beginning of the next school year.	Spring 2018	End-Year-End Assessment	District Admin and Campus Admin	A seamless approach to data analysis and student intervention will ensure all students reach expected growth or accelerated growth for learning growth.	End-of-year assessment data will provide evidence of continuous improvement in learning for all students.	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 deliver instruction for the purpose of achieving maximum student learning growth.			Strategy #2:		The campus will develop expectations and ensure implementation of instructional delivery that is aligned to the TEKS/STAAR, while promoting student engagement and discourse.	
Goal #2:	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 instructional delivery 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 instructional delivery.	TBA	Books and Materials provided during training that support data analysis	Campus Admin and PSP	Systemic Improvement in the area of instructional delivery leading to a significant improvement in student success.	Data from district assessments will provide evidence of improved student achievement.	Select	
	District Support Team will provide needed training for new teachers to the campus to ensure full implementation of past and current instructional delivery initiatives.	After School in Aug and Sept.	Resources from past trainings	District Support Team	New teachers to the campus will be knowledgeable and confident in their efforts to continue school improvement initiatives.	Data from district assessments will provide evidence of improved student achievement	Select	
	Utilizing the knowledge gained in the IPSI trainings, develop written school-wide expectations for instructional delivery that promotes student engagement/discourse and aligns to the rigor in the TEKS	Sept, Oct	IPSI, Kagan, T-TESS	Campus Admin, District Support Team and Campus Leadership Team	Lessons will be delivered with a variety of instructional strategies, including Kagan, that ensures all students have the opportunity to master what is being taught.	Data from district assessments will provide evidence of improved student achievement.	Select	
Intermediate: (Implementation)	Formative assessments will be utilized during instruction to provide on the spot feedback on instructional delivery and student understanding	Ongoing	Lesson Plans	Teachers	Teachers will be proactive during instruction to find misconceptions and misunderstandings and fix them before students take a district	Data from district assessments will provide evidence of improved student achievement.	Select	
	District Support Team, Campus Admin, Campus Instructional Coach will monitor lesson planning and instructional delivery to ensure implementation of written expectations and provide planning and coaching support	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 instructional delivery process.	Classroom Observation and Lesson Plan Feedback will provide evidence of the continue improvement of teacher implementation of set exoertations.	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 verbalizing their understanding of what is being taught.	Data from district assessments will provide evidence of improved student achievement.	Select	
	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 learning	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 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	Student portfolios, notes in PLC, IFD Performance Objectives	Campus Administrators, Teachers, Instructional Coach, Teachers	Student work samples will reveal that instruction is aligned to the rigor and expectations found in the TEKS.	Formative and summative data will provide evidence of student improvement after instructional deficits are identified and revisions or made to instruction.	Select	

	Vision: Students will monitor their own learning, via an individual folder. As students participate in learning at the school, gaps in learning will be identified. These learning gaps will be documented in the folder and sent home for the parents to view. Campus Parent Support Meetings will occur to provide guidance as to the meaning of the elements inside the folder, and how they can help provide support to fill the	Student Folders with Math and Reading data sent home monthly	Documentation within the Student Red Folders	Campus Administrators, Teachers, Instructional Coach, Students, and parents	Students will gain confidence in their ability to learn and extended their knowledge of the TEKS.	Student folder data will provide evidence of student improved learning.	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 tracking progress through the summer and at the beginning of the next	Spring 2018	End-Year-End Assessment	District Admin, District Support Team 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	
	Vision Status			Vision Metrics				

Problem Statement #3:	The campus has persistently scored below the state target in the area of student achievement and closing the achievement gaps.	Annual Goal #3:	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 #3:	Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student learning growth.	Strategy #3:	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 learning growth.

Goal #3:	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 instructional delivery 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	
	District Support Team will provide needed training for new teachers to the campus to ensure full implementation of past and current data analysis initiatives	After School in Aug and Sept.	Resources from past trainings	District Support Team	New teachers to the campus will be knowledgeable and confident in their efforts to continue school improvement initiatives.	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 their identified 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, met, or masters grade level.	Select	
	Utilizing the knowledge gained in the IPSI trainings, the campus will provide school-wide written expectations for analyzing formative and summative assessments that ensures successful student learning growth.	Sept, Oct	IPSI, 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	
	Individual student results on the district assessments and Istation data (K-2) will be analyzed to check if students are moving forward toward their set goal in the STAAR passing intervals - approaches, meets, 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, Eduphoria	Teachers, District Support Team, Campus Admin	Students will become more confident in their ability to master grade level TEKS.	Data from district assessments and Istation reports will provide evidence of improved student achievement.	Select	

		Vision:							
Intermediate: (Implementation)	For the purpose of analyzing the effectiveness of intervention, the campus will add certain items from previously taught TEKS to the current district assessments. Revisions will be made to interventions as needed	Ongoing	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 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 6-7weeks	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 identified students are meeting their anticipated goal of approaches, meets, or masters grade level.	Select		
	Weekly reflection by Administrators of data collected by walkthrough, assessments, and student work samples	Weekly	Time, data, reflection tools	Administrative Team	Celebrations and corrective actions drive campus to successful implementation of the set expectations.		Select		
Long-Term: (Results)	The campus will score above the state target in the area of student achievement and closing the achievement gap	Spring 2018	STARR	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		
	An End-of-Year Assessment will be administered in the grade levels and subject areas not tested by STAAR for the process of tracking progress through the summer and at the beginning of the next	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		
		Vision Status		Vision Metrics					