



Targeted Improvement Plan

District Name: Midland ISD	County District Number: 165901	Superintendent Name: Orlando Riddick
Campus Name: Sam Houston Collegiate Preparatory Elementary	Campus Number: 109	District Coordinator of School Improvement: Monica Hernandez, Lisa Neighbors
PSP: Holly Roberts	Educational Service Center: Region 18	School Principal: Stephanie Ramos

Vision: At Sam Houston Collegiate Prep we will provide a safe, caring learning environment where all scholars are challenged and prepared for college.

Problem Statement #1: Seventy percent (70%) of students did not score "Meets Standard" on the 3rd - 6th grade STAAR test	Annual Goal #1: The campus will increase the number of students obtaining "Meets Standard" by 20%.
Root Cause #1: Teachers do not fully understand how to plan lessons and deliver instruction to achieve maximum student growth.	Strategy #1: The campus will develop expectations and ensure quality implementation of lesson planning and instructional delivery that is aligned to TEKS/STAAR, while promoting student engagement and discourse.

Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Curriculum, Instruction, Assessment training	September 10, 2018	Campus template	Campus leadership	All core content area teachers will implement the CIA protocol when planning daily lessons.	Select	
	Backwards Design training/review	August - September, 2018	Instructional resources, TRS pacing guide	Campus leadership	When planning a lesson, all teachers will use the backwards design model to ensure student outcomes.	Select	
	AVID training	Summer 2018, staff meetings	AVID strategies	AVID trainer, campus leadership	The % of teachers that are effectively implementing the strategies of AVID in their daily lesson plans will consistently increase.	Select	
Intermediate: <i>(Implementation)</i>	Lesson planning non-negotiables will be communicated and monitored for quality implementation: WICOR (writing, inquiry, collaboration, organization, reading), Posting of "I can" statements, learning targets, and essential questions	ongoing throughout the year	Grade level TEKS,	Teachers	The % of lesson plans that include the campus non-negotiables will consistently increase.	Select	
	Instructional Planning and delivery will be perfected using the four critical questions of the PLC model	ongoing throughout the year	Instructional process template, instructional materials, TEKS	Teachers	Using weekly walk-through observations, the campus administrators will view at least one of the critical questions during instructional delivery.	Select	
	PLC process will be adhered to in all meetings	weekly	TRS pacing guide, essential standards, data	Teachers, Campus Administration	Campus administrators will attend and/or monitor weekly PLCs to ensure teacher teams are addressing at least one of the four critical questions of the PLC process.	Select	
	Essential standards will be spiraled into Common Formative Assessments	every 2-3 weeks	Data from previous CFAs,	Teachers	Campus teams will develop CFAs that have at least two questions that are spiraled essential standards on each assessment.	Select	
	Data analysis using goal setting for the campus in the area of approaches, meets, and masters	after each formative and summative assessment	goal template/model for approaches, meets, and masters	Teachers, Campus Administration	Campus teams will review data from each assessment and plan intervention/enrichment for students in order to increase student performance within approaches, meets, and masters. The % of students achieving proficient, meets, and masters will consistently increase.	Select	

	Administrators will monitor the implementation of lesson planning, instructional delivery, and student outcomes and feedback will be given within 48 hours	weekly	lesson plans, formative and summative results	Teachers, Campus Administration	Campus administrators will monitor lesson planning and delivery during weekly observations. The % of teachers that are effectively implementing the lesson planning and delivery strategies will consistently increase.		Select	
Long-Term: (Results)	Systemic change in lesson planning and delivery	May, 2019	CIA process	Teachers, Campus Administration	Campus administrators will monitor lesson planning and delivery during weekly observations. The % of teachers that are effectively implementing the lesson planning and delivery strategies will consistently increase.		Select	
	STAAR Test Results	End-of-Year	STAAR Test	Campus Administration and Teachers	The campus will score a "met standard" in Domain 1		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?

Problem Statement #2:		Sixty-two percent (62%) of tests in Reading and Math rendered .5 or 1.0 point in Domain 2A.			Annual Goal #2:		The campus will increase the percentage of tests garnering a ".5 or 1.0" to 75%.	
Root Cause #2:		The data protocol that was in place was not monitored to the fullest and therefore was not systemic.			Strategy #2:		Leadership will revise the data analysis protocol to ensure quality implementation that leads to student achievement of proficiency level goals (levelling up) and teacher self-reflection	
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Review the data analysis protocol along with the four critical questions of the PLC process.	August, 2018	Instructional Process template	Campus Leadership, Campus Administration	80% of the PLC teams will include the four critical questions of the instructional process		Select	
	At the beginning of the school year, an excel spreadsheet will be created and utilized to set proficiency level goals for each student, in both Reading and Math.	Sept, 2018	Excel spreadsheet	Campus Administration and Teachers	Data will reveal a consistent increase in the % of teachers that have a positive tend toward students meeting their proficiency level goal.		Select	
Intermediate: (Implementation)	Teachers will collaborate in PLC teams to create CFAs that are aligned to the TEKS/STAAR	Every 2-3 weeks	TRS pacing guide, instructional materials, test bank	Teachers	PLC teams will create at least five CFAs each semester that address new material and spiraled essential standards. Student % mastery of essential standards will consistently increase.		Select	
	Administrators and Teachers will utilize the data analysis protocol to set student goals and track progress on the essential standards	Ongoing	Data from all assessments, posted results for meets and masters	Teachers, and campus administration	Data will reveal a consistent increase in the % of teachers that have a positive tend toward students meeting their proficiency level goal.		Select	
	Administrators will monitor and ensure the effective implementation of the data analysis protocol	Ongoing	Data from all assessments, posted results for meets and masters	Teachers, and campus administration	The % of teachers effectively analyzing data will consistently increase.		Select	
	Teachers will address questions 3 and 4 in the Instructional process to ensure student growth will be revealed during data analysis sessions	Weekly during PLC	TRS pacing guide, results from CFA or checkpoints	Teachers	The % of the weekly lesson plans that include opportunities for intervention/enrichment based on student needs will increase.		Select	
	Interventions will be created to meet individual student needs on the essential standards and monitored for effectiveness	Ongoing	Data from all assessments, goal tracking sheet	Teachers, campus administration	Student % mastery of essential standards will consistently increase.		Select	

	Students will set individual goals and track their own progress on essential standards	Ongoing	Data from all assessments, posted results for meets and masters	Students, teachers, campus administration	The % of students meeting their individual goals will consistently increase.		Select	
	Teachers and administration will monitor student growth toward the proficiency level goal set for each student.	Ongoing	Data from all assessments, goal tracking sheet	Teachers, campus administration	The % of students meeting their individual goals will consistently increase.		Select	
Long-Term: (Results)	District Summative Assessments	Every nine weeks	Unit checkpoints, STAAR release, STAAR interim	Students, teachers, campus administration	The percent of students scoring proficient, meets, and masters will consistently increase.		Select	
	STAAR Test Results	End-of-Year	STAAR Test	Campus Administration and Teachers	The campus will score a "met standard" in Domain 2A and Domain 3, component 2.		Select	

Vision Status		Vision Metrics	
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End of Year Report	
Did you meet the annual goal? Why or why not?	
Is the root cause resolved? Why or why not?	