

2015 Midland ISD

Texas Accountability Intervention System

School Improvement Plans

Bonham Elementary

DISTRICT NAME Midland Independent School District
 CAMPUS NAME Bonham Elementary

Problem Statement #1	63% of ELL and 52% Economically Disadvantaged students failed to meet the Level II Phase 1 standard in Reading, Writing or Science.	is occurring because of	teachers are failing to identify students and implement best practices to meet the needs of every student through Tier 1 instruction.
Annual Goal	Increase performance of Economically Disadvantaged and Hispanic students by a minimum of 16% in all assessed areas. for Reading, EcD will increase to 75% and ELLs will increase to 72% For Math, EcD will increase to 63% and ELLs will increase to 52% For Writing, EcD will increase to 62% and ELLs will increase to 61% For Science, EcD will increase to 46% and ELLs will increase to 27%		
Strategies	Campus will implement district initiatives which focus on learning, collaborative culture and results. This includes establish PLC routines, train and utilize STAAR4Ward strategies, reinforce CHAMPS to ensure maximum learning time, and utilize all outside resources available for classroom instructional support.		

Index Number NA **1 - Student Achievement** 2 - Student Progress **3 - Closing Gaps** 4 - Post Secondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input type="checkbox"/> Teacher Quality	How will addressing this root cause impact the index/indicator/CSF?
		As part of the PLC process, the campus has identified three overarching goals: increase academic performance, create a culture of collaboration and ensure a safe environment. By aligning campus initiatives to these goals, teachers will be able to provide focused instruction that impacts overall student performance. Using resources proved as part of the on-going professional development, teachers will plan for consistent Tier 1 instruction, as well as targeted instruction for interventions and enrichment.

Quarter 1 - August, September, October

Q 1 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
<p>By the end of Quarter 1, collaborative teams will establish procedures and use data to identify students' academic and behavioral needs.</p>	1	<p>Establish collaborative teams by grade level and content</p> <p>Establish campus vertical (K-6) teams for content areas</p> <p>Establish lesson plan expectations and used agreed upon format/protocol</p>	<p>List of teams, meeting times</p> <p>Eduphoria - Lesson Plan Review</p>	<p>Yes or No</p>		<p>Yes or No</p>	
	2	<p>Adjust master schedule to allow time for collaborative teaming</p> <p>Teams will establish norms, roles, agendas as well as use data on current student to establish SMART goals</p> <p>Train staff on using the Flipped PLC planning process</p>	<p>Master schedule that reflects planning time</p> <p>Team agendas, minutes, sign in sheets</p> <p>Agenda, Sign in sheets, implementation as measured by team minutes</p>				
	3	<p>Campus will establish and communicate expectations for student behavior (following CHAMPS process)</p> <p>Non-negotiables for teachers will be identified and communicated</p>	<p>IFV notes</p> <p>Visual displays</p> <p>CHAMPS campuswide non-negotiables</p> <p>Expectations established for collaboration, lesson planning, use of other PLC and/or STAAR4Ward processes</p>				
	4	<p>Train staff on using Eduphoria to generate data</p>	<p>Agenda, sign in sheets, Quintile report</p>				
		<p>Build student profiles in order to "know" students</p> <p>Use profiles to understand and apply accommodations for ELLs</p>	<p>Student profiles</p> <p>Teacher list of ELL students' accommodations</p>				

Quarter 2 - November, December, January

Q 2 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
<p>85% of teachers will use appropriate planning tools to identify and implement at least 3 high yield instructional strategies.</p> <p>To have effective intervention and enrichment classes, 100% of teachers will plan for targeted instruction in order to address individual students' needs.</p>	1	<p>Use a variety of resources to identify key academic vocabulary words and plan for vertical instruction (and when possible cross curricular instruction)</p> <p>Identify 3 high yield strategies to be trained and implemented across content areas</p> <p>Establish and implement a campuswide process for daily use of grade level Math word problems and/or grade level Grammar skills</p>	<p>Agendas, sign-in sheets, minutes</p> <p>List of 3 strategies and implementation process</p> <p>Description of campuswide process</p>	Yes or No		Yes or No	
	2	<p>Before each instruction unit begins, all grade level collaborative teams will implement Flipped PLC processes as they address PLC 4 critical questions</p>	<p>Planning notes that reflect use of Academic Vocabulary, Snapshots, Field Guides and IQ documents</p>				
	3	<p>Teachers will reinforce positive actions/learning using 3:1 process from CHAMPS</p>	<p>Parent contacts DoJo IFV data</p>				
	4	<p>Establish intervention and enrichment groups based on a variety of data sources (district checkpoints, CFAs, F & P, I-Station)</p> <p>Following each unit of study and/or CFA, teachers will adjust instructional groups.</p>	<p>List of groups (with short description of grouping format) Data sources used</p> <p>Copies of CFAs Adjust lists Lesson plans for targeted instruction</p>				

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
100% of teachers and students will track student growth toward the next performance level.	1	Use CFA and district checkpoint data to determine what standards need to be spiraled back into next instructional units	Identified standards which need additional instructional time Agenda, minutes reflecting plan for spiraling	Yes or No		Yes or No	
	2	Conduct goal setting conferences with students as they complete the progress monitoring charts.	Student list indicating when goal setting conferences occurred				
	3						
	4						

Quarter 4 - April, May, June

Q4 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
By the end of the Quarter 4, student performance data will reflect an increase of 16% in all assessed areas.	1	CLT will conduct cumulative data review (CFAs/district checkpoints, IStation, etc) to identify possible summer professional development	Agenda, notes, identified need for PD	Yes or No		Yes or No	
	2	Teachers will review student progress monitoring charts to determine increases	Number of students who made progress				
	3						
	4						

Burnet Elementary

DISTRICT NAME Midland Independent School District

CAMPUS NAME Burnet Elementary

Problem Statement #1	For the last three years the writing scores have been below 40%.	is occurring because of	Lack of consistency in teaching writing state standards across grade levels.
Annual Goal	All 3rd and 4th grade teachers will be trained on student expectations for writing and will implement writing strategies across content areas.		
Strategies	Provide PD for third and fourth grade teacher with an outside consultant.		

Index Number NA 1 - Student Achievement 2 - Student Progress 3 - Closing Gaps 4 - Post Secondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input checked="" type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will address this root cause impact the index/indicator/CSF?
		Student progress will increase.

Quarter 1 - August, September, October

Q 1 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
Provide Professional Development for third and fourth grade teachers for writing across content areas.	1	Outside consultant will work with teachers to analyze and align the writing TEKS	Sign-In sheets and PLC meeting notes. Lesson Plans and IFV's	Yes or No		Yes or No	
	2	PLC groups work together to develop common assessments through bi-weekly collaborative groups.	Sign-In sheets and PLC meeting notes. Lesson Plans and IFV's				
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Quarter 2 - November, December, January

Q 2 Goal Continue implementation of planning using scope and sequence and TEKS.		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
	1	Outside consultant will work with teachers to analyze and align the writing TEKS	Student formative assessment. Sign-In sheets and PLC meeting notes. Lesson Plans and IFV's.	Yes or No		Yes or No	
	2	PLC groups work together to develop common assessments.	Formative and summative assessment. District checkpoints				
	3						
	4						

Quarter 3 - February and March

Q 3 Goal Continue implementation of planning using scope and sequence and TEKS.		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
	1	Outside consultant will spiral through areas of need based on campus data.	Common based assessments and district checkpoints	Yes or No		Yes or No	
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	4						

Quarter 4 - April, May, June

Quarter Goal: Conduct a collaborative effectiveness review of the results of the writing process professional development		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
	1	Review student data	district checkpoints and STAAR	Yes or No		Yes or No	
	2						
	3						
	4						

DISTRICT NAME Midland Independent School District

CAMPUS NAME Burnet Elementary

Problem Statement #2	Tier I instruction is not transferring for student progress.	is occurring because of	Lack of consistency in teaching state standards across grade levels.
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Annual Goal	All teachers will deliver effective Tier I instruction in order for students to show progress.
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Strategies	Collaborative teacher teams will effectively utilize LEAD4ward resources to strengthen Tier I instruction.
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Index Number NA 1 - Student Achievement 2 - Student Progress 3 - Closing Gaps 4 - Postsecondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input checked="" type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will address this root cause impact the index/indicator/CSF?
		Student progress will increase.

Quarter 1 - August, September, October

Q 1 Goal All teachers will implement collaborative planning and Lead4ward for Tier I instruction through weekly planning.		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
	1	Revisit LEAD 4ward training and strategies through campus training.	Sign-In sheets . Webinars on a monthly basis. Student Learning Reports with heat maps.	Yes or No		Yes or No	
	2	Collaborative planning training with Solution Tree.	Sign-In sheets . Implementation every other week for grade level planning.				
	3	CIA meetings with in depth guiding discussion questions.	Agenda, sign-in sheets and planning guide for implementation of SEs.				
	4						

Quarter 2 - November, December, January

Q 2 Goal Implement collaborative planning and LEAD4ward		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
	1	continue with Lead4ward webinars and implementation	Sign-in sheets. Eduphoria reports. IFVs and lesson plans	Yes or No		Yes or No	
	2	continue collaborative planning process	Agendas and minutes per team. Common-based assessments, F&P data, STAAR, Imagine Learning,				
	3	continue CIA meetings	Sign-in sheets, agendas, current student data included on SLRs and planning guides for implementation of				
	4						

Quarter 3 - February and March

Q 3 Goal Implement collaborative planning and LEAD4ward		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
	1	continue with Lead4ward webinars and implementation	Sign-in sheets. Eduphoria reports. IFVs and lesson plans	Yes or No		Yes or No	
	2	continue collaborative planning process	Agendas and minutes per team. Common-based assessments, F&P data, STAAR, Imagine Learning,				
	3	continue CIA meetings	Sign-in sheets, agendas, current student data included on SLRs and planning guides for implementation of				
	4						

Quarter 4 - April, May, June

Q4 Goal Conduct an effectiveness review of the results of the implementation of the collaborative planning process using Lead4ward resources		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
	1	Review student progress	Common assessments, F&P data, STAAR, Imagine Learning, iStation ISIP	Yes or No		Yes or No	
	2						
	3						
	4						

Crockett Elementary

DISTRICT NAME Midland Independent School District

CAMPUS NAME Crockett Elementary

Problem Statement #1	Less than 50% of Crockett's economically disadvantaged students are transferring knowledge from classroom instruction to STAAR standards across all content areas.	is occurring because	the lack of effective Tier 1 instruction has created more focus on intervention.
Annual Goal	Economically disadvantaged students will meet or exceed 65% passing at the Level II Phase 2 in all subjects tested. Reading: increase from 49% to 65% Math: Increased from 39% to 65% Writing: increase from 42% to 65% Science: increase from 34% to 65%		
Strategies	Campus will implement strategies that emphasize three aspects: focus on learning, focus on a collaborative culture, and focus on student performance. This includes such actions as adjusting the master schedule to isolate Intervention time and improve Tier 1 instruction using highly effective strategies.		

Index Number NA **1 - Student Achievement** 2 - Student Progress **3 - Closing Gaps** **4 - Post Secondary Readiness**

CSFs addressed	<ul style="list-style-type: none"> x Improving Academic Performance x Quality Data to Drive Instruction x Leadership Effectiveness x Increased Learning Time x Family-Community Engagement x School Climate y Teacher Quality 	How will addressing this root cause impact the index/indicator/CSF?
		By focusing on quality instruction, which includes collaborative planning, consistent implementation of effective instructional strategies and use of common checkpoints to guide instructional decision, student performance for the Economically Disadvantaged group will improve. Instructional time has been increased through shifts in the master schedule, as well as additional content specialists/coaching support.

Quarter 1 - August, September, October

Q 1 Goal	Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
All teachers will implement Lead4Ward strategies and PLC planning for Tier 1 instruction on a weekly basis.	1 Train staff in Lead4Ward and PLC; using district support team for coaching instructional strategies. Focus on intentional planning for transfer using various stimuli and thinking within the PLC process.	-Sign-in sheets and agendas, -certifications of completion	Yes or No		Yes or No	
	2 Utilize Lead4Ward training to determine the priority Knowledge and Skills statements for the year	Identified K & S statement submitted on CARE action plan				
	3 Establish systems to plan effective lessons	-Lesson plans posted in Forethought, -PLC agendas and minutes,				
	4 Additional staff using community resources and federal funds	Schedules; -job description change; -google calendar; -eduphoria				

Quarter 2 - November, December, January

Q 2 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
<p>By the end of quarter 2, at least 95% of teachers will use 3 or more research based instructional strategies daily.</p> <p>By the end of the first semester, all students will have a portfolio and be able to discuss goals and progress in depth.</p>	1	On-going webinar training with leadership team; transfer information to staff during collaborative meetings. Focus will be on organizing interventions and analysing assessments.	attendance at webinars; -attendance at implementation support; -rolling out training for staff after webinars, -Products/CARE plans from webinar work	Yes or No		Yes or No	
	2	Staff will implement the PLC Planning routine with collaborative groups (including Study It, Learn It, Plan It, and Enhance It)	Sign sheets and agendas Lesson plan review PLC notes				
	3	Implement 3 focused instructional strategies campuswide and use collaborative time to discuss impact on student learning	-Lesson plans will reflect the identified expectations using "Enhance It," Whole Brain Teaching, and/or Kagan Cooperative Strategies				
	4	Student-led Parent Conferences to show goal-setting and progress	Sign in sheets, progress charts, tracking sheets for threshold jumping				

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
<p>By the end of quarter 3, at least 95% of teachers will use 4 or more research based instructional strategies daily.</p>	1	On-going webinar training with leadership team; transfer information to staff during collaborative meetings. Focus on webinars will be on reviewing progress of prioritizing and engaging review.	Attendance at webinars; attendance at implementation support; rolling out training for staff after webinars, Products/CARE plans from webinar work	Yes or No		Yes or No	
	2	Implement a minimum of 4 instructional strategies to vary and increase the student thinking; Use formative assessment to monitor and adjust Tier 1 instruction	Lesson plans will reflect the identified expectations using "Enhance It," Whole Brain Teaching, and/or Kagan Cooperative Strategies; IFV wills reflect multiple strategies during instruction				
	3						
	4						

Quarter 4 - April, May, June

Q4 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
<p>During Quarter 4, 100% of lesson plans reviewed will reflect use of formative assessments during the lesson.</p> <p>Campus will use 100% of data reviewed to plan for intervention strategies for re-testers and begin the forward planning for summer professional development.</p>	1	Collaborative teams will plan for and use embedded formative assessments to monitor and adjust Tier 1 instruction during lesson delivery.	-Lesson Plan and teacher self-reflection of lessons -IFV -PLC minutes	Yes or No		Yes or No	
	2	Based on initial STAAR assessments for 5th grade reading and math, campus will extend learning time for re-testers. Other campus personnel will be involved with the intervention in order to reduce group size. Groups will be developed based on SE performance data.	-Shifts in schedule and student groups -Formative assessments -Station growth reports				
	3	Conduct surveys (parent, student and teacher)	Number of surveys returned				
	4	Using the Lead4Ward strategies implemented in 2015-16, campus will analyze assessment data and survey results to begin planning for 2016-17 professional development and focus areas of instruction.	-Survey information -summer professional learning (June - august)				

DISTRICT NAME Midland Independent School District

CAMPUS NAME Crockett Elementary

Problem Statement #2	Lack of academic vocabulary contributed to 53% of tests taken not meeting the Level II Phase 1 passing standard across all content areas.	is occurring because of	teachers did not understand, create or implement consistent development vocabulary lists; nor did they focus on using grade level appropriate vocabulary instructional strategies.
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Annual Goal	All students will be able to use grade level academic vocabulary with 85% mastery.
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Strategies	Campus will implement best practice instructional strategies used through Whole Brain Teaching, Lead4Ward tools, and prescribed practice opportunities.
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Index Number NA **1 - Student Achievement** 2 - Student Progress **3 - Closing Gaps** 4 - Post Secondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input type="checkbox"/> Leadership Effectiveness <input type="checkbox"/> Increased Learning Time <input type="checkbox"/> Family-Community Engagement <input type="checkbox"/> School Climate <input type="checkbox"/> Teacher Quality	How will addressing this root cause impact the index/indicator/CSF?
		By provided systemic instruction in vocabulary at every grade level (an across content areas), teachers will ensure students encounter words in context multiple times. This will help students build a more comprehensive vocabulary which will increase reading proficiency across all content areas.

Quarter 1 - August, September, October

Goal 1		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
100% of classroom teachers will understand value in word study and provide a variety of learning activities for students.	1	Train on Flipped PLC (identify the keywords from TEKS/STAAR released vocabulary)	-Sign in sheets and agendas	Yes or No		Yes or No	
	2	Provide opportunities for students to explore words in multi-sensory experiences	-Journals -Lesson plans -Student produced anchor Charts				
	3	Identify cross curricular words that will be displayed around the building	-List of words to be displayed				
	4	Develop assessment process to be implemented as part of the focus on academic vocabulary	-Assessment process				

Quarter 2 - November, December, January

Q 2 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
100% of collaborative teams will use appropriate aspects of the PLC Planning Routine in order to extend learning opportunities for students.	1	Staff will implement the PLC Planning routine with collaborative groups using Flipped PLC using L4W content builders; adjust keywords based on units of study insuring teachers understand Continue to use common assessments (quick checks) to determine student progress toward	-Lesson plan review and teacher reflections -IFV feedback -Common assessments (quick checks)	Yes or No		Yes or No	
	2	Teachers provide opportunities for practice in a variety of formats	-Lesson plan review and teacher reflections -IFV feedback -Student demonstration and products				
	3	Establish prescribed times for daily use in order to help students understand word meanings	-Schedule of times (as reflected in the lesson plans?)				
	4	Reinforce correct usage of identified words through multiple formats	-Academic call-backs -Dojo point rewards				

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
Using collaborative teaming processes, 100% of core teachers will ensure students are using key vocabulary words across all content areas.	1	Continue with Flipped PLC process with focus on learning aids; ensure teachers and students are using the word in cross curricular settings	-Power Pix -anchor charts -student journals -common assessments IFV -Word walls	Yes or No		Yes or No	
	2	Ensure students know correlated words to determine vocabulary meaning in context (for example: synonyms and antonyms, etymology, etc)	-common assessments -district checkpoints -journals -student products/visuals				
	3	Administer commonly developed assessments (using cross curricular words)					
	4						

Quarter 4 - April, May, June

Q 4 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
100% of teachers will provide support for students as they establish processes to build their personal word bank.	1	Teachers guide student interactions to make independent (personal) connections and determine meaning in text	-District checkpoints -Initial and June STAAR data -Student Journals	Yes or No		Yes or No	
	2	Model how to problem solve for meaning of unknown words; support students as they build personal word lists	-IFV feedback -Lesson plan and self-reflection -Grade level file folder word lists				
	3	Rotate thinking stems and publish in common areas					
	4	Collect "quick check" data to determine student performance toward goal; begin identification of challenging words to be addressed in 2016-17					

DeZavala Elementary

DISTRICT NAME Midland Independent School District

CAMPUS NAME DeZavala Elementary

Problem Statement #1	Only 57% of economically disadvantaged students passed STAAR Reading at the Phase 1 standard	because	we are not providing consistent, quality Tier 1 instruction to equip and prepare students to be successful on grade level standards.
Annual Goal	By June 2016, 70% of students in K-2 will be reading on Tier 1 as measured by Istation data while 70% of students in Grades 3-6 will meet standard on STAAR reading.		
Strategies	Teachers will provide small group instruction with fidelity (k-6) and use running records as part of monitoring student progress; planning will be based on individualized student data from I-Station and Imagine Learning Priority Report; teachers will be retrained and implement Writing Academy; Utilize literature circles for students in grades 3-6 who are reading on grade level.		

Index Number NA **1 - Student Achievement** 2 - Student Progress **3 - Closing Gaps** 4 - Post Secondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input type="checkbox"/> Leadership Effectiveness <input type="checkbox"/> Increased Learning Time <input type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will address this root cause impact the index/indicator/CSF?
		Instruction will be of a consistent quality. Students will be equipped to be successful now and in the future and teachers will create a foundation to build learners. We will plan for Tier 1

Quarter 1 - August, September, October

Q 1 goal:		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
100% of PK-6 ELA teachers will be trained in guided reading, data collection and literacy instructional processes.	1	Training on utilizing Istation data to meet needs of students	sign in sheets, agendas and certificates/documents from training events	Yes or No		Yes or No	
	2	Writing Academy training	certificate of attendance and schedule of support				
	3	Review preliminary assessment data with students	F&P and Istation, district checkpoints				
	4						

Quarter 2 - November, December, January

Q2 goal:		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
80% of ELA teachers will implement with fidelity	1	Implementation of small group instruction	Lesson plans, schedules, IFVs, walkthroughs	Yes or No		Yes or No	
	2	Provide opportunities to write across subjects/content daily	Minimum of 10 minutes of daily writing in a journal relating to subject matter, a sentence starter or free writing				
	3	Meet with fidelity to plan in collaborative teams	Agenda schedules, notes from meetings				
	4	Implement progress monitoring with students, and scaffold what we expect to happen,	Progress monitoring tool form				

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
100% of teachers will provide opportunities to write across the content area daily.	1	Training on prescriptive planning to address individual student deficits.	Agenda, reflective feedback	Yes or No		Yes or No	
	2	Teachers will have a minimum of 2 critical thinking questions per lesson	Lesson Plans, IFV's, student work samples				
	3	Teachers will use a minimum of 1 instructional strategy or protocol per lesson to increase student engagement and student voice	Lesson Plans, IFV's, student work samples				
	4	students will continue writing across the curriculum daily	Lesson Plans, IFV's, student work samples				

Quarter 4 - April, May, June

Q3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
100% of teachers will provide opportunities daily for students to participate in small group reading instruction and writing across the content areas with fidelity	1			Yes or No		Yes or No	
	2	Students will continue writing across the curriculum daily	student journals, exit slips, written response				
	3	Students will continue to goal set within data conferences with teachers and administrators	Data Conference folders				
	4						

DISTRICT NAME Midland Independent School District

CAMPUS NAME DeZavala Elementary

Problem Statement #2	43% of all tests taken failed to meet or exceed the progress measure with 13% or less exceeding progress	is occurring because	we are not providing consistent, viable, and research based literacy instruction at the rigor required to meet or exceed a full year of growth for all students.
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Annual Goal	The teachers and staff of DZ will create and foster an environment of non-negotiable learning for all students, as evidenced by an increase of 16% in the number of students meeting or exceeding their progress measure.
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Strategies	Implementation of PLCs, Lead4Ward, purposeful instructional planning, data analysis, internal instructional rounds and student data conferences.
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Index Number	NA	1 - Student Achievement	2 - Student Progress	3 - Closing Gaps	4 - Post Secondary Readiness
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CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance	How will addressing this root cause impact the index/indicator/CSF? Teachers will plan and implement purposeful activities and lessons that will increase the amount of student interaction with peers and content. Students will know and utilize their personal data within a growth minded community of learners to foster a growth mind-set.
	<input checked="" type="checkbox"/> Quality Data to Drive Instruction	
	<input checked="" type="checkbox"/> Leadership Effectiveness	
	<input type="checkbox"/> Increased Learning Time	
	<input checked="" type="checkbox"/> Family-Community Engagement	
	<input checked="" type="checkbox"/> School Climate	
<input checked="" type="checkbox"/> Teacher Quality		

Quarter 1 - August, September, October

Q 1 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
By the end of Quarter 1, 90% of DeZavala teachers will be trained and at beginning stages of implementation using educational best practice as measured by IFV data.	1	Establish protocols and schedules for collaborative team meetings which are structured around learning needs or data	Norms, SMART goals by teams, agendas and reflective feedback	Yes or No		Yes or No	
	2	Teachers will learn and use student data from Heatmaps, Academic Vocabulary tied to TEKS, and 6 targeted instructional strategies	IFV data reflects use of academic vocabulary, lesson plans where data is being used to make the instructional decisions; and integration of the instructional strategies				
	3	Train on Instructional Strategies and Critical thinking stems	agenda, sign-in sheet, reflective feedback from the training				
	4	Collect and set baseline measures for tracking student growth.	iStation reports, previous year STAAR Data, District Checkpoints				

Quarter 2 - November, December, January

Q 2 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
Using the baseline established 100% of the teachers will conference monthly with students setting goals for growth as measured by STAAR4Ward threshold jumping document.	1	Training on applying and adjusting curriculum based on student performance data	agenda, sign-in sheet, reflective feedback from the training	Yes or No		Yes or No	
	2	Internal Instructional Rounds	agenda, sign-in sheet, reflective feedback from the training, campus learner centered problem and POP statement				
	3	Student Data Conferences to measure growth on district checkpoints and iStation data.	Student reflective feedback, goal setting forms				
	4						

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
95% of teachers will plan for and fully implement best practice strategies weekly, as measured by lesson planning and IFV's. 90% of teachers will be trained in Rigor and Relevance and at the beginning stages of implementation in writing and teaching Quad D (Level 3 thinking) lessons.	1	Integrate a minimum of 2 purposeful critical thinking stems into every lesson	Lesson plans, IFV's	Yes or No		Yes or No	
	2	Integrate a minimum of 1 instructional strategy or Protocol into each lesson taught	Lesson plans, IFV's				
	3	Training on Rigor and Relevance (Level 3 thinking)	Agenda, sign-in sheet, reflective feedback from the training				
	4	Student Data Conferences to measure growth on district checkpoints and iStation data.	Student reflective feedback, goal setting forms				

Quarter 4 - April, May, June

Q 4 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
95% of teachers will use best practice strategies to provide opportunities for students to demonstrate academic growth through connecting taught curriculum to the assessed curriculum as measured by IFV's, District checkpoints.	1	Teacher will create and implement 1 Quad D lesson weekly	Lesson Planning, IFV	Yes or No		Yes or No	
	2	Student use of Critical thinking stems during instruction	Lesson Planning, IFV				
	3	Student Data Conferences to measure growth on district checkpoints and iStation data.	Student reflective feedback, goal setting forms				
	4						

Houston Elementary

DISTRICT NAME Midland Independent School District

CAMPUS NAME Houston Elementary

Problem Statement #1	Economically disadvantaged students were 8 or more percentage points below the lowest performing student group in writing.	because	there is been a lack of accountability for all students to write across all content areas.
Annual Goal	To increase Index 3 performance, students in all student groups will perform at 60% or better on writing assessments.		
Strategies	Utilize formative assessments (across content areas) that apply appropriate writing conventions; develop and train on using rubrics to score writing samples; work with district writing specialist to develop inter-rater reliability		

Index Number NA 1 - Student Achievement 2 - Student Progress **3 - Closing Gaps** 4 - Post Secondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input type="checkbox"/> Leadership Effectiveness <input type="checkbox"/> Increased Learning Time <input type="checkbox"/> Family-Community Engagement <input type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will address this root cause impact the index/indicator/CSF? Prior year data indicated that 53% of students on this campus are EcD. (This number will shift for 2015-16 because of district realignment). By using writing rubrics and adhering to the established writing conventions across all grade levels and content areas, writing results will increase for this group of students.
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Quarter 1 - August, September, October

Quarter Goal	Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
By the end of October, 100% of staff will (A) be trained on Writing continuum, (b) create scoring rubrics and (c) establish a baseline target for writing by grade levels.	1 Update and train on the writing continuum.	Writing Continuum will be posted in every classroom.	Yes or No		Yes or No	
	2 Develop a grade level Rubric for writing assessments.	Grade level Rubrics that align to the district's scoring rubric.				
	3 Set baseline data for writing in ELA, Science or Social Studies.	By mid October every student will have at least one piece scored and entered in Eduphoria.				
	4 District writing coach will collaborate with grade levels on creating rubrics.					

Quarter 2 - November, December, January

Quarter Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
By the end of January, 50% of student writing samples will meet level 3 or 4 using common grade level rubric.	1	District Writing Coach will train on inter-rater reliability.	Agenda and notes from training	Yes or No		Yes or No	
	2	Grade levels will need to meet at least once a month in collaborative groups with the focus on writing.	Agenda and notes from training				
	3	Select at least one piece to score based on grade level rubric.	Scores entered into Eduphoria				
	4						

Quarter 3 - February and March

Quarter Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
During Quarter 3, 60% of students will score at least a 3 or 4 using the grade level rubric while EcD students will increase the group performance by 16%.	1			Yes or No		Yes or No	
	2						
	3						
	4						

Quarter 4 - April, May, June

Quarter Goal:		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
By the end of the school year, 100% of ELA teachers will review data collected throughout the year to determine adjustments needed for 2016-17.	1			Yes or No		Yes or No	
	2						
	3						
	4						

DISTRICT NAME Midland Independent School District
 CAMPUS NAME Houston Elementary

Problem Statement #2	While 50% of students met or exceeded the progress measure, 38% of Economically Disadvantaged students failed to meet passing standard in Reading.	because	teachers have not fully understood or implemented the components of Guided Reading processes
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Annual Goal	At least 66% of Eco Dis students will meet or exceed progress as measured by end of year STAAR data.
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Strategies	Campus will implement strategies that focus on two areas: increasing student performance and closing the achievement gap of all student groups.
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Index Number	NA	1 - Student Achievement	2 - Student Progress	3 - Closing Gaps	4 - Post Secondary Readiness
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CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input type="checkbox"/> Family-Community Engagement <input type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will addressing this root cause impact the index/indicator/CSF? By providing professional development on guided reading and high yield instructional strategies, overall Tier I instruction will increase teacher implementation which improves student performance. Monitoring the performance of the EcD students through the instructional focused groups will ensure these students continue to show growth.
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Quarter 1 - August, September, October

Quarterly Goal:	Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
By the end of October, 90% of students will have baseline data established, and 100% of teachers will participate in collaborative teams for planning.	1 Hire a reading interventionist Attend district reading professional development Collaborate with grade level content area cohorts	Sign in Sheets, Agendas and Minutes List of professional development sessions and attendance	Yes or No		Yes or No	
	2 Establish guided reading groups using multiple data sources. Continue to use data in order to establish baselines for progress monitoring process.	F & P results I Station reports List of student groups (based on reading criteria)				
	3 Develop collaborative teams for instructional planning Establish norms	Agendas, minutes List of team norms from each team				
	4					

Quarter 2 - November, December, January

Quarterly Goal:		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
By the end of January, 100% of core teachers will use data to establish intervention and enrichment groups. 100% of ELAR teachers will participate in vertical teams to plan and instruct on Figure 19.	1	Establish campus vertical teams and use STAAR4Ward tools to plan appropriate instructional strategies for Figure 19.	Sign in sheets, agendas, minutes	Yes or No		Yes or No	
	2	Demonstrate how to track student progress using data folders. Use celebrations (Git r Done awards) based on threshold jumping	Webinar 3 sign in sheet and agenda Schedule of celebration ceremonies				
	3	Use CFAs and district checkpoints to establish student intervention and enrichment groups	Eduphoria reports Results from formative assessments				
	4	Monitor EcD student growth performance through the intervention groups	Eduphoria reports				

Quarter 3 - February and March

Quarterly Goal:		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
By the end of Quarter 3, 100% of core teachers will use data to re-establish groups based on MOY data and implement at least five instructional strategies from the PLC Menu.	1	Implement at least five instructional strategies which vary the stimulus and thinking	Lesson plans IFVs Agendas and PLC minutes	Yes or No		Yes or No	
	2	Measure middle of year growth using I-Station and F & P reports	I Station Eduphoria				
	3	Regroup student instructional groups based on MOY reports	New list of instructional groups				
	4						

Quarter 4 - April, May, June

Q 4 Goal:		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
By the end of May, at least 66% of Eco Dis students will show progress on E.O.Y data.	1	Develop processes to increase performance of retesters	Schedule changes New roster for regrouped students	Yes or No		Yes or No	
	2	Measure end of year growth based on F & P and IStation reports	Eduphoria I Station reports				
	3						
	4						

Lamar Elementary

DISTRICT NAME Midland Independent School District

CAMPUS NAME Lamar Elementary

Problem Statement #1	Lamar students performed at 38% writing, 56% reading, 45% math, and 45% science according to STAAR results.	is occurring because of	We don't dedicate enough time to study the depth of the grade level TEKS, nor do we fully understand how they build between grades.
Annual Goal	Lamar's goal is to have 70% of all students meeting standards on STAAR for grades 3-6 and 70% of all PreK-2nd grade students meeting expectation on Istation, F & P, and the end of ye		
Strategies	The overarching strategy that will be put in place will be the collaborative process. Teacher learning will impact student growth. In addition to the PLC implementation, Lead4ward will be utilized to support the learning process and the instructional changes that need to occur for student growth.		

Index Number NA 1 - Student Achievement 2 - Student Progress 3 - Closing Gaps 4 - Postsecondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input checked="" type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input type="checkbox"/> Teacher Quality	How will address this root cause impact the index/indicator/CSF?
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Quarter 1 - August, September, October

Q 1 Goal: 100% of Lamar teachers will be participating in the collaborative planning process, utilizing Lead4ward as a resource.		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
	1	PLC training with on-going consultant support in conjunction with campus collaborative meetings.	Agendas, collaborative team minutes, sign in sheet, norms, smart goals and email communication with consultant and solution tree surveys	Yes or No		Yes or No	
	2	Lead4ward overview with implementation support	Lesson plans, sign in sheets, agendas, identified priority knowledge and skills and PD certificates				
	3	Determine root cause and revisit in collaborative teaming to maintain campus focus.	Root cause statement, agendas and collaborative team minutes				
	4						

Quarter 2 - November, December, January

Q 2 Goal: Through the development of common assessments during collaborative planning, 100% students will exhibit growth on targeted standards.		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
	1	Training and support on common assessments	Agendas, minutes, common assessments and their results	Yes or No		Yes or No	
	2	Training and support on IQ released test (3-6) and academic vocabulary (K-2)	Sign in, agendas, collaborative team minutes, lesson plans and common assessments				
	3						
	4						

Quarter 3 - February and March

Q 3 Goal: 100% of teachers will use Lead4ward strategies during instruction to continue to positively impact student growth.		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
	1	Using common assessments within collaborative teaming to drive instruction	Common assessments results	Yes or No		Yes or No	
	2	Using Lead4ward instructional strategies to target instructional needs based on common	Common assessments results				
	3	Instructional rounds					
	4	Adding additional learning time for students					

Quarter 4 - April, May, June

Quarter Goal: 100% of Lamar students will show academic growth.		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
	1	Using common assessments within collaborative teaming to drive instruction		Yes or No		Yes or No	
	2	Using Lead4ward instructional strategies to target instructional needs based on common					
	3	Adding additional learning time for students					
	4						

Long Elementary

DISTRICT NAME Midland Independent School District

CAMPUS NAME Long Elementar

Problem Statement #1	Only 49% of our students have met or exceeded progress.	is occurring because of	The lack of collaborative planning between teachers to address instruction.
Annual Goal	By implementing the PLC process and addressing Tier I instruction, all students will meet or exceeds progress.		
Strategies	The implementation of collaborative teaming (PLC) that incorporates the use of STAAR4Ward tools.		

Index Number NA 1 - Student Achievement 2 - Student Progress 3 - Closing Gaps 4 - Postsecondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input checked="" type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input type="checkbox"/> Teacher Quality	How will address this root cause impact the index/indicator/CSF?
		Student progress will increase.

Quarter 1 - August, September, October

Q 1 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
100% of the teachers through collaborative planning will use STAAR4ward strategies to engage students in learning.	1	Identification and implementation of four STAAR4ward strategies	IFV forms, lesson plans, PLC minutes, pictures of products	Yes or No		Yes or No	
	2	Two days of PLC training provided before school starts by Solution Tree.	Sign-In Sheets, pictures of products, agenda				
	3	Training in forethought and STAAR4Ward materials to use as resources for planning	Lesson plans, IFVs, Agendas from training				
	4						

Quarter 2 - November, December, January

Q 2 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
Be the end of the first semester, 80% of teachers are incorporating various components of the PLC menu (as decided by the collaborative teams) into their lesson to improve student learning.	1	Training and implementation to use STAAR4ward tools (Quintile reports, field guides and PLC	Agendas, sign-in sheets, lesson plans, walkthroughs, pictures, Quintile reports	Yes or No		Yes or No	
	2	On going PLC process in place	Sign-In Sheets, PLC minutes, Agendas, evidence of PLC process planning				
	3	Teachers will used common assessments to continue to improvement Tier i instruction.	District checkpoints, Istation, RenStar, teachers common assessments, scale score and F & P				
	4						

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
Using student data, teachers will identify student progress and determine appropriate interventions or enrichments.	1	Data reviewed by teachers	Heat Maps, Istation, F & P	Yes or No		Yes or No	
	2	Inventions, after school tutorials.					
	3	Identifying students for enrichment	Checkpoints and common assessments				
	4						

Quarter 4 - April, May, June

Quarter Goal:		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
Evaluative of Goal Campus team will review multiple data sources to determine the effectiveness of the strategy and identify barriers in the 16-17 plan.	1			Yes or No		Yes or No	
	2						
	3						
	4						

Milam Elementary

DISTRICT NAME Midland Independent School District

CAMPUS NAME Milam Elementary

Problem Statement #1	Less than 50% of students are meeting expectations on State standards, based on STAAR assessment results.	is occurring because of	The campus lacks the focus and/or understanding of standards in order to create a systematic approach in delivery of Tier 1 instruction.
Annual Goal	65% of students will meet or exceed progress.		
Strategies	Provide teacher support in the form of Professional Development through TS Consulting. Implementation of STAAR4Ward and collaborating planning.		

Index Number NA 1 - Student Achievement 2 - Student Progress 3 - Closing Gaps 4 - Postsecondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input checked="" type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will address this root cause impact the index/indicator/CSF?
		Student progress will increase.

Quarter 1 - August, September, October

Q 1 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
100% of teachers will have Professional Development in collaborative planning, Staar4Ward, TEKS study and study on balanced literacy approaches.	1	Train ELAR/SLAR and Math teachers on unpacking the standards through a consultant.	Minutes/sign-in sheet, lesson plans and standards calendar	Yes Or No		Yes Or No	
	2	Identify priority knowledge and skills statements through the Lead4Ward strategies through the collaborative process.	Lead4ward Care Plan and collaboration minutes				
	3	Campus will provide on-going Professional Development in balanced literacy approach.	Agendas, IFV data				
	4						

Quarter 2 - November, December, January

Q 2 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	e supporting progresstoward quarter	Are you on track to meet the annual goal?	Adjustments for Quarter 3
85% of teachers are planning lessons using the STAAR4Ward PLC menu and have implemented one instructional strategy.	1	Continue CIA and collaborative process.	Minutes/sign-in sheets, standards calendar, lesson plans, IFV data	Yes or No		Yes or No	
	2	Teachers will plan using the STAAR4Ward PLC menu.	IFV data, lesson plans, CarePlan				
	3	Through the collaborative process teachers will develop common formative assessments.	Teachers will analyze results to make adjustments in instruction.				
	4	Teachers will use student data to plan effective intervention and enrichment.	Common formative assessment data, running records for K-2, istation reports, district checkpoints				

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	e supporting progresstoward quarter	Are you on track to meet the annual goal?	Adjustments for Quarter 4
85% of teachers will effectively deliver instruction using the research based instructional strategies.	1	Student interventions (Saturday school)???		Yes or No		Yes or No	
	2	Data					
	3						
	4						

Quarter 4 - April, May, June

Quarter Goal:		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	e supporting progresstoward quarter	Did you meet your annual	Additional Information?
65% of students will meet or exceed progress.	1	Evaluating programs? (surveys, IFV's)		Yes or No		Yes or No	
	2						
	3						
	4						

Rusk Elementary

DISTRICT NAME Midland Independent School District
 CAMPUS NAME Rusk Elementary

Problem Statement #1	Only 42% of EcD met Level II, Phase I standards for Writing and 23% met Level II Phase I for Science.	because	there is a lack of collaboration among grade levels and across content areas in order to address Tier 1 instruction.
Annual Goal	By incorporating writing across all content areas, Economically Disadvantaged students' performance, at Level 2 Phase 2 standards, will increase by 16 points in science and writing. Increase writing from 42% to 58% Increase science from 23% to 39%.		
Strategies	Using a variety of best practices, strategies will focus on three areas: learning (both student and adult), assessment, and collaboration.		

Index Number NA 1 - Student Achievement 2 - Student Progress 3 - Closing Gaps 4 - Post Secondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will addressing this root cause impact the index/indicator/CSF?
		By providing professional development on best practices for Tier 1 instruction, we will advance academic achievement of the economically disadvantaged student group.

Quarter 1 - August, September, October

Q 1 Goal	Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
Working with collaborative teams, 100% of core-content teachers will establish baseline data focused on the priority (essential) knowledge and skills and lesson-planning will reflect use of appropriate Lead4Ward resources (IQ Released Tests, Field Guide, TEKS Snapshots, TEKS Scaffolding documents, and Academic Vocabulary) by the end of Quarter 1.	1 Collaboratively identify the priority (essential) knowledge and skills for writing and science.	Scaffolding documents	Yes		Yes	
	2 Establish expectations of how to conference with students about their writing with 3rd, 4th, 5th, and 6th grade ELA teachers.	Lesson Plans, Student Work Samples from Writing Portfolios				
	3 Establish baseline data using writing samples.	BOY writing samples, EOY samples from previous year, STAAR writing scores from previous year				
	4 Collaborative teams will implement and use the "Tools To Know-Ways To Show" lead4ward tools to plan instruction in core-content. Identify academic vocabulary and integrate into instruction ensuring alignment to rigor of STAAR.	Agendas and Minutes from Collaborative Meetings; Lesson Plans				

Quarter 2 - November, December, January

Q2 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
By the end of Quarter 2, all core content teachers will implement multiple processes to monitor student progress using common assessments/check points as evidenced in student data folders.	1	Implement grade level expectations(PAWS) across content areas for writing.	Anchor Charts; Student Work Samples; Lesson Planning; IFV	Yes or No		Yes or No	
	2	Build and administer 3 week common campus checkpoints for writing (3rd and 4th) and science (5th). Establish and use progress monitoring tool to use when teachers conference with students about writing. Students track their own progress using data folders.	Common Assessment Results Progress Monitoring Tool used during writing conferences. Student Progress Folders				
	3	3rd and 4th grade teachers conference with students about their writing using rubric/checklist based on essential skills developed by each grade level.	Rubric/checklist				
	4	All content areas will incorporate the PLC model utilizing common assessments to plan for reteach and enrichment opportunities.	Groupings for reteaching and enrichments by using Lead4Ward quintile reports PLC Collaborative agenda and minutes				

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
As a result of core content teachers implementing proven best practices, student performance will increase by 10 percentage points or more from baseline data by the end of Quarter 3.	1	Address areas of concerns and provide enrichment based on identified needs from common campus assessments	Quintile reports Common assessment results SLR Heat Maps	Yes or No		Yes or No	
	2	Training by district coaches over high yield instructional strategies Implement a minimum of three high yield strategies within the classroom.	Schedule of training Staff meeting sign in sheets Lesson Plans				
	3	3rd through 6th grade teachers conference with students concerning their writing.	PAWS monitoring tool Lesson plans Student writing portfolio				
	4	In 2nd - 5th science, teacher will spiral back to address areas of need within the priority knowledge and skills.	Common assessment data Anecdotal evidence				

Quarter 4 - April, May, June

Quarter Goal:		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
Alter the master schedule to provide extended learning opportunities to targeted students based on March district benchmark data until the last instructional day.	1	Analyze EOY data to determine professional development summer learning.	STAAR results Common assessment results Campus/district based program data	Yes or No		Yes or No	
	2	Alter master schedule to allow for extended learning opportunities.	Schedule Targeted group				
	3	Provide extended learning opportunities through intervention services.	Schedules Student attendance Lesson plans				
	4	Develop campus common assessments for 4th grade science.	Assessments				

South Elementary

DISTRICT NAME Midland Independent School District

CAMPUS NAME South Elementary

Problem Statement #1	The reading scores at South Elementary have flat-lined and have made no significant gains.	is occurring because of	Need to focus on Tier 1 instruction, highlighting the focus standards at each grade level.
Annual Goal	3rd grade through 6th grade students will show 10% growth on STAAR Reading and K-2 students will be performing at grade level standards on Istation. (EOY)		
Strategies	Collaborative planning and implementation of Lead4ward strategies.		

Index Number 1 - Student Achievement 2 - Student Progress 3 - Closing Gaps 4 - Postsecondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input checked="" type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will address this root cause impact the index/indicator/CSF?
		Student progress will increase.

Quarter 1 - August, September, October

Q 1 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
Vertical reading teams will identify priority knowledge and skills statements.	1	Train all teachers in Lead4ward strategies and the collaborative process.	Sign in sheets, agendas, master schedule, team developed product. IFV	Yes or No		Yes or No	
	2	Identify focus standards in each grade level and create lesson plans that include formative assessments and common assessments that fortify Tier 1 instruction.	Identify focus standards in teacher lesson plans. Teachers will track weekly common assessments through eduphoria.				
	3	Parent nights	Sign in sheets, grade level handouts				
	4						

Quarter 2 - November, December, January

Q 2 Goal 100 % of core teachers will continue the collaborative process and continue to improve Tier 1 instruction.		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
	1	Continue collaborative and Lead4ward process with all teachers.	Sign in sheet, collaborative minutes and agenda, two webinar products (review Quantile reports and SLR)	Yes or No		Yes or No	
	2	Celebrate individual student growth	Student recognition based on Istation monthly reports.				
	3						
	4						

Quarter 3 - February and March

Q 3 Goal 100 % of core teachers will continue the collaborative process and continue to improve Tier 1 instruction		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
	1			Yes or No		Yes or No	
	2						
	3						
	4						

Quarter 4 - April, May, June

Quarter Goal: 100 % of core teachers will continue the collaborative process and continue to improve Tier 1 instruction		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
	1			Yes or No		Yes or No	
	2						
	3						
	4						

Travis Elementary

DISTRICT NAME Midland Independent School District

CAMPUS NAME Travis Elementary

Problem Statement #1	Less than 51% of our students showed student progress in reading.	is occurring because of	Teachers lack the knowledge of TEKS
Annual Goal	75% students show progress through Index 2, STAAR progress measure.		
Strategies	Collaborative teaming, 5 components of teaching within the excellence of teaching model, Lead4ward.		

Index Number NA 1 - Student Achievement 2 - Student Progress 3 - Closing Gaps 4 - Postsecondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input checked="" type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will address this root cause impact the index/indicator/CSF?
		Student progress will increase.

Quarter 1 - August, September, October

Q 1 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
100% of teachers are participating in collaborative teaming and have identified the priority knowledge and skills.	1	Identify priority Knowledge and Skills	Lesson plans, Leadership Lesson Plans, Collaborative Planning Minutes	Yes Or No		Yes Or No	
	2	Develop and train collaborative teams	Collaborative Planning Minutes and Products,				
	3						
	4						

Quarter 2 - November, December, January

Q 2 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
100% of teachers are using student data from assessments to drive instruction.	1	Continue collaborative planning with a focus on reading and writing throughout the curriculum.	Lesson plans, collaborative planning minutes and products, IFVs.	Yes or No		Yes or No	
	2	Collaborative teams are creating common assessments.	Common formative assessments, student based products. Index 2 tracking.				
	3	Utilize district checkpoints and bridging assessments data to drive instruction.	Reports from bridging assessments, district checkpoints.				
	4						

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
75% of students are showing growth in reading.	1	Student interventions		Yes or No		Yes or No	
	2						
	3						
	4						

Quarter 4 - April, May, June

Quarter Goal:		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
75% of students have shown a year's worth of progress in reading.	1			Yes or No		Yes or No	
	2						
	3						
	4						

DISTRICT NAME Midland Independent School District

CAMPUS NAME Travis Elementary

Problem Statement #2	Less than 51% of our students showed progress in reading,	is occurring because of	Teachers lack a strong understanding of how to teach reading proficiency.
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Annual Goal	60% of all students will be reading on grade level.
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Strategies	Guided Reading, collaborative teaming, lead4ward strategies,
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Index Number NA 1 - Student Achievement 2 - Student Progress 3 - Closing Gaps 4 - Postsecondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input checked="" type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will address this root cause impact the index/indicator/CSF?
		Student achievement will increase for all students.

Quarter 1 - August, September, October

Q 1 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Supporting progress toward quarter	Are you on track to meet the	Adjustments for Quarter 2
100% of reading teachers will begin ongoing reading proficiency training.	1	iStation, Imagine Learning,	iStation program reports, imagine learning reports	Yes	Guided reading strategies and training have been covered during faculty meetings in the 1st quarter in addition to district coaches and interventionist providing specific support. Students are implementing iStation, BOY student F&P results have been identified for most students. The percentage of students on tier 1 in iStation has declined, tier 2 has declined and tier 3 has increased.	No	Continued training for guided reading will be ongoing through quarter 2 as needed by individual teachers by campus and district interventionists and district coaches. Running records will be taught to staff as teachers become more proficient with guided reading. As of November 1st, groups will be identified for specific guided reading trainings provided by district coaches.
	2	Additional ongoing training in the areas of: running records, guided reading, F&P assessments.	agendas, sign-in sheet, products, IFV data, running records, F&P				
	3						
	4						

Quarter 2 - November, December, January

Q 2 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	e supporting progresstoward quarter	Are you on track to meet the annual goal?	Adjustments for Quarter 3
As a result of training, 45% of all students will be reading on grade level.	1	Additional ongoing training in the areas of: running records, guided reading, F&P assessments.	agendas, sign-in sheet, products, IFV	Yes or No		Yes or No	
	2	Utilize district checkpoints, bridging assessments and iStation data to drive instruction and indicate	Reports from district checkpoints, bridging assessments and iStation.				
	3						
	4						

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	e supporting progresstoward quarter	Are you on track to meet the annual goal?	Adjustments for Quarter 4
50% of all students will be reading on grade level.	1	Additional ongoing training in the areas of: running records, guided reading, F&P assessments.	agendas, sign-in sheet, products, IFV data, running records, F&P	Yes or No		Yes or No	
	2						
	3						
	4						

Quarter 4 - April, May, June

Q 4 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	e supporting progresstoward quarter	Did you meet your annual goal?	Additional Information?
60% of all students will be reading on grade level.	1	Additional ongoing training in the areas of: running records, guided reading, F&P assessments.	agendas, sign-in sheet, products, IFV data, running records, F&P	Yes or No		Yes or No	
	2						
	3						
	4						

Alamo Junior High

DISTRICT NAME Midland Independent School District
 CAMPUS NAME Alamo Junior High

Problem Statement #1	Less than 56% of economically disadvantaged students have shown progress for multiple years. This student group has been unable to meet the Level II Phase 1 standard in any content area.	is occurring because	Tier I classroom instruction is lacking in rigor required to meet standard.
Annual Goal	Economically disadvantaged students' performance will increase by 16% in all assessed areas in 2016. Reading will increase from 56% to 72%. Writing will increase from 45% to 61%. Math will increase from 45% to 61%. Science will increase from 32% to 48%. Social Studies will increase from 25% to 41%.		
Strategies	Campus will implement campus initiatives with fidelity which will include the following: opportunities for extended learning, use of collaborative teams for appropriate planning, focus on Tier I instruction at the appropriate level of rigor to meet students' needs, and building relationships with students.		

Index Number NA **1 - Student Achievement** **2 - Student Progress** **3 - Closing Gaps** 4 - Post Secondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input checked="" type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will addressing this root cause impact the index/indicator/CSF? By increasing the planning time for teachers to develop more prescriptive lessons, student performance will increase in all content areas. Because almost 1/2 of the student population is identified as Economically Disadvantaged, the campus will ensure the actions have a positive impact on this student group. 1. Increase academic performance on Math, Reading, Science, Social Studies and Writing. 2. Teachers will have sheltered time to plan by departments and academic teams. 3. Enrichment and intervention classes provided. 4. With the addition of a teaming period, teacher can involve parents more actively.
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Quarter 1 - August, September, October

Q 1 Goal	Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
100% of teachers will have collaboration time to plan for and implement Tier 1 instruction.	1 Master schedule developed and implemented to allow for collaborative teaming time. Identify Eco/Dis students for mentoring program	Master schedule Sign in sheets and agendas Mentoring assignments	Yes or No		Yes or No	
	2 Ensure all teachers trained on current district initiatives including: lesson planning tools, PLC, Lead4ward, etc.	Sign in sheets, Agendas, district calendar of trainings				
	3 Identify Priority Knowledge and skills High yield strategies taught to all teachers	Priority K/S Academic coaches sign in sheets and agendas				
	4 Identify students that are on the bubble between passing and failing. Progress Monitoring Student sheets created and being used. Baseline data established	Eduphoria data Classroom student data Progress Monitoring sheets				

Quarter 2 - November, December, January

Q 2 Goal						
85% of teachers will implement campus initiatives as observed in classroom instruction, planning and collaboration	Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
	1	Establish routines and systems to mentor high need Eco Dis students. Students will participate in peer tutoring/mentoring process.	Yes or No		Yes or No	
	2	Ongoing training for all staff on instructional strategies provided by academic coaches Use progress monitoring charts being to track threshold jumping.		Sign In sheets and agendas. Progress monitoring charts, Teacher data		
	3	Use Instructional "Rounds" to improve implementation of campus initiatives.		Data debrief form, lesson plans and IFV's		
	4					

Quarter 3 - February and March

Q 3 Goal						
100% of teachers will implement campus initiatives as observed in classroom instruction, planning and collaboration	Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
	1	Identify stimuli that target group of students struggle to understand; vary instructional stimulus for targeted students	Yes or No	Lesson plan review as well as PLC planning menu review	Yes or No	
	2	Develop and analyze common assessments Students complete progress monitor charts		Common Assessments Progress monitoring/threshold jumping charts		
	3	Use quintile reports for differentiation and targeted instructions		Quintile report following each assessment		
	4	Identify areas of STAAR4Ward/PLC initiatives where teachers/teams are struggling; establish process to provide additional support		Department chairs' review of implementation		

Quarter 4 - April, May, June

Q 4 Goal:						
By extending learning time, 85% of staff will provide targeted instruction for intervention using data from CFA's and district checkpoints. 100% of core teachers will conduct student conferences using progress monitoring charts.	Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
	1	Each content area will have one flex day in the month of April in order to provide process to close instructional gaps	Yes or No	Schedule, content flex lesson plan, student list	Yes or No	
	2	Core teachers conduct at least one conference with the targeted students (focusing on progress)		Conference schedules		
	3	Revisit challenges of initiative implementation in order to identify summer professional development		Identified areas for PD provided to district		
	4					

DISTRICT NAME Midland Independent School District

CAMPUS NAME Alamo Junior High

Problem Statement #2	An average of 3% of Alamo students met level III standard on each subject tested area.	is occurring because of	Alamo teachers are not varying instruction to meet students' needs at ALL levels.
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Annual Goal	8% of Alamo students will reach Level III overall in multiple subject areas. Reading: 7%, Math: 1%, Writing: 2%, Science: 6%, SS: 2%
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Strategies	Campus will implement enrichment classes to push students to gain Level III standard by using high rigor teaching methods, extended learning, use of collaborative teams for appropriate planning and focus on Tier III instruction to meet students' needs.
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Index Number	NA	1 - Student Achievement	2 - Student Progress	3 - Closing Gaps	4 - Post Secondary Readiness
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CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input checked="" type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will addressing this root cause impact the index/indicator/CSF? By taking the following actions, student performance toward the Post Secondary Readiness standard will increase. Changes to the master schedule will allow for extended learning opportunities across all content areas. 1. Flex days added for enrichment to increase level III performers 2. Early Release days will be used to teach Science and Social Studies campus wide to increase the number of Level III performers 3. 3 enrichment classes were added to the master schedule.
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Quarter 1 - August, September, October

Q 1 Goal	Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the	Adjustments for Quarter 2
100% of core teachers will be trained in campus expectations for moving students to Level III performance.	1 Master schedule change to allow for extended learning time and enrichment	Master schedule Eduphoria Reports	Yes or No		Yes or No	
	2 Identify bubble students between Phase II and Phase III.	Math/Reading STAAR scores, Quintile Report				
	3 Provide professional development on campus expectations for Enrichment to address critical question #4 of PLC using appropriate tools from STAAR4Ward	Agenda, Sign in, notes				
	4 Establish baseline data for student progress monitoring charts.	Initial tracking charts				

Quarter 2 - November, December, January

Q 2 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
100% of teachers will use data to reinforce campus instructional initiatives 70% of Level II students will move to the next performance threshold in all tested areas as shown on Common Formative Assessments as tracked by student progress monitoring charts.	1	Using CFA's and district checkpoints, teachers will adjust instructional groups to target student needs (product development or closing student understanding gaps).	Checkpoint data, Teacher data, lesson plans Progress monitoring charts,	Yes or No		Yes or No	
	2	Elective teachers will support content areas by reinforcing knowledge and skills identified by core subject areas.	PLC and Plan minutes and agendas, Lesson plans				
	3	Use early release day for product development (enrichment) for our identified bubble students in science and social studies.	Student lists, products, Early release date November 20, 2015.				
	4	Leadership team will establish and train on expectations for flex schedule implementation.	Sign in sheets, agendas				

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
100% of Teachers will implement Flex Schedules to build in enrichment opportunities.	1	Use early release day for product development (enrichment) for our identified bubble students in science and social studies.	Student lists, products, Early release date February 24, 2016.	Yes or No		Yes or No	
	2	Elective teachers will support content areas by producing a product that is cross curricular.	Products, lesson plans, IFV's				
	3	Each content area will have one flex day per month.	Schedule, lesson plans, student groups				
	4	Teachers will evaluate progress monitoring charts and conduct student conferences regarding progress.	Progress monitoring charts				

Quarter 4 - April, May, June

Q 4 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
By extending learning time, 85% of staff will provide targeted instruction for enrichment using data from CFA's and district checkpoints. 100% of core teachers will conduct student conferences using progress monitoring charts.	1	Each content area will have one flex day in the month of April.	Schedule, content flex lesson plan, student list	Yes or No		Yes or No	
	2	All tested areas will offer a minimum of one day per week of enrichment after school.	Sign in sheets, schedule,				
	3	Follow up Student/teacher conferences regarding progress toward next threshold	Conference schedule, notes				
	4						

Goddard Junior High

DISTRICT NAME Midland Independent School District

CAMPUS NAME Goddard Junior High

Problem Statement #1	40% or more Economically disadvantaged students failed to meet the Level II Phase 1 passing standard.	because	Our Tier I instruction did not meet the appropriate rigor, and interventions were not as targeted/prescriptive as they needed to be.
Annual Goal	Performance of Economically Disadvantaged students will increase by 16% in all tested areas. Reading will increase from 61% to 77% Writing will increase from 43% to 59% Math will increase from 48% to 64% Science will increase from 26% to 42% Social Studies will increase 23% to 39%		
Strategies	Implement initiatives that impact both quality instruction and student performance with fidelity (PLC processes and on-going support, Instructional processes and strategies with STAAR4Ward, extended learning opportunities)		

Index Number NA 1 - Student Achievement 2 - Student Progress 3 - Closing Gaps 4 - Post Secondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will addressing this root cause impact the index/indicator/CSF? By providing training on STAAR4Ward and PLC processes, teachers will have a better understanding of what to teach and how to effectively engage students in their own learning. Through shifts in the master schedule, additional learning time will be provided for student learning as well as adult learning. Campus will create enrichment and intervention opportunities through its REACH program (Raiders Elevating Academics with Classroom Help).
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Quarter 1 - August, September, October

Q 1 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
By the end of October, 100% of core teachers will engage in establishing baseline student data, professional development on collaborative teams and using high-yield instructional strategies.	1	Set up school day interventions (including transitions and logistics) based on results from common formative assessments (CFA)	-REACH description -Alternate bell schedule -Teacher Assignments & responsibilities	Yes or No		Yes or No	
	2	Create master schedule that includes time for interdisciplinary teaming and content specific collaborative teams. Use team time to train on using data to drive instruction.	-Agenda and notes from meetings -Flowchart that reflects distinction in expectations for each team				
	3	Train teachers on using the PLC for PLC Menus and Field Guides; understanding the PLC planning routine, begin the process of using the Flipped PLC routine	-Agenda and notes from meetings -Lesson Plan review -Submitted PLC menus				
	4	Teachers will complete a demographic analysis of all students in their classes and place info into PLC binders; determine whether baseline data will be 2015 STAAR, district checkpoints or CFA's for student progress monitoring charts	-List of "heavy hitters" -Review of PLC binder -Eduphoria reports -Agenda and notes from collaborative teams				

Quarter 2 - November, December, January

Q 2 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
REACH students' performance will increase by 16% (or better) based on each topic reassessment results.	1	Phase in enrichment classes into school day REACH;	REACH class offerings to include new enrichment classes	Yes or No		Yes or No	
	2	80% of teachers are appropriately identifying students and effectively planning for REACH	-REACH walk-through data -Reassess focused content in REACH class				
	3	All core teachers will Implement at least 3 instructional strategies; 100% of elective staff will be trained on effective instructional strategies; 100% of core teacher teams will use Flipped PLC Routines in lesson planning	-lesson plans, agenda, notes, walk-throughs, training timeline				
	4	100% of core teachers will complete comparison data (by department and teacher) of the first two district checkpoints; compare this data to the baseline established in Q1	Heat Maps and Quintile reports of EcD results which include baseline data as well as both checkpoint results				

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
100% of core teachers will understand and implement relevant review strategies 75% of students will jump at least one threshold from the baseline data established in Q1.	1	REACH classes 3 times a week; enhance REACH classes with test taking strategies using relevant strategies (begin using the "open and closed" student choice options)	-Student products	Yes or No		Yes or No	
	2	Train staff on relevant review processes and utilize district resources to establish consistent processes for implementation	-Agenda and notes -Teacher products				
	3	Track data on the variation of stimulus and thinking using the PLC for PLC Menu;	-Collaborative team notes				
	4	Use Student performance tool to track progress (threshold jumping) for EcD students	-Student monitoring tools -Quintile reports and/or Raw Score Phase In Standards				

Quarter 4 - April, May, June

Quarter Goal:		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
100% of core teachers will analyze student performance from CFAs, district checkpoints and benchmarks. These will be related to strategies used in Tier 1 and Tier 2 instruction in order to reflect on best practices.	1	REACH classes 4-5 times a week; focus ELA and Math REACH days on prescriptive strategies for re-testers	-Student lists -Comparative tracking charts for retesters	Yes or No		Yes or No	
	2	Collaborative teams will share discoveries from CFA analysis during staff meetings and team PD day	-Agendas and notes				
	3	Revisit Academic Vocabulary tool and identify "Million Dollar" words that create challenges for students	-Adjusted Lead4Ward tool -List of Million Dollar Words -Lesson Plan review (with focus on use of academic vocabulary)				
	4	Analyze student performance on CFA's given throughout the year; use analysis to begin pre-planning for 2016-17 year	-SLR Reports -Quintile Reports				

San Jacinto Junior High

DISTRICT NAME Midland Independent School District
 CAMPUS NAME San Jacinto J H

Problem Statement #1	Students struggle with content area reading strategies to be successful.	is occurring because of	Lack use of reading strategies in all content areas to help raise scores on formative and summative assessments.
Annual Goal	100% of all teachers will be using reading strategies specific to their core content area, 80% of the time.		
Strategies	Provide reading strategies through the collaborative planning process.		

Index Number NA 1 - Student Achievement 2 - Student Progress 3 - Closing Gaps 4 - Postsecondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input checked="" type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will address this root cause impact the index/indicator/CSF?
		Student progress will increase.

Quarter 1 - August, September, October

Q 1 Goal All teachers will be trained in alternative reading strategies for each content area.		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
	1	Provide 1 reading strategy for each content area through collaborative planning process	Meeting agendas, minutes from PLC notes, monitor lesson plans	Yes or No		Yes or No	
	2						
	3						
	4						

Quarter 2 - November, December, January

Q 2 Goal 100 % of teachers will be using alternative reading strategies 50% of the time.		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
	1	Provide 2 more reading strategy for each content area through collaborative planning process.	Meeting agendas, minutes from PLC notes, monitor lesson plans, POP IFVs	Yes or No		Yes or No	
	2						
	3						
	4						

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
100 % of teachers will be using alternative reading strategies 65% of the time.	1	Provide 2 more reading strategy for each content area through collaborative planning process.	Meeting agendas, minutes from PLC notes, monitor lesson plans, POP IFVs	Yes or No		Yes or No	
	2						
	3						
	4						

Quarter 4 - April, May, June

Quarter Goal:		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
100 % of teachers will be using alternative reading strategies 80% of the time.	1	Provide 2 more reading strategy for each content area through collaborative planning process	Meeting agendas, minutes from PLC notes, monitor lesson plans, POP IFVs	Yes or No		Yes or No	
	2						
	3						
	4						

DISTRICT NAME Midland Independent School District

CAMPUS NAME San Jacinto J H

Problem Statement #2	There was a lack of consistency in teachers' classroom performance, by not teaching to the specificity of the TEKS.	is occurring because of	Teachers lack knowledge of content specific TEKS and the implementation through classroom instruction.
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Annual Goal	Administrators will use coaching and reflection to improve classroom instruction by increasing the number of teachers instructing at a higher level of instruction from the current number of 10 % to 60% of the staff.
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Strategies	Administrators will visit classrooms on a daily basis and provide teachers with reflective coaching.
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Index Number NA 1 - Student Achievement 2 - Student Progress 3 - Closing Gaps 4 - Postsecondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance	How will address this root cause impact the index/indicator/CSF? Student progress will increase.
	<input checked="" type="checkbox"/> Quality Data to Drive Instruction	
	<input checked="" type="checkbox"/> Leadership Effectiveness	
	<input checked="" type="checkbox"/> Increased Learning Time	
	<input checked="" type="checkbox"/> Family-Community Engagement	
	<input checked="" type="checkbox"/> School Climate	
	<input checked="" type="checkbox"/> Teacher Quality	

Quarter 1 - August, September, October

Q 1 Goal 1. Campus administrators have created a goal of 10 classroom visits per week per administrator beginning August 31, 2015, for coaching purposes. 2. Implement STAAR4Ward program to train teacher to use data to teacher to a higher level. 3. Implement advisory teams to enrich and reinforce Focus Knowledge and Skills Standards identified through STAAR4Ward. 4. Training of teachers in what Higher Order Thinking instruction looks like in the classroom and on lesson planning.		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
	1	<p>Each campus administrator has been assigned a PLC to help mentor and guide instruction of students.</p> <p>Department chairs are trained in STAAR4Ward implementation and then teach and train their core staff to implement the data through their discipline taught.</p> <p>The assistant principals have been assigned PLC teams to meet with and serve as facilitator for their needs.</p> <p>In faculty meetings and core coaching meeting, train the teacher to understand and use Higher Order Thinking skill in the classroom.</p>	<p>Agendas and sign in sheets from Administrator monitoring the direction of the PLC meetings.</p> <p>Agendas and sign in sheets from departmental meetings with Focus and Process TEKS identified by core and Care Plan Documentation.</p> <p>PDAS and IFV data for individual teachers assigned to that administrator.</p> <p>Faculty meeting agendas and core coaches' agendas showing Higher Order Thinking skills taught</p>	Yes or No		Yes or No	
	2						
	3						
	4						

Quarter 2 - November, December, January

Q 2 Goal Administrators will use coaching and reflection to improve classroom instruction by increasing the number of teachers instructing at a higher level of instruction from the current number of 10 % to 40% of the staff.		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
	1	1. Each administrator will have 10 walkthroughs per week with feedback to the teachers for coaching purposes. Department Chair people will have 3 per week. 2. Administrators will meet with their PLC advisory teams twice monthly to analyze IFV forms and coach on effective higher order thinking instruction. 3. Principal will meet with their Department chairs weekly to evaluate IFV data and lesson design alignment for higher order thinking instruction. 4. Administrators and counselors will meet with Principal once weekly to review data from IFV, lesson design, PLC agenda and departmental meetings to ensure alignment with lesson design to higher order thinking instruction.	Walkthrough Data – looking for the number of teachers instruction on a higher order thinking level (level 3) Analysis Reports from Eduphoria to monitor improvement on testing data for the focus and process TEKS identified with STAAR4Ward data in each core class and Care Plan Documentation. PLCs agendas and sign in sheets Department chair agendas and sign in sheets Principal's Agendas Review of teacher lesson plans by Department Chair people and Administration.	Yes or No		Yes or No	
	2						
	3						
	4						

Quarter 3 - February and March

Q 3 Goal Administrators will use coaching and reflection to improve classroom instruction by increasing the number of teachers instructing at a higher level of instruction from the current number of 40 % to 50% of the staff.		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
	1	1. Each administrator will have 10 walkthroughs per week with feedback to the teachers for coaching purposes. Department Chair people will have 3 per week. 2. Administrators will meet with their PLC advisory teams twice monthly to analyze IFV forms and coach on effective higher order thinking instruction. 3. Principal will meet with their Department chairs weekly to evaluate IFV data and lesson design alignment for higher order thinking instruction. 4. Administrators and counselors will meet with Principal once weekly to review data from IFV, lesson design, PLC agenda and departmental meetings to ensure alignment with lesson design to higher order thinking instruction.	Walkthrough Data – looking for the number of teachers instruction on a higher order thinking level (level 3) Analysis Reports from Eduphoria to monitor improvement on testing data for the focus and process TEKS identified with STAAR4Ward data in each core class and Care Plan Documentation. PLCs agendas and sign in sheets Department chair agendas and sign in sheets Principal's Agendas Review of teacher lesson plans by Department Chair people and Administration.	Yes or No		Yes or No	
	2						
	3						
	4						

Quarter 4 - April, May, June

Q 4 Goal Administrators will use coaching and reflection to improve classroom instruction by increasing the number of teachers instructing at a higher level of instruction from the current number of 50 % to 60% of the staff.		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?	
	1	1. Each administrator will have 10 walkthroughs per week with feedback to the teachers for coaching purposes. Department Chair people will have 3 per week. 2. Administrators will meet with their PLC advisory teams twice monthly to analyze IFV forms and coach on effective higher order thinking instruction. 3. Principal will meet with their Department chairs weekly to evaluate IFV data and lesson design alignment for higher order thinking instruction. 4. Administrators and counselors will meet with Principal once weekly to review data from IFV, lesson design, PLC agenda and departmental meetings to ensure alignment with lesson design to higher order thinking instruction.	Walkthrough Data – looking for the number of teachers instruction on a higher order thinking level (level 3) Analysis Reports from Eduphoria to monitor improvement on testing data for the focus and process TEKS identified with STAAR4Ward data in each core class and Care Plan Documentation. PLCs agendas and sign in sheets Department chair agendas and sign in sheets Principal's Agendas Review of teacher lesson plans by Department Chair people and Administration.	Yes or No		Yes or No		
		2						
		3						
		4						

Midland Senior High School

DISTRICT NAME Midland Independent School District
 CAMPUS NAME Midland High School

Problem Statement #1	51% of Eco Disadvantaged and 76% of ELL students did not show significant progress in critical reading and/or writing.	is occurring because of	MHS staff in all content areas has not supported and/or monitored the implementation of critical reading and writing strategies.
Annual Goal	The campus will implement and monitor critical reading and writing strategies in all content areas to improve rigor and transfer. Using Level II Phase 2 passing standards, Eco Disadvantaged will increase to 65% and ELL will increase to 40%.		
Strategies	Campus will implement best practice strategies that focus on these areas: learning (including increased opportunities for learning), assessment, instructional practices and collaborative routines.		

Index Number NA 1 - Student Achievement 2 - Student Progress 3 - Closing Gaps 4 - Post Secondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input checked="" type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input type="checkbox"/> Teacher Quality	How will addressing this root cause impact the index/indicator/CSF?
		The improvement of critical reading and writing skills will improve student performance in all areas. The strategies identified involve extensive evaluation of student data and subsequent instructional adjustments. The emphasis on collaborative teaming, while supporting the use of quality data, will also support a better school climate through collaboration. The improvement of teacher quality is addressed through training and peer support via collaboration. This collaboration will also increase the leadership capacity of Asst. Principals, Dept. Chairs, and teachers.

Quarter 1 - August, September, October

Q 1 Goal	Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
100% core staff will be trained in and will begin implementation of campus initiatives by the end of Quarter 1.	1 Identify Focus Standards Learn and implement the PLC Guide and PLC Planning Routine Learn and implement the Flipped PLC process	Collaborative Group Minutes/Agenda Master Schedule	Yes or No		Yes or No	
	2 District T & L training on formative assessments (Exit Tickets) Develop common formative assessments (CFAs)	Agendas/Sign-In Sheets/ Minutes that list strategies				
	3 Adjust Bell Schedule to allow for collaborative teaming PLC training for teachers Establish SMART Goals and Agendas for collaborative teams Lesson plans posted in Forethought using a district common template Cornell Notes Training	Bell Schedule Sign-In sheets for training Collaborative team agendas & minutes Lesson Plans IFVs Six weeks Reflection Report				
	4 Incorporate accelerated classes into school day in the form of elective credit classes Conduct an English 2 Blitz during PSAT testing ELA pull-outs for restesters ELL pull-outs for instructional support.	Collaborative Group Minutes/Agendas Student Schedules/Master Schedule Blitz planning and agendas Pull-out schedules				

Quarter 2 - November, December, January

Q 2 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
***100% of core teachers will understand/implement and use the PLC Routine. ***Staff will monitor student progress on common campus/district assessments.	1	Intentional Intervention Training Monitor for implementation of PLC for PLC Menu and PLC Planning Routine	Principal + 1 Attendance Collaborative team minutes/agendas	Yes or No		Yes or No	
	2	Students complete progress monitoring documents for each campus/district common assessment Monitor formative assessment implementation based on T&L trainings (exit ticket) District T & L Training (Anchor Charts/Who Am I?) Develop common assessments	Collaborative Team minutes and agendas Student monitoring documents Lesson plans and IFVs				
	3	Monitor collaborative teams for PLC Routine and Flipped PLC implementation	Collaborative Team minutes and agendas				
	4	Monitor student performance in Acceleration Classes	Campus and District Common Assessments				

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
100% of collaborative teams will review semester 1 data to prioritize and plan for review.	1	Relevant Review training Additional support for prior Lead4ward strategies	Principal + 1 Attendance Review of collaborative team activities	Yes or No		Yes or No	
	2	Monitor for implementation of tracking sheets Monitor implementation of T&L strategy(Anchor Charts/Who Am I?) Train for subsequent T&L strategy(Fact or Fib/Card Sort) Develop common assessments	Student tracking documents Lesson Plans and IFVs Sign-In Sheets Collaborative team agendas/minutes				
	3						
	4						

Quarter 4 - April, May, June

Quarter 4 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
100% of collaborative teams will review data and prepare for Summer Academy.	1	Review data and prepare for Summer School.	STAAR EOC Data	Yes or No		Yes or No	
	2	Monitor implementation of T&L strategy (Fact or Fib/Card Sort)	Lesson plans and IFVs Collaborative team agendas/minutes				
	3						
	4						

DISTRICT NAME Midland Independent School District
 CAMPUS NAME Midland High School

Problem Statement #2	For all tests taken, 41% failed to meet standard in reading; 61% failed to meet standard in Math; 44% failed to meet standard in Science; and 13% failed to meet standard in US History.	is occurring because of	there is a lack of planning for and understanding of how to get students to transfer learning to a different setting.
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Annual Goal	By increasing the effectiveness of Tier 1 instruction in all content areas, the "All Student" groups will meet Level II Phase 2 standard at the following passing rate: Reading-75%; Mathematics-55%; Science-72%; and Social Studies-95%.
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Strategies	Teachers will collaborate on the use of varied stimuli in an effort to enhance students' ability to transfer learning.
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Index Number NA **1 - Student Achievement** 2 - Student Progress 3 - Closing Gaps 4 - Postsecondary Readiness

CSFs addressed	<input checked="" type="checkbox"/> Improving Academic Performance <input checked="" type="checkbox"/> Quality Data to Drive Instruction <input checked="" type="checkbox"/> Leadership Effectiveness <input checked="" type="checkbox"/> Increased Learning Time <input type="checkbox"/> Family-Community Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Quality	How will addressing this root cause impact the index/indicator/CSF?
	The EOC test for students ability to use knowledge in a variety of contexts. Teaching for transfer using varied stimuli will have a positive impact in all areas of the STAAR /EOC. The strategies identified involve using student data to adjust instruction. These strategies also introduce methods to maximize time on task (learning time). The collaborative aspect of these strategies will also have a positive impact on school climate and teacher quality. Working in collaborative groups also increases the leadership capacity of Asst. Principals, Dept. Chairs, and teachers.	

Quarter 1 - August, September, October

Q 1 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q1 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 2
100% of teachers in core areas will be trained in the use of the PLC menu, planning routine, and Fundamental 5 practices.	1	Train teachers on the use of the PLC for PLC Menu and the PLC planning routine	Agendas and Sign-In sheets for trainings	Yes or No		Yes or No	
	2	Develop common assessments Monitor and track common	Common assessment student data				
	3						
	4						

Quarter 2 - November, December, January

Q 2 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q2 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 3
100% of teachers will implement critical writing and student discussion into Tier 1 instruction.	1	Monitor for the strategies of critical writing and student discussions in classrooms	Lesson plans IFVs/POPs	Yes or No		Yes or No	
	2	Establish baseline for threshold jumping using District nine-week Assessment Teacher modeling of instructional strategies in classrooms and collaborative meeting Define and monitor for daily usage of the power zone, framing the lesson, recognition/reinforcement and retrain as necessary	Student monitoring forms IFVs/Classroom observations Collaborative team minutes/agendas				
	3						
	4						

Quarter 3 - February and March

Q 3 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q3 goal?	Evidence supporting progress toward quarterly goal	Are you on track to meet the annual goal?	Adjustments for Quarter 4
90% of teachers will be implementing the five Fundamental 5 strategies and provide support/retrain teachers as necessary.	1	Monitor for full implementation of all Fundamental 5 strategies.	Lesson plans IFVs/POPs	Yes or No		Yes or No	
	2	Monitor student progress on threshold jumping	Student monitoring forms				
	3						
	4						

Quarter 4 - April, May, June

Q 4 Goal		Interventions	Data Collected to monitor interventions	Did you meet Q4 goal?	Evidence supporting progress toward quarterly goal	Did you meet your annual goal?	Additional Information?
100% of collaborative teams will review student data to make adjustments to classroom instruction.	1			Yes or No		Yes or No	
	2						
	3						
	4						