

TARGETED IMPROVEMENT PLAN UPDATE

West Elementary School
November 27, 2018

PROBLEM STATEMENT

Students in our white sub-population are performing below the target in growth in Reading (-8) and Math (-18).

STRATEGY 1

West Elementary School will develop and implement a consistent data collection system for student growth aligned to state expectations. Data analysis meetings will include discussions on student growth, multiple data points, and support for teacher improvement. The resulting data will improve Tier 1 instruction.

STRATEGY 1

PROGRESS

- Through biweekly data meetings, teachers are making significant progress on reading and understanding data in order to plan and implement targeted instruction.
 - Five consistent sources of data
 - Meeting norms structured around collaboration and teamwork

STRATEGY 2

West Elementary School will develop and implement a classroom instructional model focused on student growth with coaching and guidance for all staff.

STRATEGY 2

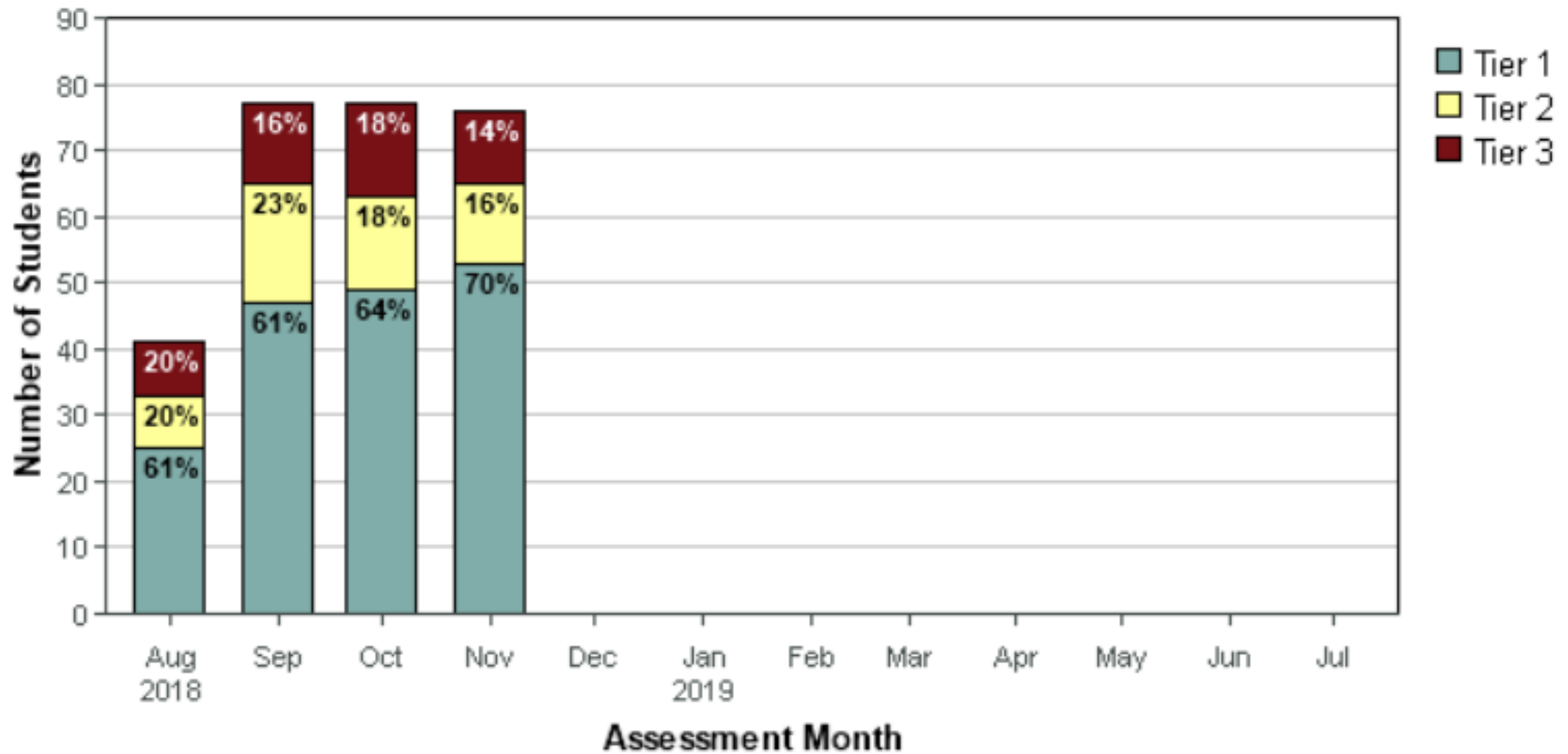
PROGRESS

- Initial training on balanced literacy and guided math is complete.
- The new leveled library is functional and being utilized by K-5 teachers.
- Early observations indicate that all teachers are working toward full implementation of defined instructional expectations.
- A certified Master Reading Teacher was added to the Grade 4 team.
- An additional Grade 4 classroom was added.

STATION TIER MOVEMENT DATA

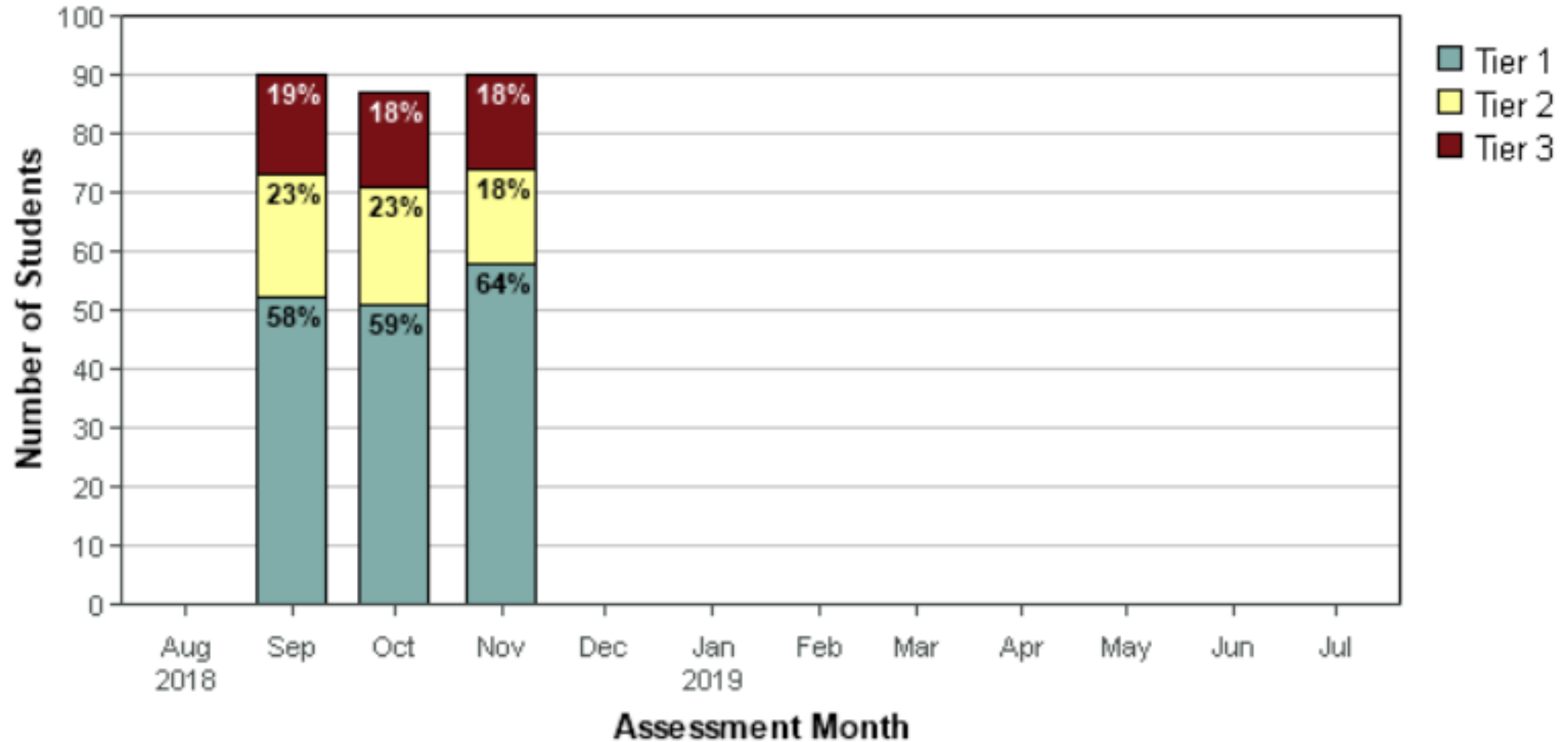
GRADE 3 READING TIER MOVEMENT

3rd Grade - Overall Reading

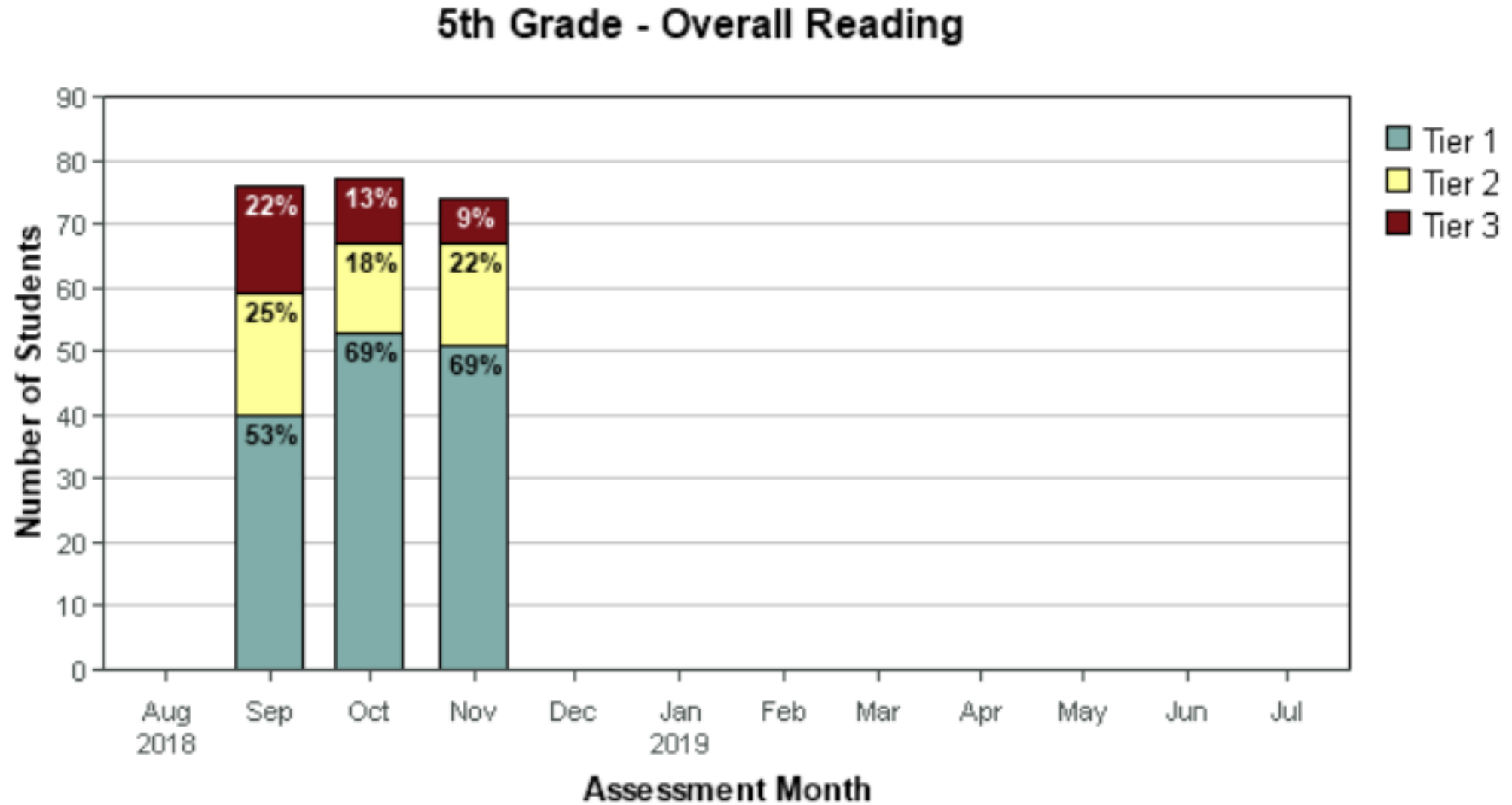


GRADE 4 READING TIER MOVEMENT

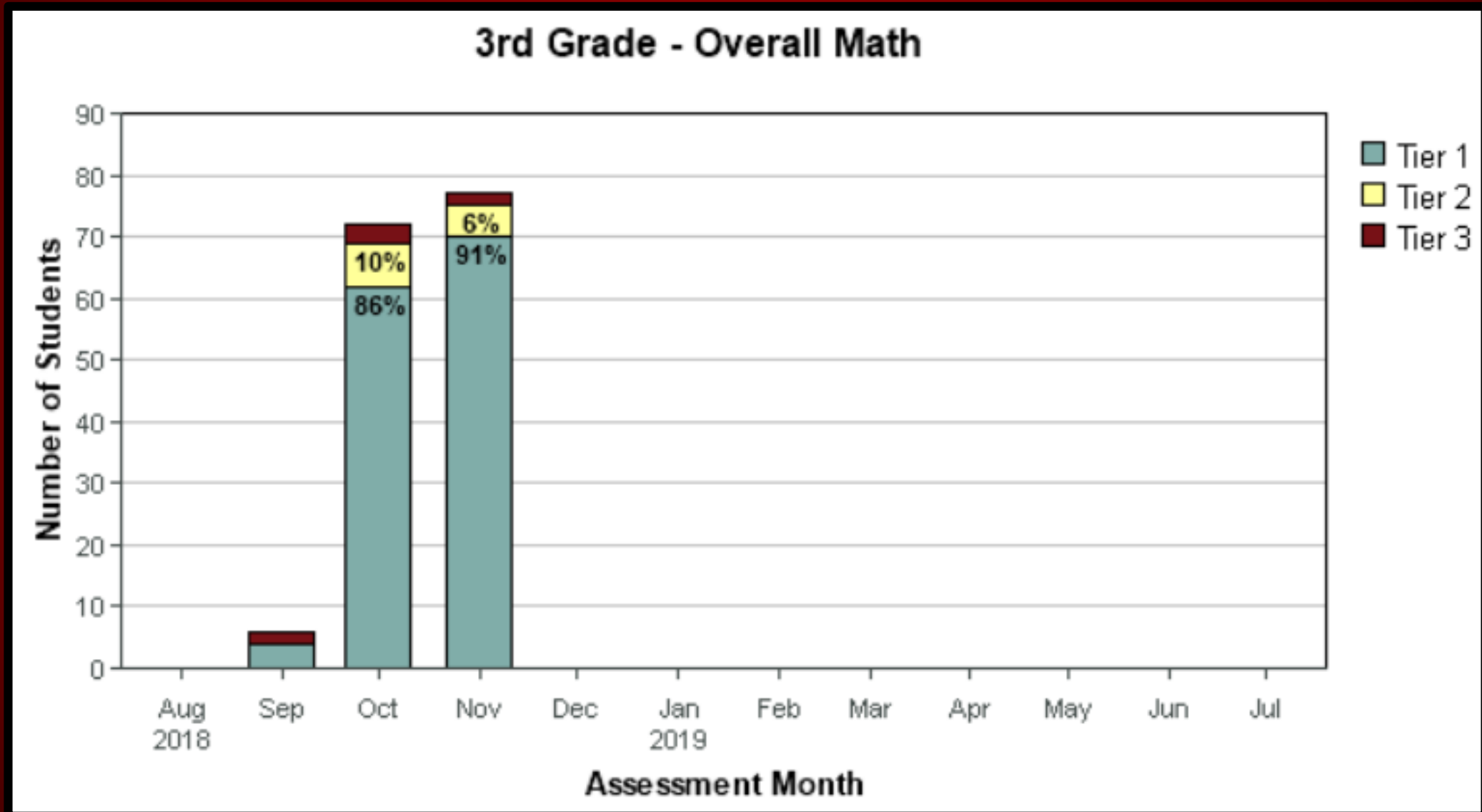
4th Grade - Overall Reading



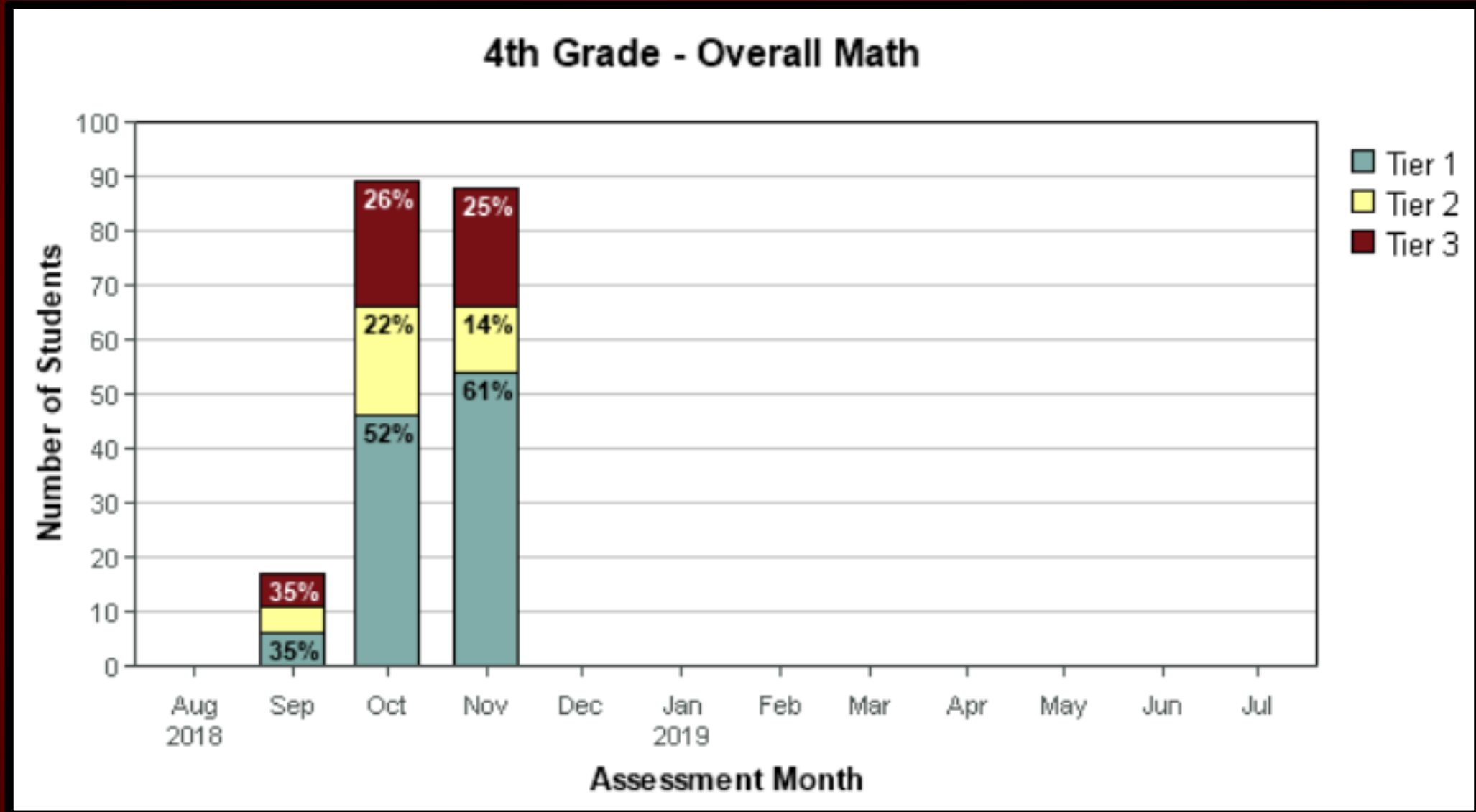
GRADE 5 READING TIER MOVEMENT



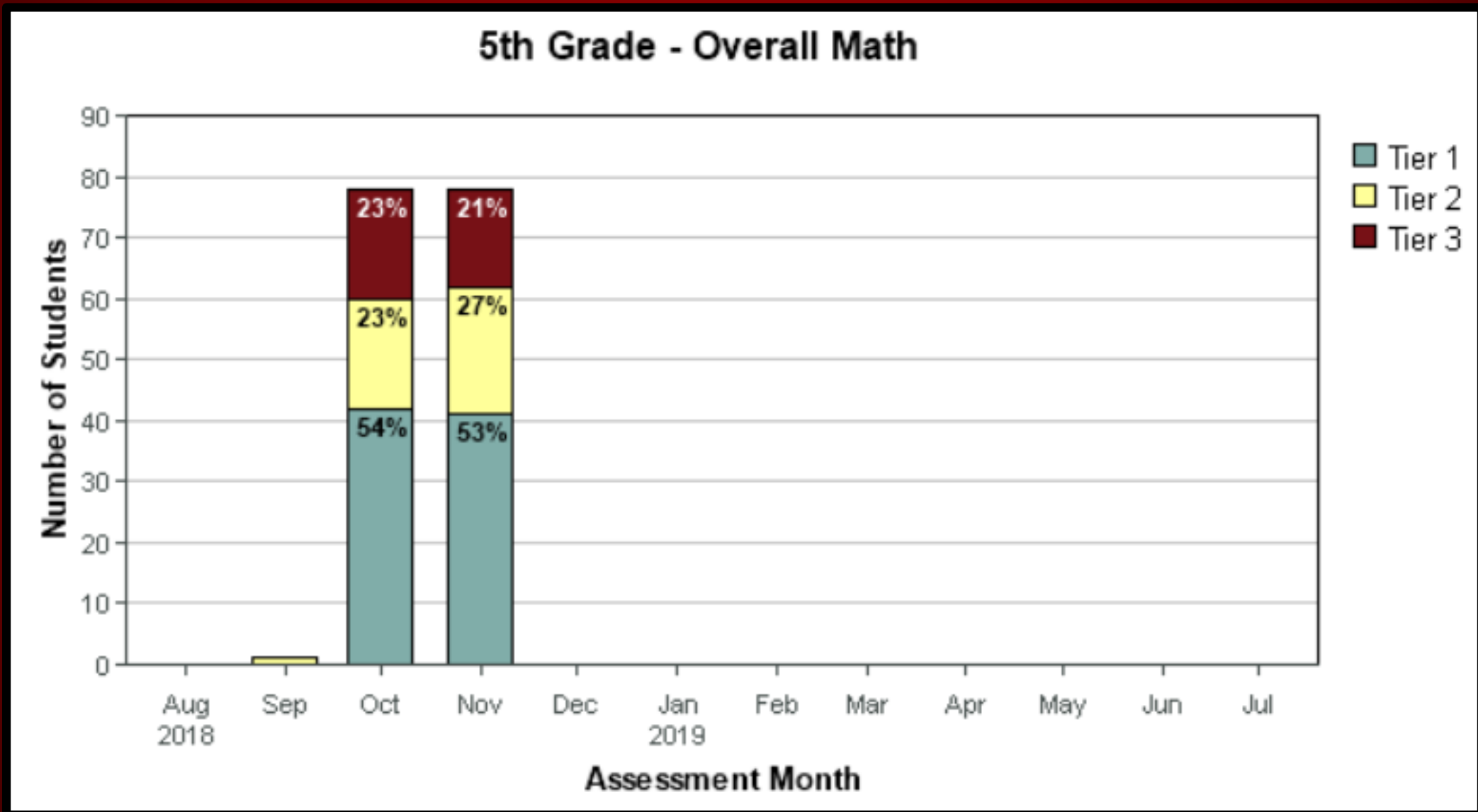
GRADE 3 MATH TIER MOVEMENT



GRADE 4 MATH TIER MOVEMENT



GRADE 5 MATH TIER MOVEMENT



GRADE LEVEL CHECKPOINTS
GRADES 3-5

GRADE 3 MATH CHECKPOINTS

3.2A

compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate

3.4A

solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction

Grade Level Breakdown

K.2I: compose and decompose numbers up to 10 with objects and pictures

K.3B: solve word problems using objects and drawings to find sums up to 10 and differences within 10

1.2C: use objects, pictures, and expanded and standard forms to represent numbers up to 120

1.3F: generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20

1.5D: represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences

2.2B: use standard, word, and expanded forms to represent numbers up to 1,200

2.4D: generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000

2.4C: solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms

GRADE 4 MATH CHECKPOINTS

4.2B

represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals

4.4A

add and subtract whole numbers and decimals to the hundredths place using the standard algorithm

Grade Level Breakdown

1.2C: use objects, pictures, and expanded and standard forms to represent numbers up to 120

1.3F: generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20

1.5D: represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences

use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = \underline{\quad}$; $3 + \underline{\quad} = 7$; and $5 = \underline{\quad} - 3$

1.5G: determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation

understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)

apply properties of operations to add and subtract two and three numbers

2.2B: use standard, word, and expanded forms to represent numbers up to 1,200

2.4D: generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000

2.4C: solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms

3.2A: compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate

3.4A: solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction

3.5A: represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations

GRADE 5 MATH CHECKPOINTS

5.3K

add and subtract positive rational numbers fluently

5.4B

represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity

Grade Level Breakdown

2.4D: generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000

2.4C: solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms

3.4A: solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction

3.5A: represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations

3.4K: solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts

3.5B: represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations

3.A: solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction

3.5A: represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations

4.4A: add and subtract whole numbers and decimals to the hundredths place using the standard algorithm

4.5A: represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity

GRADE 3 RDG CHECKPOINTS

3.8A

sequence and summarize the plot's main events and explain their influence on future events

3.8

Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding

3.8B

describe the interaction of characters including their relationships and the changes they undergo

Grade Level Breakdown

K.8A: retell a main event from a story read aloud

1.9A: describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events

2.9A: describe similarities and differences in the plots and settings of several works by the same author

GRADE 4 RDG CHECKPOINTS

4.6

Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

4.6B

describe the interaction of characters including their relationships and the changes they undergo.

Grade Level Breakdown

1.9B: describe characters in a story and the reasons for their actions and feelings

2.9B: describe main characters in works of fiction, including their traits, motivations, and feelings

3.8B: describe the interaction of characters including their relationships and the changes they undergo

GRADE 5 RDG CHECKPOINTS

5.2A

determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes

5.6A

describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events

Grade Level Breakdown

2.5A: use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)

2.9A: describe similarities and differences in the plots and settings of several works by the same author

3.4A: identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots

3.8A: sequence and summarize the plot's main events and explain their influence on future events

4.2A: determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes

4.6A: sequence and summarize the plot's main events and explain their influence on future events

OVERALL TIP PROGRESS

- Texas Education Agency Conference Call
 - Conducted with Program Specialist Joe Ruiz on Tuesday, October 23, 2018
- PSP/ DCSI TIP Progress Review
 - Conducted with PSP Denise Bell on Thursday, November 1, 2018
- Campus Advisory Team (CAT) meeting to discuss the TIP
 - Conducted on Tuesday, November 13, 2018
- Grade Level TIP Progress Review
 - Conducted on Wednesday, November 14, 2018
- Public Accountability Update
 - Tuesday, November 27: West Elementary School Library at 6:30 PM

OVERALL TIP PROGRESS

- Istation Home Access Parent Informational Letter
 - Tutorial how-to guide available
- Weekly Grade Level Curriculum Letter
- Little Trojan Academy
- Grade 3-5 Morning Tutorials
- Completion of 1st Round of Interim STAAR
- Availability of online resources on USB flash drive through campus library for check-out

NEXT STEPS

- Planning/Instructional Support implementation
 - Math Instructional Consultant 1 day per week
 - Heather Plaisance
 - Reading/ELAR Instructional Consultant 1 day per week
 - Brittany Thomas
 - Overall Educational Consultant to work with campus administrators on a weekly basis
 - Diane Gough

NEXT STEPS

- Address concerns and feedback gathered from the Campus Advisory Team (CAT)
- Meet with TEA defined Campus Leadership Team (CLT)
 - Wednesday, November 28
- Grade level reps from Grades 3-5 will attend Guided Math training at Region 13
- Additional on campus Fountas and Pinnell professional development days
- Visits to other districts who currently are using Fountas and Pinnell
- PSP/ DCSI TIP Progress Review
 - Friday, December 7: West Elementary School from 9:00 AM -1:00 PM

CLOSING THOUGHTS