



Targeted Improvement Plan

District Name:	West Independent School District	County District Number:	16916	Superintendent Name:	Mr. David Truitt
Campus Name:	West Elementary School	Campus Number:	102	District Coordinator of School Improvement:	Mrs. Amanda Adams
PSP:	Denise Bell	Educational Service Center:	Region 12	School Principal:	Mrs. Cari Detlefsen

Vision: West Elementary School will provide research-based instruction in order that all learners demonstrate academic and personal growth and become lifelong learners.

Problem Statement #1:	Students in our white sub-population are performing below the target in growth in Reading (-8) and Math (-18).	Annual Goal #1:	The amount of students in the white sub-pop who show growth will increase to 65% in reading and 60% in math.
Root Cause #1:	Confusion and lack of training on what to do pertaining to instructional expectations, roles, and data use.	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.

Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	The campus will schedule bi-weekly data meetings.	21-Sep-18	Yearly Calendar	C. Detlefsen will create data meeting calendar.	By Sept. 24th, admin will send out data meeting schedule to campus staff.		Select	
	Define team norms and agenda for data meetings that leads to effective student growth conversations.	28-Sep-18	A. Adams, C. Detlefsen, Campus Leadership Team	A. Adams and C. Detlefsen will meet with the CLT to create norms and agenda for use during data meetings across the campus.	Data norms will be implemented at all bi-weekly data meetings to begin on October 3rd.		Select	
	Determine data sources aligned to state expectations and define how they will be organized.	28-Sep-18	Available Student Data	A. Adams and C. Detlefsen will meet to review available data sources, determine if they align to state standards, and prioritize their use. CLT will review and offer suggestions before final determination.	Grade levels will use and analyze defined data resources during all bi-weekly data meetings.		Select	
	Train/coach teachers to read and understand data.	15-Oct-18	Defined data resources, team norms/ agenda	A. Adams and C. Detlefsen will develop or seek out appropriate training/ materials, and train/ coach teachers.	By Nov. 12th, 75% of teachers will be able to read and understand defined data sources.		Select	
Intermediate: (Implementation)	Implement consistent use of defined questioning strategies at data meetings.	Oct. 3 -May 17	Defined norms, agendas, questions	C. Detlefsen and CLT grade level representatives will lead data meetings driven by defined norms, agendas, and questioning strategies.	By Oct. 24th, 80% of data meetings will follow defined norms, agendas, and questioning strategies with fidelity.		Select	
	Implement consistent use of defined data sources at data meetings.	Oct. 3 -May 17	Available Student Data	C. Detlefsen and CLT grade level representatives will facilitate use of defined data sources at data meetings.	By Oct. 24th, 80% of data meetings will use defined data sources at data meetings.		Select	
	Conduct quarterly campus faculty meetings to disaggregate growth data for all students and create action plans.	Nov - May	Available Student Data	C. Detlefsen and CLT grade level representatives will lead data meetings driven by defined campus growth data.	By Nov. 22nd, the campus will hold its first campus student growth faculty meeting.		Select	
							Select	
Long-Term:	Teachers will be able to collect and analyze data for student growth in a collaborative setting.	Ongoing documentation finalized by mid-July	Aggregate data meeting notes	Admin, coaches, and teachers will engage in data meetings to track student growth.	By May 2019, 100% of teachers will have demonstrated ability to collect and analyze data in a collaborative setting.		Select	

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<i>(Results)</i>	Student growth will be exhibited through multiple data points.	Ongoing documentation finalized by mid-July	Aggregate data meeting notes and STAAR data	Admin, coaches, and teachers will engage in data meetings to track student growth.	By July 2019, student growth in the white sub-pop will be at least 60% in math and 65% in reading.		Select	
Vision Status				Vision Metrics				

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

Problem Statement #2:	Students in our white sub-population are performing below the target in growth in Reading (-8) and Math (-18).	Annual Goal #2:	The amount of students in the white sub-pop who show growth will increase to 65% in reading and 60% in math.
Root Cause #2:	Confusion and lack of training on what to do pertaining to instructional expectations, roles, and data use.	Strategy #2:	West Elementary School will develop and implement a classroom instructional model focused on student growth with coaching and guidance for all staff.

Goal #2:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Provide training on balanced literacy and guided math instruction.	10/15/2018	Curriculum Coaches, Region Service Centers, Lead4ward, "The Fundamental 5"	A. Adams and C. Detlefsen will seek out training for math and ELAR teachers from district coaches, ESC 12, and Lead4ward.	By Oct. 26th, 100% of teachers will be trained in guided math and balanced literacy methods in order to provide differentiated instruction.		Select	
	Acquire appropriate instructional resources related to guided learning.	10/15/2018	Fountas & Pinnell Classroom Literacy Systems, Texguides, Lead4ward Field Guides, Region 4 Engaging Mathematics, Istation, Click on TEKS	A. Adams and C. Detlefsen will seek out resources for math and ELAR teachers from reliable, research-based sources.	By Oct. 15th, all resources will be available to teachers to use for balanced literacy and guided math.		Select	
	Reallocate instructional minutes to provide additional time for in class differentiation of math and reading through the use of guided learning.	10/1/2018	Current master schedule, available student data, total instructional day minutes	C. Detlefsen will purposefully recreate the master schedule to provide the maximum instructional minutes possible for math and reading.	By Oct. 1st, all grade K - 5 students will follow the new master schedule.		Select	
	Define expectations for balanced literacy and guided math including a definition of differentiated Tier 1 instruction and create a management system.	10/15/2018	Fountas & Pinnell, Guided Learning Continuum, Debbie Diller resources for stations,	A. Adams and C. Detlefsen will work with the CLT to establish and define guided learning norms and expectations.	By Oct. 15th, 100% of instructional staff in K-5 will have access to all guided learning expectations.		Select	
Intermediate: <i>(Implementation)</i>	Observations will ensure instruction in math includes use of defined expectations such as the problem-solving model (UPSLE), exemplars for lesson planning, academic routines, guided/peer and independent practice, aggressive monitoring, feedback and support.	Oct. 16 -May 17	District guided learning expectations, District Grow & Glows system, Data meeting notes	Administrative team consisting of Principal, APs, District Admin, and Teacher Leaders will conduct regular observations of classroom instruction and offer feedback and support.	100% of teachers will be implementing defined expectations during their math instructional blocks.		Select	
	Observations will ensure instruction in balanced literacy includes use of defined expectations such as independent reading, use of exemplars for lesson planning, clear and direct modeling, read aloud, guided and independent practice, aggressive monitoring, feedback and support.	Oct. 16 -May 17	District guided learning expectations, District Grow & Glows system, Data meeting notes	Administrative team consisting of Principal, APs, District Admin, and Teacher Leaders will conduct regular observations of classroom instruction and offer feedback and support.	100% of teachers will be implementing defined expectations during their reading instructional blocks.		Select	

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	Develop administrative calendars that support instructional coaching and feedback cycle.	Oct. 16 -May 17	Get Better Faster by Paul Bambrick-Santoyo, Driven by Data by Paul Bambrick-Santoyo, Lead Like a Pirate by Shelly Burgess	A. Adams and C. Detlefsen will create a administrative observation calendar and monitor its implementation.	Calendars of the principal and assistant principal demonstrate that 60% of their time is dedicated to instructional leadership activities.		Select	
							Select	
Long-Term: (Results)	Teachers will utilize research-based classroom practices including differentiated instruction in all math and reading classes.	Ongoing throughout the school year, documentation finalized by June 2019	Observation notes, Checkpoint data, Interim STAAR data, Screener data, STAAR data, Data meeting notes, Guided Learning Continuum	A. Adams and C. Detlefsen will monitor data collected throughout the year and offer support/feedback.	By July 2019, 100% of teachers will move up in the guided learning continuum and student growth in the white sub-pop will be at least 60% in math and 65% in reading.		Select	
							Select	
Vision Status				Vision Metrics				

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

Problem Statement #3:			Annual Goal #3:					
Root Cause #3:			Strategy #3:					
Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)							Select	
							Select	
							Select	
							Select	
Intermediate: (Implementation)							Select	
							Select	
							Select	
Long-Term: (Results)							Select	
							Select	
Vision Status				Vision Metrics				