



Targeted Improvement Plan

District Name: Hondo ISD	County District Number: 163-904	Superintendent Name: Dr. A'Lann Truelock
Campus Name: Woolls Intermediate	Campus Number: 105	District Coordinator of School Improvement: Rose Mary Mares
PSP: Tripp Presley	Educational Service Center: Region 20	School Principal: Steve Ayers

Problem Statement #1: Reading - 30% did not reach "approaches", 64% of all students did not reach "meets" grade level, 84% did not reach "masters" level on the Reading STAAR test	Annual Goal #1: Increase by 10% at the approaches, meets and masters levels
Root Cause #1: Inconsistent implementation of scaffolded instruction	Strategy #1: Improve alignment of curriculum, instruction and assessment through the implementation of an effective professional learning community All of the activities listed below are for both Meyer Elementary and Woolls Intermediate Schools.

Goal #1:	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>	Create a schedule that facilitates a 90-minute PLC period	no later than 10/1/2018	Principals, PEIMS clerks	Principals, CLTs	Plan with a purpose		Select	
	Provide PLC training to all staff	October - December	ESC 20 Consultant	CLTs	Create a staff development plan		Select	
	TEKS Resource training	October - December	ESC 20 Consultants	CLTs	Utilization of pre- and post performance assessments		Select	
	Build teacher capacity in scaffolded instruction for reading	October - May	ESC 20 Consultants, NEISD Consultant (former Marzano Consultant); Reading Strategy Book by Jennifer Serravallo	CLTs	Teachers will successfully begin the implementation of scaffolded instruction in reading		Select	
	Select progress monitoring tools	October	District and assessment calendar, selected progress monitoring tool	CLTs	Monitor student progress		Select	
Create an observational framework	October	Research-based strategies for effective observations	CLTs	Consistency in relevant feedback and data collection		Select		
Intermediate: <i>(Implementation)</i>	Implement weekly 90-minute PLC meetings	October - May	Norms, Agenda	Curriculum Specialists, Teachers, Principals	Plan with purpose utilizing student data		Select	
	Targeted weekly learning walks, providing timely, quality feedback for teachers	October - May	Observational framework/T-TESS	Campus Administrators, Curriculum Specialists, DCSI, PSP, ESC Consultant	Look for evidence that the professional development strategies are being implemented with fidelity		Select	
	Use data to inform the planning and drive instruction	October - May	Progress monitoring data	Teachers, Campus Administrators, Curriculum Specialists	Visible student progress through monitoring and adjusting instruction		Select	
Long-Term: <i>(Results)</i>	Sustain a culture of high achievement through intervention, observation and feedback based on the tenets of the continuous improvement process and on-going professional development	Ongoing	Student data, T-TESS data	Campus Administrators, Teachers, Curriculum Specialists	Consistent high quality instructional practices in every classroom, every day		Select	
							Select	

Vision Status	Vision Metrics
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End of Year Report

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

Is the root cause resolved? Why or why not?

Problem Statement #2:	Math - 28% did not reach "approaches", 69% did not reach "meets" grade level, 90% did not reach "masters" level on the Math STAAR test	Annual Goal #2:	Increase by 10% at the approaches, meets and masters levels
Root Cause #2:	There are differences in the quality of instruction	Strategy #2:	Building teacher capacity to improve math instruction in grades PK - 5 All of the activities listed below are for both Meyer Elementary and Woolls Intermediate Schools.

Goal #2:	Activity	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>	Create a schedule and an agenda for the Region XX Consultant (TEKS Resource System)	28-Sep	Master schedule	Campus Principals	Walk through schedule		Select	
	Create a professional development plan for math instruction	2-Oct-18	Region XX consultant	Campus Principals, Curriculum Specialists, Math Teachers, DCSI, PSP	Targeted staff development			
	Create an action plan driven by relevant data	October	STAAR data, Multiple data sources, Region XX consultant feedback	Curriculum Specialists	Utilize both embedded and targeted interventions		Select	
	Create a plan for monitoring implementation of professional development	October	Observational feedback framework/T-TESS	Campus Administrators, Curriculum Specialists, DCSI, PSP, ESC Consultant	Vertical learning walk calendar		Select	
	Create a schedule that facilitates a 90-minute PLC period	no later than 10/1/2018	Principals, PEIMS clerks	Principals, CLTs	Plan with a purpose		Select	
	Select progress monitoring tools	October	District and assessment calendar, selected progress monitoring tool	CLTs	Monitor student progress		Select	
Intermediate: <i>(Implementation)</i>	Provide training for math teachers	October - May	Region XX Consultant	CLTs	Adopt consistent classroom practice which will result in increased student		Select	
	Implement action plan created by leadership team and consultant	October - May	Region XX Consultant	Region XX Consultant, CLTs	Provide high quality rigorous instruction in math with fidelity		Select	
	Monitor implementation of the professional development monitoring plan	October - May	Monitoring plan	Campus Administrators, Curriculum Specialists	Effective implementation in every classroom, every day		Select	
	Use data to inform the planning and drive instruction	October - May	Progress monitoring data	Teachers, Campus Administrators, Curriculum Specialists	Visible student progress through monitoring and adjusting instruction		Select	
Long-Term: <i>(Results)</i>	Sustain a culture of high achievement through intervention, observation and feedback based on the tenets of continuous improvement process and on-going professional development.	Ongoing	Student data, T-TESS data	Campus Administrators, Teachers, Curriculum Specialists	Consistent high quality instructional practices in every classroom, every day		Select	
							Select	

End of Year Report

Did you meet the annual goal? Why or why not?
Is the root cause resolved? Why or why not?