



Targeted Improvement Plan

District Name:	Plainview ISD	County District Number:	95905	Superintendent Name:	Dr. HT Sanchez
Campus Name:		Campus Number:		District Coordinator of School Improvement:	Robin Straley
PSP:		Educational Service Center:	Region 17	School Principal:	

Vision: Positively impact student growth in special populations through targeted instructional conversations and interventions.

Problem Statement #1:	5% of 3rd-12th grade ELL students are meeting grade level standards on Reading STAAR/EOC tests.	Annual Goal #1:	15% of 3rd-12th grade ELL students will meet grade level standards on Reading STAAR/EOC tests.
Root Cause #1:	Lack of instructional focus on High Leverage Standards and student growth.	Strategy #1:	District Leadership team will partner with campus principals to oversee the implementation of data-based evidence to drive intervention and classroom 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)	Train campus leaders and instructional coaches to use district data software program.	Train campus leaders and bi-monthly principal meetings and administrator training academies.	Aware software and Lead4ward	Teaching and learning elementary and secondary directors/staff and Special Programs Coordinator/staff working with campus leaders	Knowledge of data software and its capabilities will aid campus leaders in guiding better informed instructional decisions.	Student learning will be monitored systematically and accurately.	Significant Progress	
							Select	
							Select	
Intermediate: (Implementation)	Using district data software program, campus leaders will identify student progress relative to state curricular standards.	During campus PLC meetings, campus leaders will work with instructional staff using district software to measure student progress.	Aware software, district benchmark assessments, and TEKS Resource	Teaching and learning elementary and secondary directors/staff and Special Programs Coordinator/staff working with campus leaders. Campus leaders working with instructional campus staff.	The ability to monitor student progress will assist teachers in making instructional adjustments to assist EL students.	Instructional adjustment can be made in real-time to ensure students progress in their acquisition of grade-level content.	Significant Progress	
							Select	
							Select	
Long-Term: (Results)	Campus leaders' knowledge how to isolate standards EL students need to master will become pervasive and drive classroom instructional delivery.	On an ongoing basis, use district data software to inform adjustments to curricular documents/lesson plans, support materials, and training for teachers of EL students.	Aware and TEKS Resource System (YAG and IFD)	Teaching and learning elementary and secondary directors/staff and Special Programs Coordinator/staff working with select campus instructional staff.	The creation of better aligned planning documents to inform training and material purchases.	Teachers will be able to deliver lessons better aligned with EL student linguistic and academic needs.	Some Progress	
							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 #2:	19% of 3rd-12th grade SPED students are meeting grade level standards on Reading STAAR/EOC tests.	Annual Goal #2:	25% of 3rd-12th grade SPEDS will meet grade level standards on STAAR/EOC.
Root Cause #2:	Lack of instructional focus on High Leverage Standards and student growth.	Strategy #2:	District Leadership team will partner with campus principals to oversee the implementation of data-based evidence to drive intervention and classroom instruction.

Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Train campus admin how to identify High Leverage Standards, analyze STAAR questions using the IFD and YAG, use Data Protocol Sheets, and use district software programs.	July 2018 - November 2018	TEKS Resource System, Lead4ward, Aware software, Data Protocol Sheets	Elementary & Secondary Teaching & Learning Directors/Staff, Special Programs Directors/Staff and Campus Admin	Inform and equip campus admin to be instructional leaders in order to guide instructional decisions with Special Education students.	Campus Admin expected to facilitate PLC conversations and monitor Special Education student learning and progress.	Significant Progress	
							Select	
							Select	
Intermediate: (Implementation)	Campus Admin will attend campus PLC meetings and will work with instructional staff using district data software program to identify special education student progress in targeted areas.	November 2018 - May 2019	Aware Software, Data Protocol Sheets, district CBAs, benchmarks, and TEKS Resource System	Elementary & Secondary Teaching and Learning Directors/ Staff, Special Programs Directors/ Staff working with campus admin & instructional staff.	Monitoring student progress will assist instructional staff in making instructional decisions to assist special education students.	Instructional decisions can be made during lesson planning, teaching, writing IEPs, and determining accommodations to ensure progress in grade level content.	Significant Progress	
							Select	
							Select	
Long-Term: (Results)	Campus admin and instructional staff will use knowledge to identify standards special education students need to master. This information will be used to drive conversations about student growth and placement.	November 2018 - May 2019	Aware Software, TEKS Resource System (IFD & YAG), IEPs, Accommodations/Modifications	Elementary & Secondary Teaching and Learning Directors/ Staff, Special Programs Directors/ Staff working with campus admin & instructional staff.	Instruction will be prescriptive for special education students to ensure continual growth,	Administrators will support teachers with scaffolding curriculum to meet needs of special education students.	Some Progress	
							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	
Intermediate: (Implementation)							Select	
							Select	
							Select	
Long-Term: (Results)							Select	
							Select	
							Select	
Vision Status				Vision Metrics				