



## Targeted Improvement Plan

<b>District Name:</b> Huntsville ISD	<b>County District Number:</b> 236902	<b>Superintendent Name:</b> Dr. Scott Sheppard
<b>Campus Name:</b> Stewart Elementary	<b>Campus Number:</b> 236902101	<b>District Coordinator of School Improvement:</b> Marcus Forney
<b>PSP:</b> Lucy Larrison	<b>Educational Service Center:</b> Region 6	<b>School Principal:</b> Lauren Hodge

**Vision:** Stewart Elementary will cultivate a community of learners who are empowered to be critical thinkers and problem solvers taking ownership of their future.

<b>Problem Statement #1:</b>	30% of all 3rd and 4th grade students reached the Meets or Masters level in Reading and Math in 2018.	<b>Annual Goal #1:</b>	A minimum of 40% of our 3rd and 4th grade students will reach the Meets or Masters level in Reading and Math.
<b>Root Cause #1:</b>	There is a lack of structured systems in place to monitor and address classroom instruction.	<b>Strategy #1:</b>	We will develop a systematic approach to instruction that supports student progress.

Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Identify students in 3rd and 4th grades that obtained the following levels: Did not Meets, Approaches, Meets and Masters in reading and math on the 2018 STAAR Assessments and Common Based Assessments.	3-Oct-18	2nd Grade EOY Assessment (for current 3rd grade students) and 3rd grade STAAR Data (for current 4th grade students).	Classroom Teachers, Instructional Coaches, and Campus Administration.	Teachers will use this data to develop targeted intervention group lessons to promote student growth.		Select	
	Identify student performance levels in grades K-2 in reading and math using local assessments.	3-Oct-18	Local Assessments, iStation Reading Assessments	Classroom Teachers, Instructional Coaches, and Campus Administration.	Teachers will use this data to develop targeted intervention group lessons to promote student growth.		Select	
	Provide professional development on balanced literacy and balanced math instruction.	Oct. 8th	Daily 5 for reading, Daily 3 for math, Literacy Library, Math Lab, Classroom sets of math manipulatives, Math Instructional Coach, Reading Instructional Coach	Instructional Coaches, Administration	Teachers will implement Daily 5 and/or Daily 3 within their classroom to create balanced literacy and balanced math approaches to instruction.		Select	
	Provide professional development on how to effectively plan lessons.	Oct. 8th and 10th	Lesson Plan Template, Lesson Plan Agenda, TEKS Resource System, TEKS Guide, Pacing Calendars, Instructional Coaches, Administration	Classroom Teachers, Interventionists, Instructional Coaches, and Campus Administration.	Each teacher will have the knowledge and skill to effectively develop quality lessons.		Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Monitor the implementation of instruction through walk throughs and observations	Weekly throughout the school year.	Administration, Walk Through Observation Template, Lesson Plans in Forethought	Administrative Team, District C&I Team, Instructional Coaches	Each teacher will effectively implement quality instruction for all students in all academic areas.		Select	
	Provide timely and specific feedback to all teachers regarding planned instruction.	Weekly throughout the school year.	Administration, Walk Through Observation Template, Lesson Plans in Forethought	Administrative Team, District C&I Team, Instructional Coaches	Each teacher will utilize feedback to adjust and continuously improve the quality of instruction.		Select	
	Analyze assessment data in order to monitor and drive instruction.	Campus level data meetings will be held every four weeks.	Including but not limited to iStation Reading and Math, Eduphoria, Unit Assessments, Performance Assessments, Benchmarks	Classroom Teachers, Instructional Coaches, Interventionists, and Campus Administration.	Each teacher will utilize data to increase growth and achievement for all students.		Select	
<b>Long-Term:</b> <i>(Results)</i>	Evaluate the effectiveness of our instructional program by comparing campus based assessment data to 2019 state assessment results.	Jun-19	TELPAS, STAAR, and Campus Based Assessments	Campus Improvement Team, Classroom Teachers, District C&I Team	Ensure alignment between our instructional program and state assessment expectations.		Select	
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