



Targeted Improvement Plan

District Name:	Huntsville Independent School District	County District Number:	236902	Superintendent Name:	Dr. Scott Sheppard
Campus Name:	Huntsville Intermediate School	Campus Number:	41	District Coordinator of School Improvement:	Marcus Forney
PSP:	Herman Lee	Educational Service Center:	Region 6	School Principal:	Beth Burt

Vision: To foster a sense of community and school spirit by building positive relationships and bridges to parental involvement. Our focus is to promote growth on purpose through rigorous and relevant student centered instruction.

Problem Statement #1:	23% of students scored at the Meets level or above on all tests taken.	Annual Goal #1:	Increase the number of students by 20%, that score at the Meets level on all test taken
Root Cause #1:	Lack of teacher understanding of how to teach at the rigor of grade level instruction.	Strategy #1:	Create an environment in which teachers are holding students accountable for grade level curriculum.

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>	Teachers will conduct classroom observations (teacher to teacher)	Oct. 2018- Feb. 2019	Teacher to teacher observation logs, Schedule for campus peer observation program	Principal, Instructional coaches, assistant principals, Dean	Each month, 100% teachers will conduct classroom observations,		Select	
	Teachers will participate in ongoing staff development on effective questioning strategies.	Oct. 8, 2018-May 2019	Staff development agenda, questioning stems, walk throughs	Principal, Instructional coaches, assistant principals, Dean	By Oct. 20, 100% of teachers will demonstrate mastery in asking higher level questions.		Select	
							Select	
Intermediate: <i>(Implementation)</i>	Teachers and students will work together to write individual SMART goals and track growth.	Sept. 17, 2018-May 2019	Student goal sheets by subject, formative assessment	Instructional coaches, all teachers, students	Each student will have an updated individual Smart goal for each content area.		Select	
	Provide ongoing reinforcement of high yield instructional strategies and monitor implementation during walkthroughs.	Sept. 2018-May 2019	Take away Tuesdays, Monday Minutes, Staff development, walk through data	Principal, Instructional coaches, assistant principals, Dean	Campus administration will conduct weekly walk throughs observing targeted instructional strategies and then analyse walk through data determine professional development and teacher support needs.		Select	
	Provide timely and specific feedback to individual teachers regarding the implementation of high yield instructional strategies.	Sept. 2018-May 2019	Walkthrough and observation notes	Principal, Instructional coaches, assistant principals, Dean	Build teacher capacity to effectively utilize high yield instructional strategies.		Select	
Long-Term: <i>(Results)</i>	Provide targeted staff development on analyzing disaggregated data and using it to drive instruction.	Sept. 2018-May 2019	Formative and benchmark data, walk through trends	Principal, Instructional coaches, assistant principals, Dean	All teachers will have the capacity to analyze data and make instructional adjustments based on identified needs.		Select	
	Students will demonstrate ownership of their learning through the data analysis and goal setting process.	Sept. 17, 2018-May 2019	Student goal sheets by subject, formative assessment	Administrators, teachers, students	Student achievement will increase as students identify their own strengths and weaknesses and determine how to impact their own learning.		Select	

Problem Statement #2:		25% of EL and 19% of AA students scored Approaches or above on all tests taken.			Annual Goal #2:		Increase the number of students by 20% in the EL and AA subgroups, that score at the Approaches level on all test taken	
Root Cause #2:		Lack of understanding of the needs of students within these student groups and how to effectively differentiate instruction to meet those needs.			Strategy #2:		Effectively implement strategies to meet the differentiated needs of the EL and African American student groups.	
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)	Provide professional development regarding Sheltered Instruction strategies with all teachers of ELs.	Sept. 2018-Oct. 30, 2018	Texas Gateway modules	Principal, assistant principals, Dean	All teachers will complete the ELL module in Texas Gateway		Select	
	Provide professional development to address needs identified through data analysis.	Sept. 2018-May 2019	Formative and benchmark data, walk through trends	Principal, Instructional coaches, assistant principals, Dean	Instructional coaches and admin will provide staff development weekly based on disaggregated data.		Select	
							Select	
Intermediate: (Implementation)	Provide ongoing reinforcement of effective instruction strategies and monitor implementation during walkthroughs.	Sept. 2018-May 2019	Take away Tuesdays, Monday Minutes, Staff development, walk through data	Principal, Instructional coaches, assistant principals, Dean	Campus administration will conduct weekly walk throughs observing targeted instructional strategies and then analyze walk through data to determine professional development and teacher support needs.		Select	
	Provide timely and specific feedback to all teachers and targeted support for identified teachers.	Sept. 2018-May 2019	Walk through data, PLC meetings	Principal, Instructional coaches, assistant principals, Dean	Instructional coaches and admin will provide feedback weekly, based on walk through data and PLC meetings.		Select	
							Select	
Long-Term: (Results)	Monitor academic progress of student groups using common assessments.	Sept. 2018-May 2019	Common assessment data, Eduphoria	Principal, Instructional coaches, assistant principals, Dean	Instructional coaches, Campus administration will monitor academic progress of student groups		Select	
	Routinely monitor English language acquisition using the Proficiency Level Descriptors.	each 9 weeks	TELPAS Proficiency level descriptors	Dean, Teachers	At the end of each 9 weeks, each content teacher will collect Proficiency level data using the proficiency level descriptors. Data will be collected and interventions will be recommended.		Select	