



Targeted Improvement Plan

District Name:	Huntsville Independent School District	County District Number:	236902	Superintendent Name:	Dr. Scott Sheppard
Campus Name:	Huntsville Elementary	Campus Number:	236902 - 106	District Coordinator of School Improvement:	Marcus Forney
PSP:	Dr. Lucy Larrison	Educational Service Center:	Region 6	School Principal:	Christy D. Cross

Vision: Huntsville Elementary School seeks to create an environment for learning which enables each student the opportunity to grow as an individual as well as a group member, while striving to achieve the optimal level of academic, social and personal success.

Problem Statement #1:	26% of all 3rd and 4th grade students achieved the Meets grade level standard in reading and math on 2018 STAAR.	Annual Goal #1:	35% of all 3rd and 4th grade students will achieve the Meets grade level standard in reading and math on 2019 STAAR.
Root Cause #1:	Lack of effective implementation of Tier 1 and Tier 2 classroom instruction.	Strategy #1:	Implement the balanced literacy and balanced math models with fidelity across all campus grade levels.

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 provide targeted instruction to students after every assessment or data cycle.	Monthly / Per Instructional Unit	RtI process and forms, schedules, Daily 5, Daily Cafe, District Elementary Instructional Materials Documents	Teachers, Instructional Coaches, Principal, Asst. Principals, Interventionists	Provide individualized feedback to students in order to target student academic growth.		Select	
	Campus Look-For's are provided to teachers and monitored to help support classroom literacy/math environments.	September -- May	Balanced Literacy / Math Models "Look For" Forms	Teachers, Instructional Coaches, Principal, Asst. Principals, Interventionists	Teachers will be provided specific and timely feedback for implementation of the balanced literacy and math models.		Select	
	Conduct Daily 5 / CAFE book study with all classroom teachers and campus administrators.	September -- December	Daily 5 / CAFE books	Teachers, Instructional Coaches, Principal, Asst. Principals, Interventionists	Teachers will implement the Daily 5 structure as a framework for balanced math and literacy. Teachers will utilize CAFE strategies for reading instruction.		Select	
	Teachers are provided training and ongoing support in the RtI process.	September (Training) Ongoing (Support)	RtI District Handbook, Campus Expectations	Teachers, Instructional Coaches, Principal, Asst. Principals, Interventionists	Teachers understand differentiation between the three tiers. Teachers will understand their role in each tier.		Select	
Intermediate: <i>(Implementation)</i>	Monitor the implementation of the individual components of balanced literacy and balanced math in the classroom through walkthroughs and observations.	September -- May	Look Fors forms, walkthrough and observation templates	Teachers, Instructional Coaches, Principal, Asst. Principals, Interventionists	Coaches will support the growth of teachers in the areas of balanced math and literacy by meeting their individual needs.		Select	
	Provide timely and specific feedback to all teachers with targeted support for identified staff.	September -- May	Look Fors forms, walkthrough and observation templates	Instructional Coaches, Principal, Asst. Principals	Teachers will have the capacity to effectively implement the balanced literacy/math structures in their classrooms.			
	Teachers will conference with students to set and monitor individual student goals after each assessment.	September -- May	Student Goal Setting Forms and Student Data	Teachers, Instructional Coaches, Principal, Asst. Principals, Interventionists	A minimum of 35% of all 3rd and 4th grade students will meet grade level standards on 2019 state assessment.		Select	
Long-Term: <i>(Results)</i>	Data is disaggregated and growth is measured in the areas of reading and math.	June 2019	TELPAS, STAAR and Campus Based Assessments	Teachers, Instructional Coaches, Principal, Asst. Principals, Interventionists, Students	All students will demonstrate growth in reading and math.		Select	Select