



Seguin ISD, McQueeney, Vogel and Patlan Elementary

Targeted Improvement Plans for Former Improvement Required and Improvement Required Rated Campuses and Met Standard District 2016-2017

McQueeney Elementary

Problem Statement	Root Causes	Annual Goal
1. The All student group achieved a 50% pass rate in 4 th grade writing STAAR state assessment.	Instruction of writing skills was not implemented with fidelity or to the mastery level.	The All student group will have a passing rate of 70% in writing.
<p style="text-align: center;">Interventions:</p> <ol style="list-style-type: none">1. The instructional staff will plan meaningful, rigorous writing instruction with emphasis on the TEKS incorporating CIF and Fundamental 5 strategies.2. Determine writing levels of students based on Calkins teaching.		

Vogel Elementary

Problem Statement	Root Causes	Annual Goal
1. All students have a 50% passing rate on the 2016 4 th grade Writing STAAR Test.	Instruction of Writing Skills was not implemented with fidelity nor practiced to the mastery levels.	The ALL student group will have an overall passing rate of 65% on the 2017 STAAR writing test in 4 th grade.
2. The 4 th and 5 th grade Bilingual students have a 55% passing rate on the 3 rd and 4 th grade 2016 Math STAAR Test.	The teachers did not have the training necessary to teach the Bilingual students to a mastery level in the area of math.	The 4 th and 5 th grade Bilingual students will have a 70% or better passing rate on the 2016 Math STAAR test.
<p style="text-align: center;">Interventions:</p> <ol style="list-style-type: none"> 1. Review and implement Calkins writing program. 2. Use check point data and sample expository writings to begin targeted writing tutorials. 3. Provide training for Bilingual teachers in the areas of CIF Fundamental 5, Guided Math, and Bilingual Strategies. 4. Strengthen Tier 1 interventions using math check point and CBA data. 		

Patlan Elementary

Problem Statement	Root Causes	Annual Goal
1. The All students group had a 47% passing rate on the 2016 4 th grade writing STAAR.	Instruction of the writing skills was not implemented with fidelity nor practiced to mastery levels.	The ALL student group will have an overall passing rate of 70% on the 2017 STAAR writing test in 4 th grade.
2. The ALL students group had 56% passing rate on Index 1 for the 2016 Math STAAR.	The teachers did not have the resources and training necessary to teach the Math skills to the mastery levels and make a years growth in the area of math.	The ALL student group will have a passing rate of 70% or better for the 2017 Mathematics STAAR.
3. The ALL students group had a 56% passing rate on index 1 for the 2016 Reading STAAR.	Instruction of the reading skills was not implemented with fidelity, nor practiced to the mastery level.	The ALL student group will have an overall passing rate of 70% on the 2017 on the 2017 STAAR reading test in grades 3-5 at Patlan Elementary.
4. The ALL student group had a 47% passing rate for the 2016 Science STAAR.	Instruction of the science skills was not implemented with fidelity, nor practiced to the mastery level.	The ALL student group will have a passing rate of 70% or better for the 2017 Science STAAR.
<p>Interventions:</p> <ol style="list-style-type: none"> 1. Review and implement Calkins writing program (focus on expository writing), Fundamental 5 and CIF strategies. 2. Determine writhing levels of students based on Calkins teaching. 3. Indentify the top 20 At-Risk math students in each grade level and review accommodation/504/RtI needs. 4. Determine math levels of students based on Think Trough Math and basic math facts tests (addition, subtraction, multiplication, division as appropriate for each grade). 5. Retain and implement balanced literacy program with fidelity. 6. Use check point data to develop and begin targeted reading interventions (attaining mastery level). 7. Use the 5 E’s Model to fidelity. 8. Develop academic language with students in the classroom through the use of anticipation guides and journals. 		

Seguin ISD

Problem Statement	Root Causes	Annual Goal
1. Special Education STAAR Alt 2 participation rate is 22.5, which is 12.5 percentage points higher than the state standard of 10.0	Lack of understanding of criteria for STAAR Alt 2 participation	Decrease the percentage of special education students taking STAAR Alt 2 from 22.5 to 17.5 or lower
2. Special Education students performed 20 or more percentage points lower than the state standard in all content areas	Lack of implementation of the research-based inclusion/co-teach model with fidelity	Increase the percent passing of Spec. Ed students by 10% or better in all tested areas. Reading 30% to 33%, Math 38% to 42%, Writing 26% to 29%, Science 41% to 45% and Soc. St. 36% to 40%
3. BE/ESL students performed 30% points or more lower than the state standard in all STAAR 3-8 content areas with the exception of math	Lack of training and fidelity in implementing effective ELL instructional practices	Increase the percent passing of ELL students (current and monitor) by 10% or better in all tested areas. Reading 46% to 51%, Math 56% to 62%, Writing 37% to 41%, Science 47% to 52% and Soc. St. 56% to 62%
4. 2016 System Safeguards and PBMAS reports show below state average on student achievement in various 4 core content areas at specific grade levels	Lack of an individualized instruction and intervention process that meets the needs of 100% of SISD students	Increase Index I from 66 to 70
5. The completion rate for males in non-traditional CTE courses is 11.7, 28.3 points lower than the state standard of 40.0	Limited scope of course opportunities and recruitment strategies for non-traditional courses for males	Increase the CTE non-traditional course completion rate target for males from 11.7 to 21.7
6. The African American subgroup is below the System Safeguard standard of 60 in reading (57) and math (58)	Limited effective Tier II intervention in literacy and math	Increase the passing rate of African American students by 10% or better in reading 57% to 63% and math 58% to 64%
7. The district missed the System Safeguard standard of 60% in writing in identified subgroups: Hispanic (56%), Eco Dis (53%), Special Ed (26%) and ELL (37%)	Lack of training and fidelity in implementing vertical alignment of effective writing practices	Increase the passing rate of identified subgroups: Hispanic 56% to 62%, Eco Dis 53% to 59%, Special Ed 26% to 29%, and ELL 37% to 41%

Interventions:

1. Provide training for all ARD committee members with emphasis on STAAR Alt 2 assessments and criteria.
2. Implement the inclusion model in 100% of special education student classrooms.
3. Provide instruction that will result in special education students passing the check points by 10% or better over last year in each subject areas.
4. Provide Sheltered Instruction professional development to all bilingual/ESL teachers, administrators, and paraprofessionals.
5. Provide instruction that will result in bilingual/ESL students passing the check points by 10% or better over last year in each subject areas.
6. Use research proven, best practices, strategies including CIP and Fundamental 5 strategies to improve academic performance.
7. Strengthen Tier I instruction using CIF and Fundamental 5 Strategies and check point data to drive instruction decisions.
8. Continue to develop marketing materials to focus and highlight non-traditional opportunities and strengthen recruitment strategies.
9. Targeted tiered instruction will be utilized to assist African American students in their academic achievement.
10. Implement a district-wide professional development writing plan during the teacher in-service week and monitor/adjust throughout the school year.
11. Continue to grow and support the Instructional Coaches and Trailblazers that will grow and support teacher leaders that impact student achievement.