



Targeted Improvement Plan

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| District Name: Ranger ISD | County District Number: 067907 | Superintendent Name: Mike Thompson |
| Campus Name: | Campus Number: | District Coordinator of School Improvement: Mike Thompson |
| PSP: Jan Cogburn | Educational Service Center: Region 14 | School Principal: Michelle Arnold/Jessie Ellerbe |

Vision: The Ranger ISD staff believes all students can and will progress academically and the school will become academically recognized can earn academic distinctions through effective planning, observing, monitoring and student empowerment exemplified throughout campus culture and productive life in the future.

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| Problem Statement #1: | In "Closing Performance Gaps" the ECD student population (73.7%) scores document a performance of 58% "Approaches" in content tested to a significantly low percent of students scoring "Meets" at 28% and "Masters" at 7% average across content areas tested indicating a significant gap to NEW State Standard. | Annual Goal #1: | Reduce the documented gap in student academic mastery across Reading, Math, Writing, Science, and Social Studies by increasing the ELA/Math performance to the 65% "Approaches" average across all content areas tested; Additionally, we will use individual student data and individual plans for increasing the students' achievement of "Meets" level success from the 28% ECD to 38%, and "Masters" level success from 7% ECD to 12%. |
| Root Cause #1: | Inadequate data disaggregation and data planning has been used by instructional staff causing too low rigor levels in instruction and deficient student academic needs identification, which has prevented assistance to students in meeting "Meets" and "Masters" level academic success. | Strategy #1: | Plan for and implement the use of individual student data analysis, and individual student academic goal planning in student binders to the "Meets" SE level mastery (Pick 5 SE's per grade level content performance from most recent assessment). Student academic goal binders will be used to personalize data based needs and tracking of achievement. Student tracking of achievement in a campus data base implemented to monitor progress at six weeks intervals will lead to necessary changes and interventions at the individual student level. These strategy interventions will lead to changes and accommodations needed for individual students with implementation of activities to increase overall achievement. |

| 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> | Train teachers, instructional coach and lead teachers in the use of data disaggregation in individual student test analysis to note specific strengths and needs. | 9/30/18 to 10/30/18 | Instructional programs data assessment systems, teachers, lead teachers, instructional coach, data tools, data analysis documents | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | 100% of the staff trained in the use of data analysis tools and resulting instructional data individualized for planning student academic intervention and accommodations. | | Select | |
| | Train teachers, instructional coach and lead teachers in the use of a student tracking data base for individual student monitoring of test analysis to note specific instructional strengths and needs. | 9/30/18 to 10/30/18 | Instructional programs data assessment systems, student tracking network data base; teachers, lead teachers, instructional coach, data tools, data analysis documents | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | 100% of the staff trained in the use of data base for student tracking and resulting instructional data individualized for planning student academic intervention, and accommodations. | | Select | |
| | Train teachers, instructional coach and lead teachers in the use of data walls and data room for individual student monitoring of test analysis to note specific category and SE mastery, and instructional strengths and needs across content areas. | 9/30/18 to 10/30/18 | Instructional programs data assessment systems, student tracking on data walls; teachers, lead teachers, instructional coach, data tools, data analysis documents | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | 100% of the staff trained in the use of data walls for student tracking and resulting instructional data individualized for planning student academic intervention and accommodations; | | Select | |
| | Fully implement with fidelity use of the data disaggregation in individual student test analysis to note specific strengths and needs for instructional planning. | 10/15/18 to 05/30/19 | Instructional programs data assessment systems, teachers, lead teachers, instructional coach, data tools, data analysis documents | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | 100% of the students' scores in data analysis tools will result in personal individualized data to plan future academic instruction; Percent of students increasing to the "meets" performance level up 10% per quarter. Up 5% in "masters" level performance. | | Select | |

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| Vision: | | The Ranger ISD staff believes all students can and will progress academically and the school will become academically recognized can earn academic distinctions through effective planning, observing, monitoring and student empowerment exemplified throughout campus culture and productive life in the future. | | | | | | |
| Intermediate: (Implementation) | Fully implement with fidelity use of the student tracking data base for individual student monitoring of test analysis to note specific instructional strengths and needs for instructional planning. | 10/15/18 to 05/30/19 | Instructional programs data assessment systems, teachers, lead teachers, instructional coach, data tools, data analysis documents | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | Students' scores in data analysis tools will result in the data targeted to plan future instruction. Percent of students increasing to the "meets" performance level up 10% per quarter. Up 5% in "masters" level performance. | | Select | |
| | Fully implement with fidelity use of the data walls and data room for individual student monitoring of test analysis to note specific category and SE mastery, and instructional strengths and needs across content areas. | 10/15/18 to 05/30/19 | Instructional programs data assessment systems, teachers, lead teachers, instructional coach, data tools, data analysis documents | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | Students' scores in data analysis tools will result in the data targeted to plan future instruction. Percent of students increasing to the "meets" performance level up 10% per quarter. Up 5% in "masters" level performance. | | Select | |
| Long-Term: (Results) | Monitor and modify the implementation of the data disaggregation in individual student test analysis to note specific strengths and needs for instructional planning. | 10/25/18 to 05/30/19 | Instructional programs data assessment systems, teachers, lead teachers, instructional coach, data tools, data analysis documents | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP; | Students' scores in data analysis tools will result in the data targeted to plan future instruction. Percent of students increasing to the "meets" performance level up 10% per quarter. Up 5% in "masters" level performance. | | Select | |
| | Monitor and modify the implementation of the student tracking data base for individual student monitoring of tests analysis to note specific instructional strengths and needs for instructional planning. | 10/25/18 to 05/30/19 | Instructional programs data assessment systems, teachers, lead teachers, instructional coach, data tools, data analysis documents | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | 100% of the students' scores in data analysis tools will result in personal individualized data to plan future academic instruction; Percent of students increasing to the "meets" performance level up 10% per quarter. Up 5% in "masters" level performance. | | Select | |
| | Monitor and modify the implementation of the data walls and data room for individual student monitoring of test analysis to note specific category and SE mastery, and instructional strengths and needs across content areas. | 10/25/18 to 05/30/19 | Instructional programs data assessment systems, teachers, lead teachers, instructional coach, data tools, data analysis documents | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | Students' scores on STAAR/EOC verify targeted to meets standard of ELA/Reading 38% (+6%) and Math 30% (+9%) in 2019; additionally, scores of "Masters" level success increase success from the 7% ECD to 12% in 2019. | | 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?

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| Problem Statement #2: | Inconsistent classroom teacher alignment of instructional components and rigor to provide complete instruction in high frequency tested standards has been inadequate to ensure sufficient numbers of students achieve the "Meets" and "masters" performance level of achievement. | Annual Goal #2: | Use of high frequency tested curriculum standards and student data to drive instruction increasing all students' achievement of "Meets" level success from the 28% ECD to 38%, and "Masters" level success from 7% ECD to 12%. |
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| Vision: | | The Ranger ISD staff believes all students can and will progress academically and the school will become academically recognized can earn academic distinctions through effective planning, observing, monitoring and student empowerment exemplified throughout campus culture and productive life in the future. | | | | | | |
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| Root Cause #2: | | Teacher lack of understanding in how to align rigorous high frequency tested standards to daily instructional planning and fidelity in classroom instruction. | | | Strategy #2: | | Train all staff in the high frequency tested standards alignment to classroom targeted instruction daily to ensure complete and efficient daily 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 all instructional staff in high frequency tested curriculum standards. | 09/01/18 to 10/30/18 | TEKS Resources YAG, Lead4Ward high frequency curriculum standards, curriculum components | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | 100% of instructional staff trained in the alignment processes. | | Select | |
| | Train all instructional staff in alignment of rigorous standards. | 09/01/18 to 10/30/18 | TEKS Resources YAG, Lead4Ward high frequency curriculum standards, curriculum components | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | 100% of instructional staff trained in the alignment processes. | | Select | |
| | Assist instructional staff in designing an instructional calendar and assessment calendar to implement rigorous instruction across all content. | 09/01/18 to 10/30/18 | TEKS Resources YAG, Lead4Ward high frequency curriculum standards, curriculum components, calendar components and time management techniques. | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | 100% of instructional staff trained in the alignment processes with 90% of instructional staff completing the activities with fidelity. | | Select | |
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| Intermediate: (Implementation) | Design, submit and implement consistent lesson plans documenting the use of targeted SE component instruction across Readiness through Process SEs. | 10/01/18 through 05/30/19 | Lesson Plan documents, administrator monitoring documents, resources for instruction and assessment completion and documentation. | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | 100% of instructional staff trained in the alignment processes with 90% of instructional staff completing the activities with fidelity. | | Select | |
| | Implement the rigorous instructional components to standards levels in all classrooms with fidelity. | 10/01/18 through 05/30/19 | Lesson Plan documents, administrator monitoring documents, resources for instruction and assessment completion and documentation. | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | 100% of instructional staff trained in the alignment processes with 95% of instructional staff completing the activities with fidelity. | | Select | |
| | Complete all instructional assessments on time with rigor to meet standards and complete immediate scoring and feedback for future planning to meet student academic needs. | 10/01/18 through 05/30/19 | Lesson Plan documents, administrator monitoring documents, resources for instruction and assessment completion and documentation. | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | 100% of instructional staff trained in the alignment processes with 95% of instructional staff completing the activities with fidelity. | | Select | |
| Long-Term: (Results) | Administrative management of timely monitoring of all curriculum alignment and instructional implementation and assessments completed with fidelity. | 09/30/18 through 5/30/19 | Lesson Plan documents, administrator monitoring documents, resources for instruction and assessment completion and documentation. | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | 100% of instructional staff trained in the alignment processes with 95% of instructional staff completing the activities with fidelity. | | Select | |
| | Complete STAAR/EOC level assessments on time, review all results and complete retest priorities and future rigorous extended instructional components to improve overall student performance. | 03/01/19 through 08/31/19 | STARR/EOC assessment resources and test documentation and results components. Team planning resources for retest preparation and final results components. | Principals; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP | 100% of instructional staff trained in the alignment processes with 100% of instructional staff completing the activities with fidelity. | | Select | |
| Vision Status | | | | | Vision Metrics | | | |

End of Year Report
Did you meet the annual goal? Why or why not?

Vision: The Ranger ISD staff believes all students can and will progress academically and the school will become academically recognized can earn academic distinctions through effective planning, observing, monitoring and student empowerment exemplified throughout campus culture and productive life in the future.

Is the root cause resolved? Why or why not?

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| Problem Statement #3: | The number of special education students that have dropped out of school for during the 14/15, 15/16 and 16/17 school years compared to the total special education population in grades 7-12 is 1 to 34, 4 to 29, and 2 to 29 respectively. | Annual Goal #3: | Ranger ISD will work to improve dropout rate for special education students, as well as, the general population. With a target level of less than 2% for each group for each year. |
| Root Cause #3: | The root cause for the increased number of special education students dropping out was an effort on the District's part to implement a dropout recovery program initiated in school year 2015/2016. The District needed to better track and document student leavers, as well as, improve our retention techniques. Consequently, that ratio of 4 of 29 SPED student dropouts in 2015/2016 school year has significantly skewed the data for the next three years. | Strategy #3: | Refine and expand academic and non-academic supports for students through regular and special education instructional staff, administrators, and counselors (Campus and SPED Cooperative). |

| 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) | Review and revise as necessary support systems (academic and non-academic) and RTI processes to increase student retention. | 11/30/18 to 2/1/19 | Existing RTI processes, APEX Curriculum, Comp Ed Funds, East End Coop | Administrators, Instructional Specialist, Regular and Sp. Education Teachers, East End Coop, and Counselors | Rubric developed of supports that are available to all students prior to dropping out. | | Select | |
| | Review and revise counseling protocols for all students with specific emphasis on SPED students needs. | 11/30/18 to 2/1/19 | Existing Counseling protocols for Campus and East End Coop | Administrators, East End Coop, and Counselors | Rubric of counseling protocols for use with at-risk students. | | Select | |
| | Review and revise student leaver documentation to accurately code students. | 11/30/18 to 1/15/19 | PEIMS Guidance Documents, TXEIS program | Campus and District Administrators, Counselors, PEIMS Clerk | 100% Accuracy in PEIMS data collection | | Select | |
| Intermediate: (Implementation) | Staff are trained and implement support systems (academic and non-academic) and RTI processes to increase student retention. | 1/07/19 to 5/1/2019 | Existing RTI processes, APEX Curriculum, Comp Ed Funds, East End Coop | Administrators, Instructional Specialist, Regular and Sp. Education Teachers, East End Coop, and Counselors | 100% of staff are trained and use supports for at-risk students including SPED students. | | Select | |
| | Implement counseling protocols for all students with specific emphasis on SPED students needs. | 1/07/19 to 5/1/2019 | Existing Counseling protocols for Campus and East End Coop | Administrators, East End Coop, and Counselors | Use counseling protocols with 100% of at-risk students. | | Select | |
| | Accurately use data collection techniques and documentation to assess all student leavers. | 11/30/18 to 5/31/19 | PEIMS Guidance Documents, TXEIS program | Campus and District Administrators, Counselors, PEIMS Clerk | 100% Accuracy in PEIMS data collection | | Select | |
| Long-Term: (Results) | Administrators review and ensure all implemented processes and protocols are utilized for all students prior to an individual student dropping out. | 11/30/18 to 7/31/19 | Student IEP, PGP, Testing Data, Cumulative Folder, RTI Documentation, Counselling Plans and Notes | Administrators | Ranger ISD will improve dropout rate for special education students, as well as, the general population. With a target level of less than 2% for each group each year. | | Select | |
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| Vision Status | | | | Vision Metrics | | | | |