



Targeted Improvement Plan

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| District Name: Ranger Independent School District | County District Number: 067907 | Superintendent Name: Mike Thompson |
| Campus Name: Ranger Elementary School | Campus Number: 101 | District Coordinator of School Improvement: Mike Thompson |
| PSP: Jan Cogburn | Educational Service Center: Region 14 | School Principal: Michelle Arnold |

Vision: The Ranger Elementary staff believes all students can and will progress academically and the school will become academically recognized and 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 ELA/Reading and Math the Elementary student population has evidence of a significant gap in Growth Points Earned of 19.5 to State Total Possible Points of 32. | Annual Goal #1: Improve the Growth performance in ELA/Read and Math from 19.5 to 25 points. |
| Root Cause #1: The campus staffs' alignment of instructional rigor to instructional assessment is not adequate to obtain scores at Meets / Masters level of the STAAR standards. | Strategy #1: Secure and implement research-based programs, train staff in best practice strategies and interventions (including data disaggregation) while aligning K -5 ELA and Math and to raise the rigor level of instruction to meet the challenges of STAAR testing. |

| Goal #1: | Activity <i>(Actions/Processes)</i> | Activities Timeline | Resources | Person(s) Responsible | Goal for this Activity | Results for this Activity | Status | Next Steps |
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| Short-Term: <i>(training, acquisition of new skills)</i> | Train staff in program instructional and assessment processes for elementary through secondary staff. Assess students for a baseline mastery level recording academic needs. | 09/01/18 through 10/30/18 | Purchased programs; research-based strategies and interventions; instructional staff and instructional coach; lead teacher; | Principal; Instructional Coach; Lead Teacher; ESC 14 Curriculum Specialist; PSP; | 100% of the instructional staff will be fully trained in the programs, strategies and interventions; Baseline for 100% of students in basic ELA/Math assessment recorded; | 11-05_18: i-ready purchased. All trained; sign-in sheets on file | On Track to Meet Goal | Completed. |
| | Initiate implementation of the programs aligning them with TEKS SEs, interventions, strategies in ELA classes, and cross curriculum in content classes. | 09/01/18 through 10/30/18 | Research based programs, strategies and interventions; Teachers; Instructional Coach; Lead Teacher; | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP; | Implementation of the programs, interventions and strategies in 75% of the content classes by 10-15-18 as evidenced in walk-throughs. | 11-05_18: All programs trained, implemented, and tracked through DMAC. | On Track to Meet Goal | Completed. |
| | Initiate monitoring of instructional implementation and assessment of students in the best practice programs, strategies and interventions. | 09/01/18 through 10/30/18 | Programs, strategies, interventions; administrative and instructional staff; STAAR mastery; Mentoring Minds. | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP; | Monitoring of 100% of instructional staff to document program implementation in 85% of all classes with fidelity; define staff coaching and mentoring needs; evaluate program successes/needs and plan for program changes needed in the program implementation; | 11-05_18: Interim assessments in progress; met with teachers in small groups to address strategies for growth per individual SE's; Each student is setting and tracking their individual goals. | On Track to Meet Goal | Completed. |
| | Plan for and implement student needs-based ELA/Math tests and benchmarks covering the targeted ELA/Math SEs and composition standards; | 10/30/18 to 12/30/18 | Programs, strategies, interventions; administrative and instructional staff; Assessment calendar; | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP; | Established assessment system and calendar which will define both instructional and student mastery needs and document the procedures to use in the assessments will be in use by 95% of the staff; | 11-05_18: Beginning implementation of assessment calendar. 01-14_19: Primary emphasis has been in Reading. Tracking in Math is behind campus schedule. | Some Progress | Monitor implementation. |
| | Implement the student initial benchmarks covering the targeted ELA/Math SEs and composition standards; Schedule future benchmarks in assessment calendar; | 10/30/18 to 12/30/18 | Programs, strategies, interventions; administrative and instructional staff; Assessment calendar; Assessment documents; | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP; | Complete the initial benchmark with documented results for 100% of the students; plan for staff mentoring, instructional changes, and student needs-based tutorials; | 11-05_18: Benchmarks scheduled for 11-08_18. 01-14_19: Progress in 4th gr. Writing but 3rd is behind campus calendar. | Some Progress | Monitor implementation. Benchmark using 2018 released to be scheduled in Spring with interim assessments prior to Benchmark. |

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| Vision: | | The Ranger Elementary staff believes all students can and will progress academically and the school will become academically recognized and can earn academic distinctions through effective planning, observing, monitoring and student empowerment exemplified throughout campus culture and productive life in the future. | | | | | | |
| Intermediate: (Implementation) | Plan for and implement staff changes in program instruction and coaching from data - based results; Identify students needing further instruction, tutorials, mentorship; | 10/30/18 to 12/30/18 | Programs, strategies, interventions; administrative and instructional staff; Assessment calendar; Assessment documents; | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP; | 100% of students with benchmark/testing results and sequential instruction needs identified; Identified staff coaching or mentorship needs noted with 95% of changes completed as documented; Target and document program process needs changes completed; | 11-05_18: Added 3rd grade instructional aide. 01-14_19: 3/4 Math teacher new at semester; iReady is more rigorous and has a mid-year diagnostic available. | On Track to Meet Goal | Monitor implementation. |
| | Sequential full implementation of the best practices programming, interventions and strategies and assessment; | 11/30/18 through 05/30/19 | Programs, strategies, interventions; administrative and instructional staff; Assessment calendar; Assessment documents; | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP; | 100% of students with benchmark/testing results and sequential instruction needs identified; Identified staff coaching or mentorship needs noted with 95% of changes completed as documented; Target and document program process needs changes completed; | 01-14_19: YAG has been followed identifying students' need. | On Track to Meet Goal | Monitor impletation and progress via data tabs. |
| Long-Term: (Results) | Implement sequential student benchmarks and tests covering the targeted ELA/Math SEs and composition standards; Schedule future tests and evaluations in assessment calendar; | 12/30/18 through 05/30/19 | Programs, strategies, interventions; administrative and instructional staff; Assessment calendar; Assessment documents; STAAR/EOC assessments | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP; | Complete the sequential benchmarks and tests with documented results for 100% of the students; plan for 100% staff mentoring as needs documented, instructional changes, and student needs-based support systems; | 01-14_19: Benchmarks and interium assessments are scheduled in most grade levels and assessed content. | Significant Progress | Continue to monitor implementation and student progress. |
| | Plan for and implement staff changes in program instruction and coaching from data-based results; Identify students needing further instruction, tutorials, mentorship | 12/30/18 through 05/30/19 | Programs, strategies, interventions; administrative and instructional staff; Assessment calendar; Assessment documents; STAAR/EOC assessments | Principal; Instructional Coach; Lead Teacher; Teachers; ESC 14 Curriculum Specialist; PSP; | 100% of students with testing and STAAR / EOC results and sequential instruction needs identified [summer testing or programs]; identified staff training for professional development; STAAR/Domain 2 Growth Points = 25 in 2018; | 01-14_19: Identified staff mentorship for new staff who have been paired with stronger staff. Reviewed students identified as needing intervention strategies. | On Track to Meet Goal | Continue to monitor implementation and student progress. |
| Vision Status | | Making progress toward academic recognition by goals and next steps in TIP. | | Vision Metrics | Use of data systems to measure academic progress toward improved growth performance. | | | |

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: | In "Closing Performance Gaps" the ECD student population scores document a performance of 61% "Approaches" in content tested to a significantly low percent of students scoring "Meets" at 28% and "Masters" at 6% average across content areas tested indicating a significant gap to NEW State Standard. | Annual Goal #2: | Reduce the documented gap in student academic mastery across Reading, Math, Writing, Science, and Social Studies by increasing the ELA/Math performance to the 60% average across all content areas tested; additionally, use individual student data and plan for increasing the students' achievement of "Masters" level success from the 28% ECD to 38% (10 additional tests at Masters level). |
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| Vision: | | The Ranger Elementary staff believes all students can and will progress academically and the school will become academically recognized and 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: | | 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 #2: | | Plan for and implement the use of individual student data analysis, and individual student academic goal planning in student binders to the 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 student level. | |
| 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 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 actively used by 95% of the staff; | 11-05_19: All Elementary staff was trained using data and data disaggregation from summer ESC training. | On Track to Meet Goal | Monitor implementation. |
| | 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 analysis tools and resulting instructional data individualized for planning student academic intervention and accommodations actively used by 95% of the staff; | 11-05_19: Teachers trained in use of DMAC and student tracking to monitor targeted student progress. | On Track to Meet Goal | Monitor implementation. |
| | 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 used with fidelity by 95% of the staff; | 11-05_19: AR Data posted for incentives. Benchmarks, AR progress, SE progress tracked with individual student binder system. | On Track to Meet Goal | Monitor implementation. |
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| | Fully implement with fidelity use of the data disaggregation in individual student test analysis to note specific individual strengths and needs for instructional planning for regular and extended instruction; | 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 staff trained in the use of data walls for student tracking and resulting instructional data individualized for planning student academic intervention and accommodations used with fidelity by 95% of the staff; | 11_05_18: training in data disaggregation completed with implementation on-going. 01-14_19: Distrit invested in new instructional programs to raise rigor and improve personalization of instruction based on individual student needs. | On Track to Meet Goal | Continue to monitor 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; | 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 used with fidelity by 95% of the staff; | 11_05_18: Training completed in use of student tracking in student binders to monitor individual student strengths and needs. 01-14_19: Data tabs have been established and maintained to assist in performance monitoring and instructional planning. | On Track to Meet Goal | Continue to monitor implementation. |

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| Vision: | | The Ranger Elementary staff believes all students can and will progress academically and the school will become academically recognized and 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 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; | 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 used with fidelity by 95% of the staff; | 11_05_18: Tracking implented across all content areas in student binders to monitor individual student strengths and needs. 01-14_19: Data walls are not fully established, but individual student binders are being effective in encouraging individual students to track their own progress. | On Track to Meet Goal | Continue to monitor implementation. |
| | Monitor and modify the implementation 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 staff trained in the use of data walls for student tracking and resulting instructional data individualized for planning student academic intervention and accommodations used with fidelity by 95% of the staff; | 11_05_18: Initially available data used with update following interim assessment to monitor individual student strengths and needs. 01-14_19: Data from interium/ Unit assessments guide instructional planning and students needing intervention to improve progress. | On Track to Meet Goal | Complete interim assessment. |
| Long-Term: (Results) | 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; | 10/15/18 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 staff trained in the use of data walls for student tracking and resulting instructional data individualized for planning student academic intervention and accommodations used with fidelity by 95% of the staff; | 11_05_18: Training completed in use of student tracking in student binders to monitor individual student strengths and needs. 01-14_19: Tutorials for R/ELA are scheduled 2 X per week. | On Track to Meet Goal | Monitor implementation. |
| | 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; | 10/15/18 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 STAAR/EOC verify ELA/Reading and Math mastery at 55% in 2019; additionally, scores of "Masters" level success increase success from the 28% ECD to 38% (10 additional tests at "Masters level") in 2019. | 11_05_18: Training completed in use of student tracking in student binders to monitor individual student strengths and needs. 01-14_19: Data walls are not fully established, but individual student binders are being effective in encouraging individual students to track their own progress. | On Track to Meet Goal | Monitor implementation. |
| Vision Status | | Making progress toward academic recognition by goals and next steps in TIP. | | Vision Metrics | | Use of data systems to measure academic progress toward closing the gap annual goal mastery. | | |

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

| Problem Statement #3: | | | | Annual Goal #3: | | | | |
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| Root Cause #3: | | | | Strategy #3: | | | | |
| 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) | | | | | | | Select | |
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| Intermediate: (Implementation) | | | | | | | Select | |
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| Vision: | The Ranger Elementary staff believes all students can and will progress academically and the school will become academically recognized and can earn academic distinctions through effective planning, observing, monitoring and student empowerment exemplified throughout campus culture and productive life in the future. | | | | | | |
| <i>(implementation)</i> | | | | | | | Select |
| Long-Term: <i>(Results)</i> | | | | | | | Select |
| Vision Status | | | | Vision Metrics | | | |