



# Targeted Improvement Plan

<b>District Name:</b> San Antonio ISD	<b>County District Number:</b> 015907	<b>Superintendent Name:</b> Pedro Martinez
<b>Campus Name:</b> San Antonio ISD	<b>Campus Number:</b> 050	<b>District Coordinator of School Improvement:</b> Dr. Judith Solis
<b>PSP:</b> Dr. Alberto Gonzales PSP	<b>Educational Service Center:</b> Region 20	<b>School Principal:</b> Dr. Aurora Terry

**Vision:** Career and college ready Longfellow students will be prepared through academic high achievement and balanced with thoughtful citizenship.

**Problem Statement #1:** The all student group scored 8% below the index target score of 60% in reading  
**Annual Goal #1:** The all student group will increase scores by at least 8% from the 2017 to 2018 STAAR reading exam.

**Root Cause #1:** Lack of literacy integration across disciplines.  
**Strategy #1:** The campus will adopt Seidletz's 7 Steps to a Language Rich Interactive classroom instructional model for all content areas.

Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Teachers will Read Seidletz book to build teacher capacity	30-Oct-17	Seidletz Book and Trainer (Allison Hand)	Aurora Terry	100% of teachers will incorporate sentence stems into daily lessons	65 teachers read the book and participated in 6-hour training. Sentence stems are used extensively	On Track to Meet Goal	Sentence stems are used across the campus with fidelity
	Use steps of Language rich strategies to improve academic performance of students	30-Oct-17	Seidletz Book and Trainer (Allison Hand)	Master Teachers	80% of teachers will implement Seidletz strategies into daily lessons	Teachers use the 7-steps to language rich classroom strategies. Classroom libraries support language development	On Track to Meet Goal	The campus continues to implement strategies from the Seidlitz book.
	Provide classroom libraries to increase learning time	31-Aug-17	ELA department and Implementation Specialist (Sylvia Mendez)	Rebecca Rodriguez/Lori Latiolais	All campus classrooms will have a class library accessible to students	Teachers were provided at least 2 sets of novels for the classroom.	On Track to Meet Goal	Classroom libraries are used by students. Also, during DEAR time
	DEAR reading in advisory to increase learning time	31-Aug-17	ELA department and Implementation Specialist (Sylvia Mendez)	Rebecca Rodriguez, Linda Rios, Lori Latiolais	All students on campus will read 30 minutes every Friday	DEAR time is scheduled every Friday from 8:45-9:10	On Track to Meet Goal	DEAR time continued to be used during the Spring semester.
<b>Intermediate:</b> <i>(Implementation)</i>	Implement AVID framework for teaching reading comprehension strategies to improve academic performance	30-Jan-18	Springboard Close Reading, AVID Critical Reading Strategies Handouts, Training and District Coordinator (Cynthia Martinez)	Sylvia Mendez, Jeannette Rodriguez, Cynthia Martinez	100% of teachers will implement reading comprehension strategies into weekly lessons	The campus was recertified as a National Demonstration campus	On Track to Meet Goal	AVID strategies continued to be used throughout the Spring semester.
	Monitor student use of academic language to improve academic performance	30-Jan-18	Seidletz Book, ESL Implementation Specialist (Kelly Manuel) and Trainer (Allison Hand)	Master Teachers	All students will use academic language in all classrooms everyday	The use of IB and AVID strategies supports the use of academic language across the campus	On Track to Meet Goal	The campus has focused on the use of academic language.
	Use of sentence stems to increase academic performance	20-Jan-18	Seidletz Book, ESL Implementation Specialist (Kelly Manuel) and Trainer (Allison Hand)	Kelly Manuel, Sylvia Mendez, Lori Latiolais, Linda Rios, Aurora Terry, Abel Martinez, Robert Hernandez	All teachers will provide students sentence stems in every class	Sentence stem usage is being used across campus and in all content areas.	On Track to Meet Goal	The campus has already met goal. Will continue to monitor the use of sentence stems.
<b>Long-Term:</b> <i>(Results)</i>	Students engaged in structured conversations to improve academic performance	25-Apr-18	Seidletz Book, ESL Implementation Specialist (Kelly Manuel) and Trainer (Allison Hand)	Kelly Manuel, Sylvia Mendez, Lori Latiolais, Linda Rios, Aurora Terry, Abel Martinez, Robert Hernandez	All teachers will provide students with structured conversation protocols to use	AVID recertification verified the use of structured conversations in AVID classes and campus-wide	On Track to Meet Goal	Structured conversations are used through Socratic sessions.
	Students reading leveled and grade level texts to increase learning time	25-Apr-18	MAP exam data, student dashboard, and lexile levels	Kelly Manuel, Sylvia Mendez, Lori Latiolais, Linda Rios, Aurora Terry, Abel Martinez, Robert Hernandez	Students will read lexile level appropriate texts and grade level texts in every content area	WICOR strategies and other AVID activities ensure that students are exposed to grade level text.	On Track to Meet Goal	The use of AVID strategies to help students read grade level text is used throughout the different content areas. Saturday Schools with students for Language support.

<b>Vision Status</b>	All students on campus experience a holistic education that exposes them to ELA, Math, Science, Social Studies, Technology, Physical Education, Fine Arts and a Foreign Language. These opportunities prepare students to meet state standards and enter high school prepared with 9 high school courses for distinguished graduation status.	<b>Vision Metrics</b>	The campus measures student readiness using PSAT, TSI, MAP and STAAR exam results. In addition, the campus calculates the number of high school credits students acquire through middle school as to measure progress toward college readiness.
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**Problem Statement #2:** The all student group scored 4% the index target score of 60% in math.  
**Annual Goal #2:** The all student group will increase by at least 4% from 2017 to 2018 STAAR math exam.

**Root Cause #2:** Lack of knowledge of individual student deficits and instructional practices that positively impact student outcomes in math.  
**Strategy #2:** The campus will implement the Professional Learning Community (PLC) model to identify student deficits through data tools and align data driven instructional practices.

Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
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<b>Vision:</b> Career and college ready Longfellow students will be prepared through academic high achievement and balanced with thoughtful citizenship.								
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Individual data driven student conferences to increase the use of quality data to drive instruction	31-Oct-17	MAP, Research and Accountability department, teacher dashboard	Advisory teachers, master teachers	80% of students will participate in an individual conference with a teacher.	The campus opted for small group conferences instead of individual conferences.	Significant Progress	Individual MAP MOY scores have been used conduct student conferences.
	Rotate students through MyPath lessons to increase learning time	1-Nov-17	Edgenuity online program, Online Learning Coordinator (Agnes Gonzalez)	Math Department Members	80% of students will use MyPath coursework	Two computers in each classroom are used to rotate students.	On Track to Meet Goal	MyPath is continued to be used to provide extended learning time.
	Data driven PLC meetings to increase the use of quality data to drive instruction	2-Nov-17	School Reform Initiative Protocols, Website and PLC Training	PLC Leaders: Lori Latiolais, Jeannette Rodriguez, Jaime Fontenot, Mara Kanthu, Adriana Hilario, Cynthia Aristotelidis	100% of teachers will participate in PLC collaborative sessions	PLCs are scheduled weekly and used to identify student deficits, teacher collaboration, and build teacher capacity.	On Track to Meet Goal	The campus continues to use PLCs to interpret data and make instructional adjustments.
	Collaborative lesson planning to increase teacher capacity	3-Nov-17	TEKS resource system	Department Chairs: Mara Kanthu, Elizabeth Noriega, Lori Latiolais, Eliza Vela, Anna Olguin, Jonah Bahta, Alita Barrera, Diana Garcia	All teachers will collaboratively plan with a subject and grade level team	Teachers work collaboratively during their PLCs on lesson plan development	On Track to Meet Goal	Teachers use PLCs to develop common lesson plans and assessments.
<b>Intermediate:</b> <i>(Implementation)</i>	Formative assessment will drive lesson plans to increase the use of quality data to drive instruction	30-Jan-18	Lead4ward Online Program and Implementation Specialists	Department Chairs: Mara Kanthu, Elizabeth Noriega, Lori Latiolais, Eliza Vela, Anna Olguin, Jonah Bahta, Alita Barrera, Diana Garcia	Core content teachers will alter lesson plans based on formative assessment data	During PLCs, the teachers analyze data and make adjustments to their planning. Interventions are also planned.	On Track to Meet Goal	Intervention strategies are developed base on data disaggregation. Targeted tutorials after school.
	Identify student deficits to increase the use of quality data to drive instruction	31-Jan-18	MAP, Research and Accountability department, teacher dashboard	Math Department Members	100% of teachers will access MAP data to identify student deficits	Teachers analyze student data to identify areas of concern and implement interventions	On Track to Meet Goal	Intervention strategies are developed base on data disaggregation.
	Station work based on deficits to improve academic performance	1-Feb-18	TEKS resource system	Math Department Members	All students will participate in stations based on ability level and need	Small group instruction is prevalent throughout the campus.	On Track to Meet Goal	Small group instruction is used as an intervention strategy.
<b>Long-Term:</b> <i>(Results)</i>	Differentiated instruction to increase learning time	25-Apr-18	IB subject guides, AVID strategies and District Coordinator (Cynthia Martinez)	Department Chairs: Mara Kanthu, Elizabeth Noriega, Lori Latiolais, Eliza Vela, Anna Olguin, Jonah Bahta, Alita Barrera, Diana Garcia	All teachers will differentiate lesson plans to meet the needs of learners	Teachers use IBMYP backward design units using conceptual based student-centered practices that offer differentiated instruction.	Significant Progress	Differentiated instruction is an area that the campus is working on to improve.
	Student goal setting to increase the use of quality data to drive instruction	25-Apr-18	AVID strategies, MAP results	Math Department Members, Department Chairs: Mara Kanthu, Elizabeth Noriega, Lori Latiolais, Eliza Vela, Anna Olguin, Jonah Bahta, Alita Barrera, Diana Garcia	All students will set STAAR goals based on their individual data	Students keep track of the goals with the use AVID strategies.	On Track to Meet Goal	Students are producing personal goals as per AVID strategy.
<b>Vision Status</b>		All students on campus experience a holistic education that exposes them to ELA, Math, Science, Social Studies, Technology, Physical Education, Fine Arts and a Foreign Language. These opportunities prepare students to meet state standards and enter high school prepared with 9 high school courses for distinguished graduation status.		<b>Vision Metrics</b>		The campus measures student readiness using PSAT, TSI, MAP and STAAR exam results. In addition, the campus calculates the number of high school credits students acquire through middle school as to measure progress toward college readiness.		

<b>Problem Statement #3:</b>		The campus scored 1 point below the target score of 26 on index 3.		<b>Annual Goal #3:</b>		The campus index 3 sub groups will meet the index 3 target score of at least 26 for the 2017-2018 school year.		
<b>Root Cause #3:</b>		Lack of accountability regarding instructional practices at rigorous levels.		<b>Strategy #3:</b>		The campus will implement the ASCD instructional rounds model to increase rigorous instructional practices.		
<b>Goal #3:</b>	<b>Activity (Actions/Processes)</b>	<b>Activities Timeline</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Expected Outcomes (Goal/Target)</b>	<b>Results (Outcomes/Data)</b>	<b>Status</b>	<b>Next Steps</b>
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Instructional Rounds Training to increase teacher capacity	15-Oct-17	ASCD Staff (Dr. Ignacio Lopez), Pete Hall and Alisa Simeral's Book Building Teachers' Capacity for success	Aurora Terry	All teachers and administrators will be training on instructional rounds	Teachers have engaged in on and off campus instructional rounds.	On Track to Meet Goal	Instructional rounds on and off campus has increase teacher capacity.
	Read the Building Teacher Capacity book to increase teacher capacity	1-Nov-17	Pete Hall and Alisa Simeral's Book Building Teachers' Capacity for Success	Aurora Terry	All master teachers, implementation specialists, department chairs and administrators will read the Building Teacher Capacity Book	Admin and Master teachers are reading the book and meet periodically to discuss specific strategies for implementation.	On Track to Meet Goal	Principal and Master teachers continue to meet and discuss instructional strategies.
	Admin/Teacher mixed rounds to increase leadership effectiveness	30-Sep-17	ASCD Staff and Building Capacity	Aurora Terry	100% of teachers will engage in instructional rounds of other classrooms.	Teachers have engaged in on and off campus instructional rounds.	On Track to Meet Goal	Instructional rounds on and off campus has increase teacher capacity.

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	Teacher led rounds to increase teacher capacity	30-Jan-18	ASCD Staff and Building Capacity	Master Teachers	100% of teachers will participate in teacher led instructional rounds	Teachers have led instructional rounds	On Track to Meet Goal	Teachers continue to debrief after "rounds" and identify successful practices.
<b>Intermediate:</b> <i>(Implementation)</i>	Teacher feedback protocols to increase teacher capacity	30-Jan-18	School Reform Initiative Protocols, PLC Train the Trainer (Adrian Reyna)	Master Teachers, Department Chairs	100% of teachers will provide peers with instructional feedback	After teacher "rounds", the staff provides feedback to teachers using the ASCD model	On Track to Meet Goal	Teachers continued to debrief after "rounds" and identify successful practices.
	Model lessons to increase teacher quality	30-Jan-18	Implementation Specialists, ASCD FIT teaching and Building Capacity	Master Teachers, Implementation Specialists, Department Chairs	100% of teachers will observe master teachers and implementation specialists modeling lessons with best practices	Teachers will review model lessons on February 12th at Harris Middle School and April 23rd at Woodlawn Academy.	Significant Progress	Teachers continue to observe model teacher's lessons.
	Student station work based on ability and skill level to improve academic performance	20-Feb-18	TEKS resource system, MAP data, MyPath and Edgenuity	Master Teachers, Implementation Specialists	80% of students will engage in station work based on individualized learning needs	Small group instruction is used to support students with mastery of TEKS	On Track to Meet Goal	Campus continues to the use of small group instruction.
<b>Long-Term:</b> <i>(Results)</i>	Students take the MAP exam 3 times per year to increase the use of quality data to drive instruction	15-May-18	MAP data, student data	Department Chairs, Administration	80% of students will show growth on the Spring 2018 MAP exam	BOY MAP were conducted and MOY results will be used to measure growth and/or provide interventions.	On Track to Meet Goal	MOY MAP assessments were used to make instructional adjustments.
	Students will take STAAR structured CBA exams 2 times per year to increase the use of quality data to drive instruction	25-Apr-18	District Implementation Specialists, Lead4ward	Department Chairs, Administration	80% of students will show growth on the STAAR based CBA exams	The campus has created unit CBAs that are STAAR formatted and results are used to provide intervention.	On Track to Meet Goal	STAAR formatted CBAs and semester exam results are used to make instructional adjustments.
<b>Vision Status</b>		All students on campus experience a holistic education that exposes them to ELA, Math, Science, Social Studies, Technology, Physical Education, Fine Arts and a Foreign Language. These opportunities prepare students to meet state standards and enter high school prepared with 9 high school courses for distinguished graduation status.		<b>Vision Metrics</b>	The campus measures student readiness using PSAT, TSI, MAP and STAAR exam results. In addition, the campus calculates the number of high school credits students acquire through middle school as to measure progress toward college readiness.			