

Problem 1: Student performance (third-fifth grade) on 2016 STAAR assessments was below 70% in Index 1 in all content areas with the exception of writing.  
 Annual Goal: Increase the percent of students (third-fifth grade) meeting the passing standard on STAAR assessments in Index 1 by 10% in each content area.

Turn Around Initiative: Deepen and enhance the professional learning community practices at Vestal Elementary.

Root Cause: Teachers need additional time together to discuss and plan effective lessons targeting students TEK weaknesses to close learning gaps from previous school years.

Strategy: In order to improve Tier 1 instruction, teachers will participate in professional learning communities which provide opportunities for collaborative in depth planning sessions.

Quarter 1 (Aug, Sept, Oct)	Quarter 2 (Nov, Dec, Jan)	Quarter 3 (Feb, March)	Quarter 4 (April, May, June)
<p><b>Goal:</b> 85% of PK-5 teachers will develop lesson plans that focus on standards/alignment and use of data/assessment to differentiate instruction to meet student needs.</p>	<p><b>Goal:</b> 90% of PK-5 teachers will implement high yield instructional strategies (identified in PLCs) as measured by administrator walk through forms.</p>	<p><b>Goal:</b> 65% of 3<sup>rd</sup>-5<sup>th</sup> graders will meet or exceed passing standard on campus/district benchmarks.</p>	<p><b>Goal:</b> 85% of PK-5 teachers will be proficient or above on T TESS Domain 1: Planning.</p>
<p>Vestal master schedule will include regularly scheduled PLC's:            Weekly- 1st-5<sup>th</sup> grade will meet weekly for one hour, 1<sup>st</sup>-2<sup>nd</sup> by grade level and 3<sup>rd</sup>-5<sup>th</sup> by content area.            Every 6 weeks- PK-5<sup>th</sup> grade will have one full day PLC.            PLC time will have structured agendas which reinforce campus mission statement, core values, and establish norms. Structured PLC time will focus on lesson planning using the TEKS Resource System and the Gradual Release Model. Teachers will analyze data from the performance assessments to monitor student progress and identify learning gaps. ELAR lesson plans PK-5 will be planned collaboratively.</p>	<p>District specialists will be invited to PLC's to provide "Look Aheads" in designated content areas. Look Aheads include a review of TEKS/ process standards, planning aligned lessons, reviewing current data, and ongoing training as needed. Admin and specialists will conduct walk through to collect evidence of the implementation and provide feedback to teachers.</p>	<p>In PLC's, grade level teams will work together to develop common assessments. Common assessments will be administered every 6 weeks K-5. Principal will provide opportunities for teachers to access, analyze and use current data to identify focus TEKS for spiral review and to plan differentiated instruction to meet the needs of all learners.</p>	<p>To measure the impact of PLCs on planning and instruction, admin will compare the number of teachers proficient or above in 2015-16 to 2016-17 T TESS Domain 1: Planning.</p>
<p>Campus wide expectations will be communicated in PLCs and monitored in walkthroughs. Classroom set up: Interactive word wall/journals in all content areas, writing center, vocabulary word of the week, instructional frameworks displayed, writing process posted, anchor charts, use of technology and manipulatives.</p>	<p>District Parent Involvement Facilitator will host monthly parent and family sessions focused on "at home" application and practice activities. Parents will receive information flyer and "take home cards" with practice activities for their children. In addition, campus will provide afterschool activities and events for K-5<sup>th</sup> grade students to include : 1)</p>	<p>Admin and 3<sup>rd</sup>-5<sup>th</sup> teachers will review benchmark data. Teachers will use the data to identify targeted TEKS for spiral review and to identify students for targeted instruction/interventions. Principal will schedule blocks of time during the school day for teachers to work with student groups on identified needs.</p>	<p>Principal will survey teachers to determine effectiveness of current PLC practices and solicit recommendations for the 2017-2018 school year.</p>

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<p>K-5 teachers will implement writing portfolios to include the writing process with rubric attached to final compositions.</p>	<p>Reading Club-Students will meet in library 1X per week, open to K-5. 2) STEM Family Night- Oct 19 (PK-5) 3) Student Council – Students will meet a minimum of 3 X per semester, open to 1<sup>st</sup>-5<sup>th</sup> graders.</p>		
<p>Teacher planning will include ongoing professional development :          1) Administration and teachers will participate in book study with “Better Learning Through Structured Teaching” by Fisher.          2) Identification of high yield Instructional strategies: Stop and jot, exit tickets, chunk and chew, pause and paraphrase, TIPS, quick writes and check for understanding. 3) Central office support staff will provide school wide training on the implementation of Writers ‘ Workshop          4) Training on holistic scoring K-5<sup>th</sup>.</p>	<p>During PLC’s Administration and teachers will participate in book study with “Focus” by Schmoker.</p>	<p>3<sup>rd</sup>-5<sup>th</sup> grade teachers will conference with students to review assessment results and set goals. Campus will host Open House to share STAAR information and benchmark results with parents.</p>	<p>After STAAR administration, admin and teachers will review STAAR data in all content areas to identify strengths and targets for improvement.</p>
<p><b>BOY</b> assessments will be administered: 1)TPRI (K-2<sup>nd</sup>) 2) DRA (3<sup>rd</sup>-5<sup>th</sup>) 3)Mclass (K-3<sup>rd</sup>)          Data will be used to identify student needs and group for instruction. Results will be shared with parents. During PLCs principal will lead <b>BOY</b> data reviews to monitor progress and set goals. Teachers will progress monitor every 3-4 weeks for students below level.</p>	<p><b>MOY</b> assessments will be administered : 1)TPRI (K-2<sup>nd</sup>) 2) DRA (3<sup>rd</sup>-5<sup>th</sup>) 3)Mclass (K-3<sup>rd</sup>)          Data will be used to identify student needs and group for instruction. Results will be shared with parents. During PLC’s principal will lead <b>MOY</b> data reviews to monitor progress and set goals. Teachers will progress monitor every 3-4 weeks for students below level.</p>	<p>Administrators will conduct walk throughs in 3<sup>rd</sup>-5<sup>th</sup> grade to determine effectiveness of interventions.</p>	<p><b>EOY:</b> Kinder-5<sup>th</sup> grade teachers will administer EOY assessments (Mclass, TPRI, EOY district assessments) to determine 1) percent of students passing at each grade level, 2) percent of students on or above grade level</p>

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Data:	Data:	Data:	Data:
PLC- agendas, minutes, sign in sheets, data notebooks, lesson plans submitted by 4pm on Thursdays	PLC- agendas, minutes, sign in sheets, data notebooks, lesson plans submitted by 4pm on Thursdays	PLC- agendas, minutes, sign in sheets, data notebooks, lesson plans submitted by 4pm on Thursdays	PLC- agendas, minutes, sign in sheets, data notebooks, lesson plans submitted by 4pm on Thursdays
BOY data-K-3 <sup>rd</sup> TPRI, mCLASS, DRA 4 <sup>th</sup> and 5 <sup>th</sup>	MOY data--K-3 <sup>rd</sup> TPRI, and mCLASS, DRA 4 <sup>th</sup> and 5 <sup>th</sup>		EOY K-3rd TPRI, and mCLASS, DRA 4th and 5th
Every 6 weeks, campus assessments will be administered to measure progress on TEKS/process standards. Data will be disaggregated by content area, grade level, teacher, students, and TEKS.	Every 6 weeks, campus assessments will be administered to measure progress on TEKS/process standards. Data will be disaggregated by content area, grade level, teacher, students, and TEKS.	Campus/district benchmarks will be administered to measure progress on TEKS/process standards. Data will be disaggregated by content area, grade level, teacher, students, and TEKS.	Every 6 weeks, campus assessments will be administered to measure progress on TEKS/process standards. Data will be disaggregated by content area, grade level, teacher, students, and TEKS.
Administrative walkthroughs will collect evidence of high yield strategies, campus wide expectations, and implementation of campus PD.	Administrative walkthroughs will collect evidence of implementation of lesson plans, use of high yield instructional strategies , campus wide expectations and implementation of campus PD.	Administrative walkthroughs will collect evidence of implementation of lesson plans, use of high yield instructional strategies, campus wide expectations and implementation of campus PD.	Administrative walkthroughs will collect evidence of implementation of lesson plans, use of high yield instructional strategies, campus wide expectations and implementation of campus PD.

Problem 2- 20% of third-fifth graders scored final or above in Index 4 Annual Goal-Increase percent of students scoring final and above to 40% in Index 4 Turn Around Initiative: Deepen and enhance the professional learning community practices at Vestal Elementary.  
 Root Cause: Teachers need additional time together to discuss and plan effective lessons targeting students TEK weaknesses to close learning gaps from previous school years. Strategy: Extend the school day to provide a 30 minute school wide intervention/Enrichment period to meet the needs of all learners.

Quarter 1 ( Aug, Sept, Oct)	Quarter 2 ( Nov, Dec, Jan)	Quarter 3 (Feb, March)	Quarter 4 ( April, May, June)
100% of K-5 grade teachers will use assessment data to level students into groups during the 30 minute RtI/ Enrichment period based on identified needs/strengths.	90% of K-5 teachers will implement high yield instructional strategies (identified in PLCs) during RtI/Enrichment period.	At least 30% of 3 <sup>rd</sup> -5 <sup>th</sup> graders will score final or above on district reading and math benchmarks.	70% of K-5 students will be on grade level or above as measured by EOY assessments in reading and math
Admin will implement a school wide RtI/Enrichment schedule to provide differentiated instruction for reading and math. Schedule: (K-2) an additional 30 minutes daily- reading ( 3 days per week) and math (2 days per week); (3 <sup>rd</sup> -5 <sup>th</sup> ) an additional 30 minutes each for reading and math (daily). A common intervention period will be scheduled for each grade level K-5 in order to provide opportunities for teachers to 1) meet the needs of all students through targeted small group instruction 2) foster grade level collaboration in order to keep groups small 3) use instructional strategies and materials that engage students in high order thinking and problem solving. In PLCs, principal will share RtI / Enrichment schedule, purpose, expectations, and assign student groups to each teacher. The RtI specialist will pull small groups at designated grade levels. Principal will hire 2 certified teachers to work with small groups of 3 <sup>rd</sup> -5 <sup>th</sup> graders in reading and math.	Admin will provide ongoing professional development on identified high yield instructional strategies for K-5 teachers to use during the RtI/Enrichment period to engage students in critical thinking and problem solving. High Yield strategies include Stop and jot, exit tickets, chunk and chew, pause and paraphrase, TIPS, quick writes and check for understanding.	Third-fifth grade teachers will administer district benchmarks in reading and math. Admin and teachers will review the data to 1) determine % of students scoring final or above 2) use the data to identify individual student needs and provide further interventions/enrichment 3) use the data to identify instructional targets (TEKS) for small group instruction. Data will be used to regroup students as needed. Teachers will conference with students to review results and set goals. Parent conferences will be scheduled to share results.	EOY assessments will be administered and reviewed to measure student progress and program effectiveness including 1) K-3 TPRI, mClass; 3rd-5th DRA (Developmental Reading Assessment) 2) District EOY assessments in reading and math K-5. Principal will facilitate data reviews to 1) determine % of students on grade level in reading and math 2) % of students scoring in final to advanced ranges (benchmark) 3) % of students that made progress from BOY to EOY.

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<p>K-5 students will be pre-assessed and placed into leveled groups for differentiated, targeted instruction during RtI/Enrichment period. BOY assessments include- K-3 mClass, TPRI; 3rd-5th DRA (Developmental Reading Assessment); 4th/5th Reading A to Z, Math – STAAR data. Principal will schedule C &amp; I support specialists to meet with teachers to review data (BOY-TPRI, mClass), identify instructional targets, and plan follow up instructional materials/strategies to address student needs in small group instruction during the RtI/Enrichment periods. Teachers will share BOY (baseline data) with students in their assigned small groups for goal setting and progress monitoring.</p>	<p>Assessment/Progress Monitoring: K-5 teachers will administer assessments periodically in RtI/Enrichment period to measure student success on TEKS covered. Teachers will use data to monitor progress and identify TEKS targets. Student incentives will be given to students who show progress on assessments. RtI interventionist will share document for teachers to track assessment data and student progress.</p>	<p>Admin will conduct WTs in 3<sup>rd</sup>-5<sup>th</sup> grade RtI / Enrichment period to 1) observe interventions and enrichment lessons developed to increase student success on STAAR assessments 2) monitor formative assessment data to determine success of interventions / enrichment lessons and help teachers make adjustments as needed. Additional staff will be assigned to support small group instruction as determined by principal.</p>	<p>Principal will lead review of STAAR data in grade levels/ faculty meeting to 1) determine the percent of students that scored final and above in reading and math 2) determine % of 4<sup>th</sup> and 5<sup>th</sup> graders who met or exceeded progress in reading and math on STAAR. 3) compare 2016 to 2017 performance to measure gains and identify targets for improvement.</p>
<p>Administration will conduct walkthroughs during RtI /Enrichment period to monitor fidelity to RtI/Enrichment schedule, evidence of small group instruction, and implementation of differentiated/ high yield strategies. Admin will use RtI WT form developed with district to collect data to determine effectiveness of implementation. Principal will provide feedback in grade level/faculty meetings.</p>	<p>K-5 teachers will administer MOY as follows: K-3 TPRI, mClass; 3rd-5th DRA (Developmental Reading Assessment); 4th/5th Reading A to Z 4th/5th common assessments (reading and math). During PLCs, principal will lead MOY data reviews to monitor progress and regroup students for RtI/Enrichment period as needed. K-5 teachers will use the MOY data to identify targets for small group instruction during RtI /Enrichment period. District will provide support for this process. Teachers will conference with students to review results/ set goals.</p>	<p>K- Second Grade Classrooms: Administration will conduct walkthroughs during RtI /Enrichment period to monitor fidelity to RtI/Enrichment schedule, evidence of small group instruction, and implementation of differentiated/ high yield strategies. Admin will use RtI WT form developed with district to collect data to determine effectiveness of implementation. Principal will provide feedback in grade level/faculty meetings.</p>	<p>Principal and teachers will provide information to parents and students about district RtI/Enrichment Summer school opportunities.</p>

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Data:			
Master Schedule, Faculty Agenda, lesson plans for RtI/Enrichment period	Agenda, sign in sheet for campus based PD on differentiated instruction.	Agenda, sign in sheet for campus based PD on differentiated instruction.	Agenda, sign in sheet for data reviews
BOY assessments will be administered K-5 including but limited to mClass, TPRI. Data will be used to group students for small group instruction.	MOY assessments will be administered K-5 including but limited to mClass, TPRI. Data will be used to group students and identify instructional targets.		EOY assessments will be administered K-5 (mClass, TPRI, district EOY assessments) Data will be used to assess student progress in reading and math.
Every 6 weeks, campus assessments will be administered to measure progress on TEKS/Process Standards. Data will be disaggregated by content area, grade level, teacher, student, and TEKS.	Every 6 weeks, campus assessments will be administered to measure progress on TEKS/Process Standards. Data will be disaggregated by content area, grade level, teacher, student, and TEKS.	District benchmarks will be administered as per district calendar. Data will be disaggregated by content area, grade level, teacher, student, and TEKS.	STAAR data will be reviewed by content area, grade level, teacher, student, and TEKS.
Walkthroughs in RtI/Enrichment period will collect evidence of fidelity to RtI schedule, small group instruction, and use of differentiated instructional strategies.	Walkthroughs in RtI/Enrichment period will collect evidence of fidelity to RtI schedule, small group instruction, and use of differentiated instructional strategies.	Walkthroughs in RtI/Enrichment period will collect evidence of fidelity to RtI schedule, small group instruction, and use of differentiated instructional strategies.	Walkthroughs in RtI/Enrichment period will collect evidence of fidelity to RtI schedule, small group instruction, and use of differentiated instructional strategies.