

2018-19 Targeted Improvement Plan (TIP)

District Name:	Austin ISD	County District #:	227901	DCSI: Betty Jenkins
Campus Name:	Joslin Elementary	Campus Number:	120	School Principal: Patrick Aziz
Superintendent:	Paul Cruz	ESC Number:	Region 13	PSP: Barbara Gideon
Campus Rating:	CS Year 1	ESC Case Manager:	Marquez	CLT: Principal, AP, Counselor, Instructional Specialist
Campus Vision:	We will develop stronger systems that build adult responsibility for the growth of the whole child.			
Annual Goal 1: In 2018, the All student, ECD and EL groups will each achieve a 20 percentage point increase in the percent of students who meets grade level on STAAR Reading. (Target: All Students 62%, ECD 51%, ELs 34% ELs)				
Annual Goal Results				
Problem Statement	In 2017, the All Student, ECD and EL groups each achieved low passing rates at the meets grade level on STAAR Reading. (All Students 42%, ECD 31%, ELs 14%)			
Root Cause	The lack of a consistently implemented and monitored campus-wide literacy plan, encompassing all five essential components of reading through a Balanced Literacy approach.			
Overall Strategy	Strengthen, implement, and monitor the campus wide Balanced Literacy approach with an emphasis on the alignment of curriculum, instruction, and assessment.			
Activities to Achieve Annual Goal 1				
Curriculum, Instruction & Assessment	Implement a balanced literacy approach that incorporates the five essential components of literacy (phonemic awareness, phonics, fluency, vocabulary and comprehension) by adhering to the recommended the AISD Literacy Plan grade level schedules.			
	Utilize the Orchestrated Reading Success Modules (ORS) for teaching comprehension reading skills in grades 3-5 and to connect the components of balanced literacy.			
	Develop, implement, and explicitly teach a method for text processing in 3rd-5th grade.			
	Utilize the Really Great Reading materials for small group intervention in phonics and phonemic awareness for students in K - 3rd grade.			
	Utilize IStation lessons for targeted intervention in phonics instruction and comprehension in the intermediate grades.			
	Create and administer bi-weekly interim assessments in grades 3-5. Teachers analyze interim assessment results utilizing a verification of mastery form and submit them to the campus administration. Administrators will review and facilitate data analysis of interim assessments with vertical grade level teams at least 2 times per month, and use the results to inform future instruction and interventions.			
Professional Learning	Provide Professional Learning to administrators and instructional coaches and/or teachers on: Literacy Plan, Text Processing Method, Really Great Reading Resources, IStation, and Sheltered Instruction strategies through 7 Steps to a Language Rich Interactive Classroom. Campus Leadership Team (CLT) will identify teachers in need of support.			
Culture and Climate	Focus on equitable access to the curriculum and quality instruction for all students, including students identified as English Learners, gifted and talented and/or in need of special education services.			
	Organize the campus schedule to maximize the instructional day.			

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Leadership	Conduct observations in each K-5 teacher's classroom at least once a week. Provide written feedback to teachers within 48 hours of observation.			
	Executive Director (ED) assigned oversight of the campus to provide intensive support, facilitate improvement efforts, oversee fidelity of implementation of the plan, remove barriers, and coach campus leaders. Executive Director (ED) schedules regular check-ins between ED, Principal, and CLT to evaluate plan implementation and make adjustments as needed. Weekly communications with Principal will provide instructional and operational expectations.			
1st 6 wks: Aug, Sep	2nd and 3rd 6 wks: Oct, Nov, Dec	4th and 5th 6 wks: Jan, Feb, Mar	6th 6 wks: Apr, May, June	
Goal: Establish campus-based literacy instructional expectations in alignment with the AISD Literacy Plan, and engage 100% of the instructional staff in training.	Goal: All students grades 3-5, ECD and EL, will achieve a 10 percentage point increase at the Meets grade level on the TEA STAAR Reading Interim assessment in November. (3rd grade 59%, 4th grade 43%, 5th grade 52%)	Goal: All students grades 3-5, ECD and EL, will achieve a 10 percentage point increase at the Meets grade level on the TEA STAAR Reading Interim assessment in February, when compared to the November assessment results.	Goal: In 2018, the All student, ECD and EL groups will each achieve a 20 percentage point increase in the percent of students who meets grade level on STAAR Reading. (Target: All Students 62%, ECD 51%, ELs 34% ELs)	
Results:	Results:	Results:	Results:	
Quarter Goal Status:	Quarter Goal Status:	Quarter Goal Status:	Quarter Goal Status:	
Plan Adjustments/Needs:	Mid-Year TIP update (due in ISAM Jan. 19, 2019):	Plan Adjustments/Needs:	End of Year TIP update (due in ISAM June 28, 2019):	

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Annual Goal 2: In 2018, the All student, ECD and EL groups will each achieve a 20 percentage point increase in the percent of students at the meets grade level on STAAR Writing grade 4. (Targets: All Students 50%, ECD 34%, ELs 27%)	
Annual Goal Results	
Problem Statement	In 2017, the All Student, ECD and EL groups all achieved low passing rates at the meets grade level on STAAR Writing grade 4. (All Students 30%, ECD 14%, ELs 7%)
Root Cause	Lack of a systematized school-wide approach to writing instruction which focuses on writing across all grade levels in alignment with the TEKS expectations for the writing process and explicit daily lessons on grammar and mechanics.
Overall Strategy	Develop, implement, and monitor a school-wide writing plan which focuses on writing across all grade levels in alignment with the TEKS expectations for the writing process and explicit daily lessons on grammar and mechanics.
Activities to Achieve Annual Goal 2	
Curriculum, Instruction & Assessment	Develop, implement and monitor comprehensive instructional model that focuses on writing across the campus and across all grade levels in alignment with the TEKS expectations and explicit daily lessons on grammar and mechanics in grade levels (K-5).
	Provide frequent opportunities for students to write across all content areas as recommended in the AISD Literacy Plan.
	Develop, implement, and monitor a writing plan for 4th grade teachers and students in which writing is being taught as a process from pre-write to publish, and use authentic mentor texts to exemplify quality writing. Ensure teacher-student and peer conferencing are occurring during the writing block.
	Include an explicit daily lesson on grammar and mechanics with application to the current composition, and a daily quick write within the writing block in 4th grade classrooms.
	Review scored writing compositions (using the TEA Writing Rubric) on a regular basis to assess and respond to identified needs and to provide feedback to teachers
Professional Learning	Ensure 4th grade teachers attend the Writing Cadre professional learning sessions
Culture and Climate	Engage families and communities in students' writing.
	Focus on equitable access to the curriculum and quality instruction for all students, including students identified as English Learners, gifted and talented and/or in need of special education services.
Leadership	Develop focused and specific daily schedules for each grade-level ensuring instructional time is maximized and ensure classroom schedules reflect a protected writing time
	Conduct observations in each K-5 teacher's classroom at least once a week. Provide written feedback to teachers within 48 hours of observation.
	Provide support for struggling teachers early on and continuing as needed to ensure quality Writing instruction for all students in 4th grade.

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1st 6 wks: Aug, Sep	2nd and 3rd 6 wks: Oct, Nov, Dec	4th and 5th 6 wks: Jan, Feb, Mar	6th 6 wks: Apr, May, June
<p>Goal: Establish campus-based writing instructional expectations to include the writing process and explicit teaching of grammar and mechanics lessons.</p>	<p>Goal: 30% or more of the 4th grade students will attain the STAAR Meets level in Writing on the STAAR Writing Released (MOY).</p>	<p>Goal: 40% or more of the 4th grade students will attain the Meets level on the STAAR 9 week assessment (short cycle assessment).</p>	<p>Goal: In 2018, the All student, ECD and EL groups will each achieve a 20 percentage point increase in the percent of students attaining the Meets level on the STAAR Writing grade 4 assessment.</p>
<p>Results:</p>	<p>Results:</p>	<p>Results:</p>	<p>Results:</p>
<p>Quarter Goal Status:</p>	<p>Quarter Goal Status:</p>	<p>Quarter Goal Status:</p>	<p>Quarter Goal Status:</p>
<p>Plan Adjustments/Needs:</p>	<p>Mid-Year TIP update (due in ISAM Jan. 19, 2019):</p>	<p>Plan Adjustments/Needs:</p>	<p>End of Year TIP update (due in ISAM June 28, 2019):</p>

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Annual Goal 3: In 2018, the All student, ECD and EL groups will each achieve a 20 percentage point increase in the percent of students at the meets grade level on STAAR Science grade 5. (Targets: All Students 52%, ECD 47%, ELs 27%)			
Annual Goal Results			
Problem Statement	In 2017, the All Student, ECD and EL groups all achieved low passing rates at the meets grade level on STAAR Science grade 5. (All Students 32%, ECD 27%, ELs 7%)		
Root Cause	Lack of adherence to explicit and consistent instructional routines, procedures and expectations during Science instruction.		
Overall Strategy	Develop, implement, and monitor a Science instructional plan aligned to the fifth grade Science TEKS.		
Activities to Achieve Annual Goal 3			
Curriculum, Instruction & Assessment	Develop, implement, and monitor a Science plan for 5th grade teachers and students in which foundational knowledge is built through shared reading and vocabulary development, daily spiral review of TEKS, and engagement with the Scientific Process.		
	Create and administer bi-weekly interim assessments in grade 5 for Science. Teachers analyze interim assessment results utilizing a verification of mastery form and submit them to the campus administration. Administrators will review and facilitate data analysis of interim assessments with vertical grade level teams at least 2 times per month, and use the results to inform future instruction and interventions.		
Professional Learning	Collaborate with the district Science specialist to clearly define the instructional plan for 5th Grade science.		
Culture and Climate	Reinforce academic behaviors and higher-level thinking through the implementation of Advancement Via Independent Determination (AVID) strategies.		
Leadership	Develop focused and specific daily schedules for each grade-level ensuring instructional time is maximized and ensure classroom schedules reflect a protected Science time		
	Conduct observations in each K-5 teacher's classroom at least once a week. Provide written feedback to teachers within 48 hours of observation.		
	Provide support for struggling teachers early on and continuing as needed to ensure quality science instruction for all students in 5th grade.		
1st 6 wks: Aug, Sep	2nd and 3rd 6 wks: Oct, Nov, Dec	4th and 5th 6 wks: Jan, Feb, Mar	6th 6 wks: Apr, May, June
Goal: Development of a written Science instructional plan for 5th grade classrooms.	Goal: 42% or more of the 5th grade students will attain the Meets level on the STAAR 9 week assessment (short cycle assessment).	Goal: 52% or more of the 5th grade students will attain the Meets level on the STAAR 9 week assessment (short cycle assessment).	Goal: In 2018, the All student, ECD and EL groups will each achieve a 20 percentage point increase in the percent of students at the meets grade level on STAAR Science grade 5. (Targets: All Students 52%, ECD 47%, ELs 27%)
Results:	Results:	Results:	Results:
Quarter Goal Status:	Quarter Goal Status:	Quarter Goal Status:	Quarter Goal Status:
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