

Goodwater Montessori School
2018-2019 TARGETED IMPROVEMENT PLAN
Goodwater Montessori School's Vision...

To develop conscientious citizens who approach their world with confidence, creativity and collaboration.

PROBLEM STATEMENT #1: 2018 STAAR data indicated only 15% of Goodwater Montessori students met the 4th grade writing standard.

ROOT CAUSE #1: The campus did not have instructional leaders enforcing teacher accountability including best practices, lesson planning, data disaggregation and aligning the Montessori work to the TEKS standards; therefore, quality writing instruction did not take place.

ANNUAL GOAL #1: Goodwater Montessori students who meet and/or master the writing standard for grades 4 and 7 will increase to 25% on the 2019 STAAR Assessment.

STRATEGY #1: To ensure Goodwater Montessori students are being prepared for the state standard in writing, teachers will receive coaching and support to implement and provide best practices for relevant writing experiences in grades K-7.

SHORT-TERM ACTIVITY (Training/acquisition of new skills)	RESOURCES	ACTIVITIES TIMELINE	PERSON RESPONSIBLE	GOAL FOR THIS ACTIVITY
Develop writing plan to be implemented throughout school year	TEA writing resources Writing TEKS Use of targeted aspects of Writer's Workshop	August, 2018	Principal and Director of Curriculum and Instruction (DCI) developed writing plan	Principal and Director of Curriculum and Instruction (DCI) developed writing plan.
Develop process so that teaching, learning and practicing writing is implemented daily and	TEA writing resources Writing TEKS Master schedule	August, 2018	Principal and DCI developed writing process for daily implementation	100% of 4 th and 7 th grade teachers will implement writing plan

weekly				
Conduct training of writing plan to teachers that includes TEKS writing standards and student expectations	TEA writing resources, Writing TEKS, Contracted consultant, Comprehensive School Grant funds	August - October 2018	DCI is conducting training of writing plan	100% of 4 th and 7 th grade teachers will implement writing plan
Explore research-based writing curriculums that better adapts to the Montessori approach	Various writing curriculums, Local funds Consultant, if appropriate Comprehensive School Grant Funds	September-October 2018	DCI, principal and teachers will explore curriculums to determine a research-based writing program that aligns to the Montessori approach to be piloted in early grades.	100% of teachers will review writing programs and agree on most effective writing curriculum to be implemented as a pilot for GMS.

INTERMEDIATE ACTIVITY (Implementation)	RESOURCES	ACTIVITIES TIMELINE	PERSON RESPONSIBLE	GOAL FOR THIS ACTIVITY
Conduct bi-weekly learning walks to monitor teaching, learning and/or practicing of writing compositions and editing/revision practices	Electronic lesson plans, classroom visits, Consultant, comprehensive School Grant Funds	Sept. 2018-May 2019	Principal, DCSI, Consultant, DCI and PSP	Classroom visits data will indicate 95% of teachers are either teaching composition and editing/revision or students are practicing writing components.
Require bi-weekly writing assessments to be administered and scoring rubrics to be	Student writing samples, rubrics, Consultant, Comprehensive School	Oct. 2018-March 2019	Students, Teachers, DCI, principal, consultant	60% of 4th grade students will show growth between his/her first written composition to March written composition.

used to monitor growth required to meet or master the Writing standard (Released STAAR test to be given in early Dec.)	Grant Funds			50% of 7th grade students will show growth between his/her first written composition to March written composition.
Disaggregate written composition data and Released STAAR data to determine interventions	Student writing samples	Oct. 2018-March 2019	Teachers, PSP, Consultant, DCI and principal	60% of 4 th grade students will show growth between his/her first written composition to March written composition. 50% of 7 th grade students will show growth between his/her first written composition to March written composition.
Continue to provide coaching and support to teachers as part of the writing process (plan, do, check, act)	Writing resources as appropriate, Consultant Comprehensive School Grant Funds	Jan.-April 2019	DCI and teachers	100% of teachers have implemented writing plan with fidelity.

LONG-TERM ACTIVITY (Results)	RESOURCES	ACTIVITIES TIMELINE	PERSON RESPONSIBLE	GOAL FOR THIS ACTIVITY
Review 2019 STAAR data to determine % of students Meeting and/or Mastering 4 th and 7 th grade 2019 STAAR Writing.	TEA STAAR Writing data reports	June 2019	DCI, Principal, DCSI, CLT and PSP	The number of students meeting or mastering the 2019 STAAR writing assessment in 4 th grade will increase from 5 students in 2018 to 9 students in 2019.

Review 2019 STAAR data to determine % of students Meeting and/or Mastering 7th grade 2019 STAAR Writing assessment.	TEA STAAR Writing data reports	June 2019	DCI, Principal, DCSI, CLT and PSP	25% of 7th grade students will meet and/or master the Writing 2019 STAAR assessment.
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PROBLEM STATEMENT #2: The Goodwater Montessori 2018 STAAR data indicated only 17% of ALL Students achieved Met Standard in math.

ROOT CAUSE #2: The campus did not have instructional leaders enforcing teacher accountability including best practices, lesson planning, data disaggregation and aligning the Montessori work to the TEKS standards; therefore, quality math instruction did not take place.

ANNUAL GOAL #2: All Goodwater Montessori students will increase the meet standard to 27% on the 2019 Math STAAR assessment for grades 3-7.

STRATEGY #2: Campus instructional leaders will create, communicate, implement and monitor processes and systems. Teachers will be held accountable for teaching and learning using quality instructional practices, disaggregating data to drive instruction and conducting Professional Learning Communities to make instructional decisions while aligning the Montessori work to the TEKS standards in all subjects, especially in the math content area.

SHORT-TERM (Training/acquisition of new skills)	RESOURCES	ACTIVITIES TIMELINE	PERSON RESPONSIBLE	GOAL FOR THIS ACTIVITY
Develop math pacing guide for 3-6 grades that is TEKS aligned with spiral reviews.	Pacing guide	Summer, 2018	DCI developed pacing guide and presented it to principal for approval and implementation.	A math pacing guide was developed that is aligned to TEKS with spiral reviews that align to Montessori approach to teaching and learning.

Conduct Math pacing guide training with teachers.	Pacing guide	August 2018	DCI provided math pacing guide training to 3-6 grade teachers.	100% of 3-6th grade teachers were trained in how to implement the math pacing guide.
Provide additional support as teachers begin implementation process (weekly check-in meetings)	Pacing guide Consultant, Comprehensive School Grant Funds	August 2018- May 2019	DCI, DCSI, consultant and principal will provide additional support as appropriate to any teacher that may need additional assistance with implementation.	100% of electronic lesson plans and classroom visits (observations) will provide evidence that effective math instruction is being implemented.

INTERMEDIATE ACTIVITY (Implementation)	RESOURCES	ACTIVITIES TIMELINE	PERSON RESPONSIBLE	GOAL FOR THIS ACTIVITY
Provide coaching and support to teachers as they implement math pacing guide.	Pacing guide, math manipulatives, math resources as appropriate, Consultant, Comprehensive School Grant Funds	Ongoing throughout 2018-2019 school year	DCI, consultant, principal and DCSI will provide coaching and support to teachers.	100% of electronic lesson plans and classroom visits (observations) will provide evidence that effective math instruction is being implemented.
Conduct BOY, MOY and EOY and spiral reviews to monitor achievement growth and progress.	NWEA-MAP (BOY, MOY, EOY assessments) and spiral reviews from pacing guide	Sept. 2018 to May 2019	Teachers will administer to students math BOY, MOY and EOY and spiral reviews.	100% of teachers will administer BOY, MOY, EOY and spiral reviews to monitor growth and progress.
Disaggregate math data, plan interventions and	NWEA-MAP data and spiral reviews from pacing guide, electronic	Sept. 2018 to May 2019	Teachers, consultant, DCI and principal will review data sources to plan	Based on data sources, 100% of teachers will plan and implement interventions for students who

enrichments as appropriate.	lesson plans, weekly check ins, collaborative meetings, consultant, Comprehensive School Grant Fund		interventions and enrichment.	struggle and enrichment for students who understand math concepts/problem solving.
Conduct classroom visits to monitor implementation of math pacing guide and provide feedback when appropriate.	Electronic lesson plans, consultant, Comprehensive School Grant Funds, classroom visits, oral or written feedback when appropriate	Sept. 2018 to May 2019	Teachers, DCI, consultant, PSP, DCSI and principal will conduct classroom visits and monitor electronic lesson plans.	100% of teachers will submit electronic lesson plans and 95% of math classroom visits will indicate math pacing guides are being implemented.

LONG-TERM (Results)	RESOURCES	ACTIVITIES TIMELINE	PERSON RESPONSIBLE	GOAL FOR THIS ACTIVITY
Review 2019 Math STAAR data to determine percentage of ALL Students that meet and/or masters the grade level standard.	2019 Math STAAR Data	June 2019	DCI, DCSI, Principal and PSP will review 2019 math STAAR data.	2019 STAAR data will be disaggregated to determine growth in each ethnic category and percentage of ALL Students that meet and/or master the grade level standard in math. (27%)
Compare the 2018 and 2019 Math STAAR data to determine areas of weakness so that	2018 and 2019 Math STAAR data	June 2019	DCI, DCSI, Principal and PSP will review 2018 and 2019 math STAAR data.	Compare the 2018 and 2019 Math STAAR data to determine areas of weakness so that gaps in math learning at each grade level can be addressed for the 2019-2020 school

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