

2019-2020 District Instructional Improvement Plan

Current 2019-2020

Section	Board Goals	Target Areas	Measureable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)						
DIVISION OF INSTRUCTION & CAMPUS ADMINISTRATION											
CURRICULUM AND INSTRUCTION (C&I)											
Academic Core: Mathematics, Science, English Language Arts and Reading (ELAR), Social Studies											
1-6	1, 2, 6	Social Studies	5% increase STAAR/EOC social studies performance at the Approaches, Meets, and Masters standards	Increase student achievement and historical/civic competence by providing professional learning on: <ul style="list-style-type: none"> K-5 <ul style="list-style-type: none"> utilizing the redesigned curriculum, explicit instruction, and social studies content to promote clarity of instructional goals using historical thinking and inquiry (Engage, Explore, Explain, Extend, and Evaluate (5E) Instructional Model, Claims Evidence Reasons (CER), and Document -Based Questioning (DBQ)) to deepen students' ability to apply historical analysis and use critical-thinking skills analyzing primary and secondary source documents and relevant 	Monitor, analyze, and measure student growth on: <ul style="list-style-type: none"> Common assessments Benchmark assessments <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Check Point</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>March</td> <td style="text-align: center;">○</td> </tr> </tbody> </table>	Check Point		Dec	✓	March	○
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Changes to 2019-2020

Section	Board Goals	Target Areas	Measurable Evaluation Criteria (Summative)	Performance Objectives / Strategies	Formative Check Point(s)																						
DIVISION OF INSTRUCTION & CAMPUS ADMINISTRATION																											
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Academic Core: Mathematics, Science, English Language Arts and Reading (ELAR), Social Studies																											
1-6	1, 2, 6	Social Studies	<div style="border: 1px solid red; padding: 2px;">2%</div> increase STAAR/EOC social studies performance at the Approaches, Meets, and Masters standards <table border="1" style="margin-top: 10px; width: 100%;"> <thead> <tr> <th>Year</th> <th>Approaches</th> <th>Meets</th> <th>Masters</th> </tr> </thead> <tbody> <tr> <td>17-18</td> <td>83</td> <td>64</td> <td>43</td> </tr> <tr> <td>18-19</td> <td>85</td> <td>65</td> <td>46</td> </tr> <tr> <td>19-20</td> <td>87</td> <td>67</td> <td>48</td> </tr> </tbody> </table>	Year	Approaches	Meets	Masters	17-18	83	64	43	18-19	85	65	46	19-20	87	67	48	Increase student achievement and historical/civic competence by providing professional learning on: <p>K-5</p> <ul style="list-style-type: none"> utilizing the redesigned curriculum, explicit instruction, and social studies content to promote clarity of instructional goals using historical thinking and inquiry (Engage, Explore, Explain, Extend, and Evaluate (5E) Instructional Model, Claims Evidence Reasons (CER), and Document -Based Questioning (DBQ)) to deepen students' ability to apply historical analysis and use critical-thinking skills analyzing primary and secondary source documents and relevant text to strengthen students' comprehension through critical reading strategies such as resignal teaching vocabulary building 	Monitor, analyze, and measure student growth on: <ul style="list-style-type: none"> Common assessments Benchmark assessments <table border="1" style="margin-top: 10px; width: 100%;"> <thead> <tr> <th colspan="2" style="background-color: #4a4a8a; color: white;">Check Point</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9d9f2;">Dec</td> <td style="background-color: #d9d9f2; text-align: center;">✓</td> </tr> <tr> <td style="background-color: #d9d9f2;">March</td> <td style="background-color: #d9d9f2; text-align: center;">○</td> </tr> </tbody> </table>	Check Point		Dec	✓	March	○
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