

Targeted Improvement Plan

Campus: Henry Ford Elementary Targeted Improvement Plan  
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<b>Problem Statement #5</b>	Kinder Readiness: BOY for TX-KEA for 2024-2025 School Year: 32% (Vocabulary, Letter Names & Spelling).			
<b>Root Cause:</b>	Kindergarten students have limited early literacy exposure, and Tier 1 instruction is not consistently aligned to foundational reading skills. Additionally, small group instruction is not always data-driven or effectively targeted to address individual student needs in vocabulary, letter names, and spelling.			
<b>Annual Goal:</b>	By the initiation of the 2026 school year, the percentage of Kindergarten students demonstrating readiness on TX-KEA (Vocabulary, Letter Names, and Spelling) will increase from 32% to 40%.			
<b>Strategy:</b>	Strengthen Tier 1 instruction and small group intervention in foundational literacy by providing teachers with professional development, planning time, and tools focused on early reading skills.			
	<b>Q1 Goal (Aug - Oct)</b>	<b>Q2 Goal (Nov-Jan)</b>	<b>Q3 Goal (Feb.-Apr)</b>	<b>Q4 Goal (May-Jul)</b>
<b>Quarterly Goals</b>	Establish a strong foundation in early literacy through intentional planning, BOY data analysis, and structured routines.	Strengthen foundational literacy in PreK through targeted small group instruction and progress monitoring.	Increase student achievement in target areas through small group differentiated plans and intentional use of data.	Support final student growth and reflect on instructional practices to improve readiness for the next year.
<b>Intervention 1</b>	<b>BOY TX-KEA and LION Data Analysis:</b> PK and K Teachers analyze Beginning-of-Year TX-KEA and LION assessment data to identify trends and student needs in vocabulary, letter names, and spelling. Align activities to Kinder Readiness assessment.	<b>Progress Monitoring Checks:</b> Administer letter name and vocabulary checks each reporting period to guide instruction.	<b>MOY LION Data Review:</b> Teachers analyze growth and adjust small groups to provide enrichment for skills that have not been mastered.	<b>EOY Literacy Conferences:</b> Teachers meet individually with students to assess progress and celebrate growth.
<b>Intervention 2</b>	<b>Phonemic Awareness Routines:</b> Implement daily phonemic awareness activities using Heggerty during small group intervention time(PK).	<b>Coaching &amp; Modeling:</b> Instructional coach models effective small group strategies during planning/TCLCs and provides feedback.	<b>Focused Enrichment Groups:</b> Daily skill specific intervention groups for students that are still performing below level.	<b>EOY TX-KEA Preparation &amp; Practice:</b> Provide opportunities for students to review skills through games and partner practice.
<b>Intervention 3</b>	<b>Launch Intentional Small Group Literacy Instruction:</b> Use BOY data to group students and provide targeted instruction in letter recognition, vocabulary and writing using tactile manipulatives.	<b>Interactive Literacy Centers:</b> Classrooms implement structured, rotating centers focused on vocabulary, letter formation, and sound recognition using manipulatives and hands on activities.	<b>Vocabulary Journals:</b> Students maintain personal vocabulary journals with pictures, letters, and new words.	<b>Teacher Reflection &amp; Planning:</b> Staff reflect on instructional impact, share successful practices, and cross grade level collaboration to plan for Pre-K to K transitions.
<b>Intervention 4</b>	<b>Targeted Use of Age of Learning Literacy Program:</b> Students will use the Age of Learning platform as prescribed to reinforce foundational literacy skills based on individual student needs.	<b>Weekly Take-Home Literacy Practice:</b> Students will receive skills-based take-home activities each week targeting vocabulary, letter recognition, and spelling.	<b>Family Literacy Night:</b> Host a literacy event to share at-home reading strategies and materials with families.	<b>Family Readiness Packets:</b> Send home summer literacy packets with activities, books, and strategies to support continued growth.
<b>What data will be collected to monitor interventions?</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Intervention 1</b>	Agenda and Sign in Sheets from CLC and grade level planning.	Progress monitoring logs, growth charts (spelling list/vocabulary 3 week monitoring)	Progress monitoring checklists, growth charts, LION reports	LION EOY results

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<b>Intervention 2</b>	Walkthroughs focused on early literacy routines	Coaching logs and walkthrough feedback	Growth charts, tracking logs	Students Activities
<b>Intervention 3</b>	Small group activities and tracking logs	Center rotation plans and student work samples	Vocabulary journals and writing samples	Teacher reflection forms and transition plans
<b>Intervention 4</b>	Usage reports, student performance data on targeted skills, teacher monitoring logs for small group alignment with program usage.	Student completion checklists or returned activities	Family event sign-in sheets and feedback forms	Packet distribution logs

<b>Did you meet this quarter's goal?</b>				
<b>Provide the data or evidence that supports meeting or making progress towards this quarterly goal.</b>				
<b>Are you on track to meet the annual goal?</b>				
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>				