

Campus Information							
District Name	Duncanville ISD	Campus Name	Alexander Elementary	Superintendent	Dr. Marc Smith	Principal	Erin Frye
District Number	057907	Campus Number	000000105	District Coordinator of School Improvement (DCSI)	Winnifred Goodman	ESC Support	Chris Garcia Region 10
Assurances							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				Winnifred Goodman, 9/27/19		
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.						
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.				Erin Frye, 9/27/19		
Board Approval Date	2019-11-18						
Needs Assessment							
Data Analysis Questions		What accountability goals for each Domain has your campus set for the year?	Domain 1 : Student Achievement - 75; Domain 2: School Progress - 80; Domain 3: Closing Gaps - 80				
		What changes in student group and subject performance are included in these goals?	Our overall aim is for at least 50% of our students to Meet grade level expectations on all STAAR tests.				
		If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a				

Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)			
Use the completed Self-Assessment Tool to complete this section			
Essential Action		Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		3	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		3	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		4	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		3	
5.1 Objective-driven daily lesson plans with formative assessments.		3	
5.3 Data-driven instruction.		2	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	5.3 Data-driven instruction.	Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.
Rationale	Given that our data driven instruction and assessment areas are not as developed and yet so connected in practice, we believe this will yeied us the highest leverage gains. Last year we incorporated much more attention on student level progress data as a school and began tracking it using the campus-wide language of Approaches/Meets/Masters. We need more deliberate identification and unpacking of the TEKS with dedicated time allocated for re-teaching based on assessment data. While we had some visual data tracking systems in place, they did not inform practice enough. We are pushing data tracking methods down to the individual classroom and student level where the feedback has the most opportunity to change instruction.	Rationale	Given that our data driven instruction and assessment areas are not as developed and yet so connected in practice, we believe this will yeied us the highest leverage gains. We have a solid lesson planning template, clear timelines, and dedicated team planning times, but we need to become more adept at alignment and backwards planning with activities and assessments that are aligned to both the standard and the activity.
Desired Annual Outcome	Specific recurrent team planning time allocated for unpacking TEKS and aligning instructional activities and assessment with reteach opportunities. Creation and implementation of common team assessments in Math and Reading at 6 week cycles. Incorporation of classroom level student progress tracking in every teacher's classroom and campus level student progress tracking.	Desired Annual Outcome	Tight lesson alignment between TEK, district scope and sequence, daily objective, instructional delivery, and activity/assessment. Implementation of aggressive monitoring during independent practice using teacher exemplars and tracking methods. Weekly lesson plan review and guidance/feedback provided by ILT members.
Barriers to Address During the Year	Time management and scheduling to allow team planning for unpacking, assessment creation, and reteach instruction. Confidence and competency building in assessment creation and results analysis. Determining data tracking methods that most inform practice.	Barriers to Address During the Year	Time management for lesson plan review and coaching feedback. Teacher capacity to understand alignment needs and receptivity to feedback. ILT's skill and intentionality in engaging in the planning process faithfully.
District Commitment Theory of Action:		If the Chief of Schools provides regular leadership coaching and role clarity to the principal on the implementation of Data Driven Instruction and effective instructional leadership practices, then the principal actions will lead to strong data-driven instructional practices, improved quality and frequency of lesson planning and formative assessments, and overall student growth and achievement.	

ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic			
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	
Desired Annual Outcome	Specific recurrent team planning time allocated for unpacking TEKS and aligning instructional activities and assessment with reteach opportunities. Creation and implementation of common team assessments in Math and Reading at 6 week cycles. Incorporation of classroom level student progress tracking in every teacher's classroom and campus level student progress tracking.	Tight lesson alignment between TEK, district scope and sequence, daily objective, instructional delivery, and activity/assessment. Implementation of aggressive monitoring during independent practice using teacher exemplars and tracking methods. Weekly lesson plan review and guidance/feedback provided by ILT members.	
Desired 90-day Outcome	Calendarized team PLC times in the form of weekly PLC planning during the day, biweekly PLC planning and professional development time after school, and pull-out team PLC planning and analysis half/whole days twice per semester.	Team PLCs align daily lesson plans defining narrowed/essential TEK, communicating clear We Will/I Will daily objectives, and incorporating aligned instructional activity/exit task/assessment.	
Barriers to Address During this Cycle	Time management and scheduling to allow team planning for unpacking, assessment creation, and reteach instruction. Confidence and competency building in assessment creation and results analysis. Determining data tracking methods that most inform practice.	Communication of alignment expectations, lesson plan application, and effective assessment practices. Teacher capacity to understand alignment needs and receptivity to feedback. Administrative calendarizing of training and teacher coaching/feedback.	
District Actions for this Cycle	Provide comprehensive training on objective and TEK alignment to administrators and teachers and monitor implementation with fidelity.	Content Instructional Walks and Content Professional Development	
District Commitments Theory of Action	If the Chief of Schools provides regular leadership coaching and role clarity to the principal on the implementation of Data Driven Instruction and effective instructional leadership practices, then the principal actions will lead to strong data-driven instructional practices, improved quality and frequency of lesson planning and formative assessments, and overall student growth and achievement.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Establish weekly team PLC schedule, biweekly after school PLC schedule, and team pull-out half/whole days	1	by Sept. 3	Calendar, master schedule	Principal Frye, AP Griffin	PLC calendar of activities, PLC agendas	ongoing, weekly	Met	
Establish administrative walk-through cycle: 5 walk throughs or observations with one on one feedback to teacher per week	2	by Sept. 6, ongoing	master schedule, PLC feedback time	Principal Frye, AP Griffin	Strive data	ongoing, weekly	On Track	Ongoing process each week.
Provide teacher training/review on required structural and content needs for effective small group rotations	2	by Sept. 11	small group resources - procedures, content considerations	ILT	Training materials	by Sept. 11	Met	
Identify and communicate PLC priority activities and instructional alignment expectations	1,2	by Sept. 27	PLC expectations, alignment overview & look-fors	Principal Frye, AP Griffin	Defined PLC approach document, campus alignment expectations page	by Sept. 27	Met	
Identify and communicate campus essential TEKS in Reading & Math	1,2	by Sept. 30	TEKS, district scope and sequence, previous campus assessment data	ILT	Clearly defined essential TEKS documents - Reading & Math	by Sept. 30	On Track	Will need to revisit each 9 weeks with new content and skills to cover.
Calendarize use of "Power Hour" interventions: iStation Reading & Math, Achieve 3000 / Smarty Ants, and teacher-led small group remediations	1,2	by Sept. 30	technology access, master schedule	ILT	finalized rotation calendar, usage reports	by Sept. 30 and ongoing	Met	
Provide teacher training/review on writing We Will/I Will objectives	2	by Oct. 16	We will/I will resource (Fundamental Five)	ILT	Training materials	by Oct. 18	Met	
PLC team creation of 6 week formative assessments for Reading & Math	2	by Oct. 1	curriculum resources, district scope & sequence, campus essential TEKS	ILT & teachers	Team created common assessments	by Oct. 1 and ongoing	Significant Progress	Will need to revisit each 9 weeks with new content and skills to cover.
Provide teacher training/review on using Aware for assessment entry and data analysis	1,2	by Oct. 11	Aware technical information, data analysis tools	ILT	Training materials, Aware reports, data analysis documents	by Oct.18	Some Progress	Due to Eduphoria interface updates, process for designing team tests has changed. We need to re-train with the new platform.
Provide teacher training/review on backward design approach and effective formative assessment creation	1,2	by Oct. 25	backward design resources, formative assessment resources/types	ILT	Training materials	by Oct. 25	Some Progress	More time was spent on training for frontloading with TEKS, objective, and lesson activity alignment. More explicit professional development is needed on quality formative assessment creation and use of resources.
ILT facilitates team data analysis of common and district assessment data	1,2	Oct-Nov, after assessments	assessment document, data reports, data analysis tool	ILT & teachers	data reports with analysis reflection tool, next steps identified	by Oct. 31	On Track	Will be a repeated cycle with new assessment data.
Finalization of data tracking tool for data analysis & planning days	1	by Oct. 11	data analysis tool	ILT	data tool document	by Oct. 31	Met	

Principal attends Curriculum Management Audit Level 1 Training	2	Oct.15-17	professional development funds	Principal Frye	training certificate	by Oct. 17	Met	
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Reflection and Planning for Next 90-Day Cycle
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Did you achieve your desired 90-day outcome? Why or why not?	The 90 day outcome was met. Much of this first phase involved communicating expectations, providing professional development, and monitoring for understanding and initial implementation practices, which has been done.
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We met the performance goal for 4th grade Reading but did not meet the numeric goals in other test areas. Our 4th grade students are much stronger than our 3rd grade students overall as measured by other cumulative data sources (DRA, iStation, etc.). The metric we used were district-created curriculum-based assessments, which are not an exact parallel to the STAAR so there is some disconnect between our lead data source and the final lag measure of the state. In 4th grade Writing, the district assessment used was a writing calibration of the essay only and did not have any revising and editing components. Because of the disconnect, we will be creating and giving internal STAAR-aligned assessments at the campus level to get a better gauge on student progress using more parallel tools.
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Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones
	The two milestones that we only made "some progress" on were related to teacher training on assessments - one from the technical side of operations of how to enter them into Eduphoria Aware, and the other related to assessment creation. These will carry forward.	We will contract with consultants to build in more support for professional development and continued coaching and development of instructional strategies and data analysis. We will also add in team curriculum and assessment planning time.

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	
Desired Annual Outcome	Specific recurrent team planning time allocated for unpacking TEKS and aligning instructional activities and assessment with reteach opportunities. Creation and implementation of common team assessments in Math and Reading at 6 week cycles. Incorporation of classroom level student progress tracking in every teacher's classroom and campus level student progress tracking.	Tight lesson alignment between TEK, district scope and sequence, daily objective, instructional delivery, and activity/assessment. Implementation of aggressive monitoring during independent practice using teacher exemplars and tracking methods. Weekly lesson plan review and guidance/feedback provided by ILT members.	
Desired 90-day Outcome	Establish visible data tracking methods for classroom and school and ensure teachers maintain student data notebooks. Scope and sequences reflect identified reteach time based on student needs.	Lesson plans reflect daily independent practice with aggressive monitoring and adjustments to small group instruction. Improved alignment between TEKS, daily objective, and activity or assessments.	
Barriers to Address During this Cycle	Current district scope and sequence does not include reteach buffer time.	Current district curriculum is not adequately developed and aligned and does not provide sufficient formative assessments. Prescribed reteach time within daily instruction may not be adequate to ensure student mastery or adequate growth for students who are significantly behind.	
District Actions for this Cycle	Conduct principal PLC focused on using data to provide student intervention	Provide continued training on alignment to instructional coach, teachers, and assistants	
District Commitments Theory of Action	If the Chief of Schools provides regular leadership coaching and role clarity to the principal on the implementation of Data Driven Instruction and effective instructional leadership practices, then the principal actions will lead to strong data-driven instructional practices, improved quality and frequency of lesson planning and formative assessments, and overall student growth and achievement.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Adjust scope and sequence / teaching calendar for Reading and Math to provide time for reteaching	1,2	by Dec. 1	scope and sequence, calendar	ILT	adjusted scope and sequence calendars	by Dec. 1		
Provide teacher training/review on aggressive monitoring framework and key components	2	by Jan. 8	aggressive monitoring resources, tracking document example, exemplar practice	ILT	Training materials, tracking document	by Jan. 10		
ILT to create data wall display areas for the campus, and teachers establish classroom data walls	1	by Dec. 1	physical space allocation, data tracking display methods	ILT & teachers	physical data wall displays	by Dec. 1		
6 week common assessments include retest of retaught/sprialed standards	1,2	by Dec. 20	data analysis tool, essential standards, assessment resources	ILT & teachers	common assessments with identified standards	by Dec. 20		
Identify students in need of significant additional remediation and provide weekly after school tutoring	1,2	by Dec. 1	target student list, tutors, identified TEKS, funds, transportation	ILT & teachers	tutoring logs	by Dec. 1		
Teachers establish and maintain student data notebooks with various assessment and progress data	1	by Jan. 17	notebooks, student data reports, assessments, interventions	ILT & teachers	documents and notebooks: student data reports, assessments, intervention	by Jan. 20		
ILT to analyze assessment data and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1	Jan - Feb	data reports, observation calendar	Principal Frye, AP Griffin, ILT	data analysis reports, Strive data	ongoing, by Jan. 1		
Give campus level internal STAAR benchmark - 3rd & 4th Math, Reading, 4th Writing	1	by Dec. 20	released STAAR test, STAAR formatted resources	ILT & teachers	internal benchmark calendar, test results	by Jan. 13		
ILT facilitates team data analysis of common and district assessment data	1,2	Dec - Feb, after assessments	assessment document, data reports, data analysis tool	ILT & teachers	data reports with analysis reflection tool, next steps identified	by Feb. 1		
Contract with consultants to assist with professional development, coaching, instructional strategy development, and data analysis	1,2	by Jan. 17	funds, targeted needs	Principal Frye, AP Griffin	calendarized schedule for consulting	by Jan. 20		
Provide grade level teams with curriculum and assessment writing and backwards design planning time	1,2	by Jan. 17	funds, TEKS, curriculum scope and sequence documents, resources, assessments	Principal Frye, AP Griffin, ILT	curriculum maps, lesson plans, assessments	by Jan. 20		
Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			Carryover Milestones			New Milestones		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	
Desired Annual Outcome	Specific recurrent team planning time allocated for unpacking TEKS and aligning instructional activities and assessment with reteach opportunities. Creation and implementation of common team assessments in Math and Reading at 6 week cycles. Incorporation of classroom level student progress tracking in every teacher's classroom and campus level student progress tracking.	Tight lesson alignment between TEK, district scope and sequence, daily objective, instructional delivery, and activity/assessment. Implementation of aggressive monitoring during independent practice using teacher exemplars and tracking methods. Weekly lesson plan review and guidance/feedback provided by ILT members.	
Desired 90-day Outcome	Clear picture of student growth and progress toward the standards.	Aligned instruction centering upon identified TEKS	
Barriers to Address During this Cycle	Small group personnel availability and expertise.	Reteach time within daily instruction may not be adequate to ensure student mastery or adequate growth for students who are significantly behind.	
District Actions for this Cycle	Professional development on student growth tracking and the use of interim assessment data	Provide explicit professional development on alignment	
District Commitments Theory of Action	If the Chief of Schools provides regular leadership coaching and role clarity to the principal on the implementation of Data Driven Instruction and effective instructional leadership practices, then the principal actions will lead to strong data-driven instructional practices, improved quality and frequency of lesson planning and formative assessments, and overall student growth and achievement.		

Reflection and Planning for Next 90-Day Cycle			
Did you achieve your desired 90-day outcome? Why or why not?			
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		Carryover Milestones	New Milestones
END OF YEAR REFLECTION			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	Specific recurrent team planning time allocated for unpacking TEKS and aligning instructional activities and assessment with reteach opportunities. Creation and implementation of common team	Tight lesson alignment between TEK, district scope and sequence, daily objective, instructional delivery, and activity/assessment. Implementation of aggressive monitoring during independent practice using teacher exemplars and tracking	
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
 The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Calendarized team PLC times in the form of weekly PLC planning during the day, biweekly PLC planning and professional development time after school, and pull-out team PLC planning and analysis half/whole	Team PLCs align daily lesson plans denning narrowed/essential TEK, communicating clear We Will/I Will daily objectives, and incorporating aligned instructional activity/exit task/assessment	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
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Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			Carryover Milestones			New Milestones		