

Campus Information							
District Name	Bandera ISD	Campus Name	Alkek Elementary	Superintendent	Jerry Hollingsworth, EdD	Principal	Dixie Moseley
District Number	010-902	Campus Number	010-902-101	District Coordinator of School Improvement (DCSI)	Gary Bitzkie	ESC Support	Jamie Goodwin
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.					Gary Bitzkie 9-19-19	
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.					<Enter Name and Date>	
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.					Dixie Moseley 9-19-19	
Board Approval Date							
Needs Assessment							
Data Analysis Questions			What accountability goals for each Domain has your campus set for the year?	Domain I: increase overall performance at approaches by 7% (83%); meets 6% (49%); masters 5% (27%) Domain II: increase overall growth 7% Domain III: focus is on Continuously enrolled for Achievement; focus is on Hispanic and Non-Continuously enrolled; and Continously enrolled for student success			
			What changes in student group and subject performance are included in these goals?	Continuosly enrolled and hispanic			
			If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA			
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.							
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.							
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.							

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.			
5.1 Objective-driven daily lesson plans with formative assessments.			
5.3 Data-driven instruction.			
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			5.3 Data-driven instruction.
Rationale			Previous data have indicated to campus leadership that there is an increased need to improve the ability to use data to inform instruction, especially when it comes to assisting historically underserved populations.
Desired Annual Outcome			Increase understanding data driven instruction to increase positive student outcomes as well as to build capacity amongst all teachers.
Barriers to Address During the Year			Time, learning new TEKS ELA and many teachers are in new grade levels. Having common assessments for younger grades, using the PLC process for creating common assesments and analyzing data.
District Commitment Theory of Action:			
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic		2019-04-06	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	
Desired Annual Outcome	Defined and utilized protocols. Standard procedural expectations of PLCs, data collection for all grades level. Systems and protocols for organizational procedures (ie, field trip, sign out sheets for staff, etc.)	Improved instructional alignment to state standards.	
Barriers to Address During the Year	Time, learning new TEKS (many teachers are in new grade levels and contents)	Time, learning new TEKS (many teachers are in new grade levels and contents); crossing new textbooks to TRS for ELAR	
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		
1.1	DCSI will work with administrative team to refine/ establish organizational protocols at the campus level. Campus Principal and AP will work with grade level chairs to establish systemic protocols for all grades/contents that will benefit campus and studnet outcomes. DCSI, Principal, AP, and Counselor will attend Deloitte Courageous Leadership Conference in January and April, 2020. ESC case manager will support PLC and protocol efforts along with supporting TIP.		
5.1	The campus is working with the ESC to strengthen lesson planning and assessments through TEKS Resource System supports, Math and ELAR Supports and eduphoria. The ESC will also support special education strategies and accommodations. District has provided PLC training with Solution Tree at the beginning of the year and the district will continue ongoing PD through the year.		