

Campus Information

District Name	DEW ISD	Campus Name	DEW ISD	Superintendent	DARRELL EVANS	Principal	DARRELL EVANS
District Number	081906	Campus Number		District Coordinator of School Improvement (DCSI)	Darrell Evans	ESC Support	Stephanie Kucera Denise Bell
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.					Darrell Evans, August 2019	
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.					DARRELL EVANS, AUGUST 2019	
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.					DARRELL EVANS, AUGUST 2019	
Board Approval Date							

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	
	What changes in student group and subject performance are included in these goals?	
	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.		3	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		4	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		3	
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.		3	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Rationale	While lesson plans have been required, little or no feedback was offered, if DDI is to be effective, we need to strengthen both lesson plans and formative assessments and our feedback on them.	We have used data with varying effort and effect. No real process in place for teachers to analyze unit tests (or any other tests) for the purposes of an effective reteach.	
Desired Annual Outcome	Teachers use recurring Data Meetings to collaboratively plan parts of lessons (at least know and show charts, objectives, and exit tickets) and consistent constructive feedback from administration. Rigorous assessments will be administered and data analyzed.	Teachers use unit and grading period tests using DDI protocols and for assessments in between unit tests (teacher created). Common assessments include retest on reteach items.	
Barriers to Address During the Year	Teacher receptivity to feedback; administration time management to offer productive feedback; and administrative and teacher teams ability to get into content specific discussions.	Principal's ability to roll out DDI to teachers (both from an effective PD and teacher buy in standpoint); time management for teacher preparation is done.	

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			
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		