Campus Information

District Name	Mineola ISD	Campus Name	Mineola Elementary & Primary	Superintendent	Kim Tunnell	Principal	Stacy Morris, Jole Ray
District Number	250903	Campus Number	Primary - 250101 . Elementary 250102	District Coordinator of School Improvement (DCSI)	Jennifer Knipp	ESC Support	Henryett Lovely

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.	Jennifer Knipp - Director of Curriculum & Instruction
Principal Supervisor (Only necessary if the DCSI is NOT the Principal supervisor)	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.	Stacy Morris - 9/10/2019; Jole Ray - 9/10/19
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domains I and II have the greatest impact on or campus accountability rating therefore they will be the center of our goal focus. Domain I Student Achievement Goal: 75% of MES Students will obtain Approaches, 55% of MES students will obtain Meets, 30% of MES students will obtain Masters. When these targets are met this will raise our Domain I Accountability grade from a D to a B. Domain II - Part A - Academic Growth Goal: 100% of all students previously tested by STAAR will show at least one academic year of growth from their previous STAAR level.
	What changes in student group and subject performance are included in these goals?	All student groups must show improved performance to affect Domain I. Domain II-A has been analyzed with teachers to show that our Domain II-A score was most greatly impacted by the lack of maintained performance with Meets and Masters level students. We have also had to clarify for our staff how the term "academic growth" is defined. As long as students do not go backwards on their performance level, they can still have a positive impact on our academic growth score.
	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.	2
5.1 Objective-driven daily lesson plans with formative assessments.	2
5.3 Data-driven instruction.	2

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Rationale	We recognize that we've had in place instructional/supplemental materials, but there is a lack of consistent protocol in place around rigorous TEKS aligned assessments. There is a lack of teacher efficiacy around developing assessments at the rigor of the TEKS and using curriculum supports consistently and appropriately.	PLCs lack consistent structure; for example, a data analysis protocol is not utilized. They lacked viable connections to student interventions using student data.	Building capacity of our instructional leaders will have the second most greatest impact on student acheivement. We want to put in place a way to develop teacher leaders, instructional coaches, etc.
Desired Annual Outcome	100% of core content area teams will have built and implemented with fidelity TEKS aligned assessments.	100% of Math and Reading common assessments given will be analyzed by standard and student Level to direct next steps in spiraled instruction, small group instuction as well as Tier 2 and Tier 3 intervention needs.	All members of the instructional leadership are will carry out instructional leadership responsibilities on campus including PLCs, team building, instructional coaching, and data analysis.
Barriers to Address During the Year	Mindset around assessment Value; on-going support and time for assessment development,	Mindset around data analysis, On-Going Support and Time for learning data literacy skills	Teachers see coaches and constuants as the "experts" so wait for their direction. Is their a cultural undercurrent that doesn't value teacher leaders among the teaching staff?

District Commitment Theory of Action:

If the district provides opportunities for ongoing support & coaching of the campus leader and protects their time dedicated for school instructional leadership while giving them necessary authority to create conditions for school success, and provides a data assessment platform to capture student assessment data by item and student level, and builds an academic calendar that includes days for school based professional development activities that align with the assessment calendar and allows for data driven reflection, and if the district ensures access to high quality common formative assessment resources and curriculum aligned to state standards for all tested areas and PK-2 math and reading , and provides schools with access to student academic, behavioral, and on-track-to-graduate data (present and historical), the campuses will be able to establish strong school leadership teams with clearly defined roles and responsiblities that will lead in the development of high-quality, rigorous assessments aligned to the TEKS scope and sequence, and analysis of data through the use of appropriate resources, effective curriculum, and best practice instruction.

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)