

Campus Information							
District Name	Groveton ISD	Campus Name	Groveton Elementary	Superintendent	Don Hamilton	Principal	Amanda Stubblefield
District Number	228-901	Campus Number	000000102	District Coordinator of School Improvement (DCSI)	Don Hamilton	ESC Support	Tamara Walker

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.
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.
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?

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			
Rationale			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action: If the district continues to provide assessment resources such as TEKS Resource System and DMAC and the policies and practices support effective instruction in the schools, then the campus will be able to create quality lesson plans with higher order thinking skills and formative assessments and student progress tracking that will ensure increased student success.

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

Date of ESF Diagnostic 2019-04-10

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	All teachers are creating and submitting daily lesson plans with all the necessary components and the principal reviews and provides feedback in a timely manner. Teachers lesson plans will emphasize higher order thinking skills, daily formative assessment and show evidence of planning with the end in mind by developing TEKS assessments.	All classrooms will have at least one visible student progress tracking artifact and a binder for individual student progress goals.	
Barriers to Address During the Year	Teachers not using available technology. Obtaining a low cost program to aid in developing and checking lesson plans. Lack of time for administrator and teachers. Learning the new ELAR TEKS. Learning the new ELAR adoption of Fountas and Pinell.	Lack of knowledge on interpreting and implementing data results into their instruction. Lack of understanding about the continuity and alignment of data between grade levels .	

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Prioritized Focus Areas for Improvement Capacity Builder

#1	Job embedded professional development from a consultant.
#2	Professional Development from the ESC.