

Campus Information							
District Name	Magnolia Independent School District	Campus Name	Magnolia Elementary	Superintendent	Dr. Todd Stevens	Principal	Letty Roman
District Number	170-906	Campus Number	170-906-101	District Coordinator of School Improvement (DCSI)	Dr. Anita Hebert	ESC Support	Jennifer Graves
							Region 6

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	2019-10-14

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain II: Academic Growth,, Domain III: Closing the Gaps, particularly in Growth
	What changes in student group and subject performance are included in these goals?	All groups need to increase performance
	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.	4
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.	4
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	5.1 Objective-driven daily lesson plans with formative assessments.		5.3 Data-driven instruction.			1.1 Develop campus instructional leaders with clear roles and responsibilities.	
Rationale	We need to put an effective lesson plan template in place. We need to ensure teams are planning effectively. Considering that strong lesson planning is a critical component, we need to develop stronger systems here as well.		We recognized last year that we needed to develop stronger data practices on our campus. Looking deeply at student data and making strong instructional decisions based data is what is ultimately going to lead to improvement for our campus.			We have identified campus instructional leaders on campus. We need to define the roles by writing out roles and responsibilities. Also, vision, mission, values, and goals need to be re-written to update them and involve current staff members.	
Desired Annual Outcome	Develop an effective lesson plan template, appropriate per content area. Develop systems for effective planning.		Create digital folders for teams to submit grade-level data. Use the PLC process to analyze data to inform instruction.			Clearly defined roles and responsibilities will be written and followed by campus instructional leaders. Vision, mission, values, and goals will be written, displayed, and lived by all staff members.	
Barriers to Address During the Year	Teachers expressing concern about the time required to lesson plan. Teachers are adjusting to planning independently without the direction of the instructional coach.	Time, teachers finding the time to develop lesson plans based on data.	Teachers want to share lesson plans and not be accountable for individual plans. They need to learn how to plan according to data analysis and students's needs from their classroom.	Admin and instructional leaders disaggregate data. Teachers do not currently use it to inform instruction.	Time is needed to analyze data. Training is needed to show teachers how it can inform their instruction. District personnel could spend additional time on campus <i>guiding and teaching</i>	Teachers do not value data analysis.	Approximately half of the staff has been there many years and have seen vision, mission, values, and goals written without a dedicated effort to adhere and follow them. Their complacency and lack of belief in the process will be a challenge.
District Commitment Theory of Action:		If the campus revisits their vision for an effective school and the district provides training and support to teachers on planning and assessing quality instruction, using results to make instructional shifts and intervention plans for students, student achievement will improve.					

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		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Focus area 1 - math has a template and they are using it. The ELA teams are still working on their template. Focus area 2- teachers are using data to drive instructional practices. Focus area 3- roles and responsibilities have been defined and scripted. Vision and mission have been revised.
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
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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
	Complete ELA lesson plan template and begin using to strengthen lesson planning.	

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
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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

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	Develop an effective lesson plan template, appropriate per content area. Delelop systems for effective planning.	Create digital folders for teams to submit grade-level data. Use the PLC process to analyze data to inform instruction.	Clearly defined roles and responsibilities will be written and followed by campus instructional leaders. Vision, mission, values, and goals will be written, displayed, and lived by all staff members.

<p>Did the campus achieve the desired outcome? Why or why not?</p>			
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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?		
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

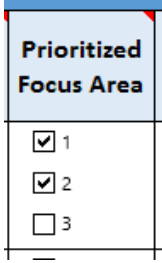
Campus Targeted Improvement Plan

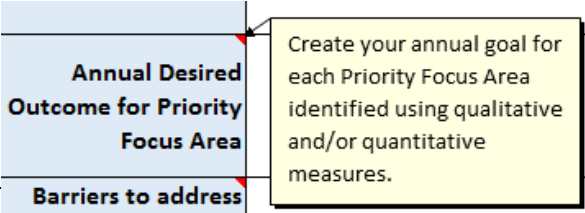
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	

<p>Viewing cell tips</p>	<p>Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner.</p> <p>To view the information in the notes box, hover your mouse over the cell.</p>	
<p>Printing the Template</p>	<p>The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted.</p> <p>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.</p>	<p>https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</p>



TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the ' <i>Self-Assessment</i> ' section. Continue to the next section titled, ' <i>ESF Diagnostic Results</i> '
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress