				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	Dr. Anita Hebert	ESC Support	Jennifer Graves			
District Humber	170 300	Campas Namber	170 300 101	(DCSI)	DI. Allita Hesert	LSC Support	Region 6			
				Ass	surances					
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. Dr. Anita Hebert 9/12/19										
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	the district-provided comn	this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use ed commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement us. I agree to carry out the plan elements as indicated herein.					Letty Roman 9/12/19			
Board Approval Date	2019-10-14									
			What accountability goals for each Domain has your campus set for the year?	Domain II: Academic Grov	vth,, Domain III: Closing the	Gaps, particularly in G	Growth			
	Data Analysis Questions		What changes in student group and subject performance are included in these goals?	All groups need to increas	se 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 Act	ion			Implementation	on Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus in	structional leaders with clear	r roles and responsib	ilities.				4			
2.1 Recruit, select, assi	ign, induct and retain a full st	aff of highly qualified	l educators.		4					
3.1 Compelling and alignment	gned vision, mission, goals, va	alues focused on a sa	fe environment and high expectati	ons.	3					
4.1 Curriculum and ass	sessments aligned to TEKS wit	th a year-long scope	and sequence.			4				
5.1 Objective-driven d	aily lesson plans with formati	ve assessments.					2			
5.3 Data-driven instruc	ction.						2			
		Prioritized Focus Ar	ea #1	F	Prioritized Focus Area #2		Prioritized Focus Area #3			
Essential Action	ential Action 5.1 Objective-driven daily lesson plans with formative assessments.				า.		1.1 Develop campus instructional leaders with clear roles and responsibilities.			
Rationale	We need to put an effective teams are planning effective critical component, we need	ely. Considering that		strong instructional decisions based data is what is ultimately going to			We have identified campus instructional leaders on campus. We need to define the roles by writing out roles and responsibilites. 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 Delelop systems for effectiv		opriate per content area.	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		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.		show teachers how it can		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 Acti	ion:	If the campus revisits their vision f shifts and intervention plans for st			and support to teache	rs on planning and assessing quality instruction, using results to make instructional			
				ESF Diag	nostic Results					
			(To be completed Al	TER the campus engag	es in the shared diagnost	tic with an ESF Facil	litator)			
	Date of ESF Diagnostic									
		Prioritized Focus Ar	ea #1	F	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		

	Student Data												
Grade				% of St	udents at Cam	pus Determi	ned Proficien	cy Level			% of Students at Meets Grade Level on STAAR or Other Assessment		
level	Subject tested	Cycle 1			Cycle 2		Cycle 3			Summative			
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Reading	District Interim	40	36	District Interim	45	51	District Interim	50				
3	Math	District Interim	40	47	District Interim	45	47	District Interim	50				
4	Reading	District Interim	40	28	District Interim	45	34	District Interim	50				
4	Math	District Interim	40	55	District Interim	45		District Interim	50				
4	Writing	District Interim	40	14	District Interim	40		District Interim	45				

		Cycle 1 90-day Outcomes (September - November)	
	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.
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.
Desired 90-day Outcome	Lesson plan template complete and teachers have begun using it for effective planning. Systems are forming that result in an effective use of time and resources that lead to results.	Teachers valuing data and using it to inform instruction authentically.	Define instructional leader roles and responsibilities. Plan a date to write a revised vision, mission, values, and goals.
Barriers to Address During this Cycle	Teacher attitudes and willingness to embrace a new process.	Time will be a barrier until teachers are able to complete this process with confidence.	Finding time to compete this task is the only barrier.
District Actions for this Cycle	Curriculum directors could view lesson plan templates and planning to suggest quality adjustments.	Curriculum personnel attends PLC's monthly to support and offer suggestions for improved practices.	Reviewing and possibly participating in writing the roles and responsibilities, and the campus vision, mission, values, and goals for the campus.
District Commitments Theory of Action	If the campus revisits their vision for an effective school and the district provi	des training and support to teachers on planning and assessing quality instruction, using resu	ilts to make instructional shifts and intervention plans for students, student achievement will

			Actio	n plan-Milestones				
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Create lesson plan template, distribute to and train teachers on its use.	1	Nov. 5	None	Letty Roman	Template complete, Teacher training records	Nov. 15	Some Progress	Train teachers on use of lesson plan template
Set up system for grade levels to submit student achievement data from various assessments for instructional planning	2	October 31	None	Amy Rightmer	Digital folders for each grade level available with directions for inputting information	Nov. 15	On Track	Monitor and adjust as needed
Document complete with working mission, vision, values, goals and Roles and responsibilities for campus leadership defined	3	Nov. 15	Protocol for developing mission, vision, values	Letty Roman	Complete document	Nov. 15	Significant Progress	Complete documents by Christmas Break

<u> </u>	<u> </u>						
		Reflection and Pla	nning for Next 90-Day	y Cycle			
Did you achieve your desired 90-day outcome? Why or why no	ot?	Focus area 1 - math has a tem area 3- roles and responsibiliti	plate and they are using it. The es have been defined and script	ELA teams are still working on ted. Vision and mission have be	their template. Focus area 2- to een revised.	eachers are using data to drive	nstructional practices. Focus
Did you achieve your student performance goals (see Student	Data Tab)? Why or why not?						
		Carryover Milestones		New Milestones			
Review the necessary adjustments/next steps column above. continue working on in the next cycle? What new milestones of	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?			Complete ELA lesson plan template and begin using to strengthen lesson planning.			

		Cycle 2 90-Day Outcomes (December-February)	
	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.
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.
Desired 90-day Outcome	Lesson plan templates have been used on a regular basis. Systems are e	Teachers value data and use it to inform instruction.	Follow written roles and responsibilities, revise as needed. Faculty writes vision, mis
Barriers to Address During this Cycle	Teacher willingness to participate in effective planning.	Encouragement will be needed as teachers realize this is our new norm.	Engaging in honest conversation about the written roles and responsibilites and adhering to
District Actions for this Cycle	Curriculum directors could view lesson plan templates and planning to suggest quality adjustments.	Curriculum personnel attends PLC's monthly to support and offer suggestions for improved practices.	Providing feedback to the campus about campus leaders and ways to improve. Provi
District Commitments Theory of Action	If the campus revisits their vision for an effective school and the district provici improve.	les training and support to teachers on planning and assessing quality instruction, using resu	Its to make instructional shifts and intervention plans for students, student achievement will

	Action plan-Milestones											
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps				
Lesson plans turned in on time using new template. Feedback provided on a regular basis on implementation of the efffective lesson planning temple	1	DecFeb.	None	Letty Roman	Feedback schedule and checks	Feb. 15	Significant Progress	Continue to monitor teachers and students while providing feedback continuously				
Teachers monitor progress and plan instructional interventions based on ongoing use of data sets in digital folders.	2	DecFeb.	None	Amy Rightmer	PLC agendas, Observation	Feb. 15	Significant Progress	Continue to monitor teachers and students while providing feedback continuously				
Brand new mission, vision and post throughout school and use on all print and electronic communication	3	January 30	Branding support	Letty Roman	Branded materials used on a regular basis	Feb. 15	Some Progress	Find new areas/ways to incorporate vison and mission				

		Reflection and Pla	nning for Next 90-Day	y Cycle					
Did you achieve your desired 90-day outcome? Why or why no	ot?								
Did you achieve your student performance goals (see Student									
Review the necessary adjustments/next steps column above. continue working on in the next cycle? What new milestones	What milestones from this cycle will you do you need to add to the next cycle?	Carryover Milestones New Milestones							

	Cycle 3 90-Day Outcomes (March-May)					
	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.			
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.			
Desired 90-day Outcome	Lesson plan templates are being used on a regular basis.	Teachers increasingly find value in the data analysis to inform instruction.	Continue to follow written leadership roles and responsibilites. Use the newly written vision, mission, and goals daily to provide a clear focus for the campus.			
Barriers to Address During this Cycle	Consistent use of the plans.	Teacher attitude.	Making sure I put accountability in place for myself to keep the momentum going.			
District Actions for this Cycle	Curriculum directors could view lesson plan templates and planning to suggest quality adjustments.	Curriculum personnel attends PLC's monthly to support and offer suggestions for improved practices.	Ask for an accountability partner.			
District Commitments	If the campus revisits their vision for an effective school and the district provi	des training and support to teachers on planning and assessing quality instruction, using resu	Its to make instructional shifts and intervention plans for students, student achievement will			

Theory of Action

improve.

	Action plan-Milestones							
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Lesson plans turned in on time using new template. Feedback provided on a regular basis on implementation of the efffective lesson planning temple	1	. Mar-April	None	Heffy Roman	Feedback schedule and checks			
Teachers use data weekly to make plans for instruction and student support	2	Mar-May	None	Letty Roman	PIC Agendas, Observation			
Teacher facilitators refer to mission/vision/goals to help drive focus and instruction in team work.	3	Mar-May	None	Letty Roman	PIC Agendas, Observation			

			Reflection and Pla	nning for Next 90-Day	v Cvcle			
Did you achieve your desired 9	0-day outcome? Why or why not?				, -, -, -			
Did you achieve your student p	erformance goals (see Student Dat	ta Tab)? Why or why not?						
				Carryover Milestones		New Milestones		
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?								
	END OF YEAR REFLECTION							
	Prioritize	ed Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3	
Essential Action								
Desired Annual Outcome	Develop an effective lesson plan area. Delelop systems for effec	n template, appropriate per content ctive planning.	Create digital folders for teams to submit grade-level data. Use the PLC process to analyze data to inform instruction.				sponsibilities will be written and mission, values, and goals wers.	

ī—————————————————————————————————————	 	
Did the campus achieve the desired outcome?		
the desired outcome?		
Why or why not?		

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.

The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Lesson plan template complete and teachers have begun using it for effective planning. Systems are forming that result in an effective	#REF!	Define instructional leader roles and responsibilities. Plan a date to write a revised vision, mission, values, and goals.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			

	Action plan-Milestones							
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

District Commitments Theory of Action

			Reflection and Plar	nning for Next 90-D	Day Cycle		
Did you achieve your desired 90-day outcome? Why or why n	ot?						
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 <u>prior</u> 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.	Prioritized Focus Area 1 1 2 2 1 3
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.	

Viewing cell tips	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. To view the information in the notes box, hover your mouse over the cell.	Annual Desired Outcome for Priority Focus Area Barriers to address	Create your annual goal for each Priority Focus Area identified using qualitative and/or quantitative measures.	
Printing the Template	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. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.			nove-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c- 61f-ed640612bdc2

TIP Components	Notes
	Foundations
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
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