

Campus Information							
<b>District Name</b>	Magnolia ISD	<b>Campus Name</b>	Williams Elementary	<b>Superintendent</b>	Dr, Todd Stephens	<b>Principal</b>	Claudia Dominguez
<b>District Number</b>	170-906	<b>Campus Number</b>	170-906-105	<b>District Coordinator of School Improvement (DCSI)</b>	Dr. Anita Hebert	<b>ESC Support</b>	Jennifer Graves
							Region 6

Assurances		
<b>DCSI</b>	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.	<b>Dr. Anita Hebert, 10/5/19</b>
<b>Principal Supervisor</b> <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.	<b>Dr. Todd Stephens, 10/5/19</b>
<b>Principal</b>	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.	<b>Claudia Dominguez, 10/5/19</b>
<b>Board Approval Date</b>	2019-10-14	

Needs Assessment		
<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Continue to develop Domain II School Progress for an B and move Closing the Gaps to a high C. This could result in an overall rating of B while still increasing Student Achievement.
	What changes in student group and subject performance are included in these goals?	Writing, in particular, will be a focus and move from a very low level to over 50 approaches and at least 5% masters. 3rd grade reading an math will improve to the 70% range.
	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.		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.		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
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Rationale</b>	<p>*Lesson plans are developed based on weekly PLC meetings in which data is used to drive the instructional plan. These plans are submitted weekly through Eduphoria. Presently there is not a formal template available.</p> <p>*We don't currently review and provide feedback on the plans, just the lesson execution during observations.</p>	<p>*Campus analyzes data in PLC meetings the week following the assessments (formative/summative). Instructional coaches participate in PLC meetings with teachers to review data and provide individual support as needed.</p> <p>*Teachers with support of coaches and team facilitators are thoroughly discussing/understanding standards and the requirements for students to meet the expectations for that standard (student exemplar). Misconceptions/gaps are identified through data analysis and a re-teach and a re-assessment plan is developed. Coaches and team facilitators support teachers as needed to develop action plans.</p> <p>*Teachers have uninterrupted Power Hour time one time per week (7:45-9:00).</p> <p>*Currently, data is not publicly posted, but coaches/teachers are tracking/analyzing data consistently.</p>	
<b>Desired Annual Outcome</b>	Teachers at all grades levels will turn in weekly lesson plans through Eduphoria. Instructional coaches and administration will provide feedback within 3 days so that teachers have time to adjust lessons as needed.	Teams will analyze and track student data on the electronic spreadsheets in the shared folders. More importantly, teachers will implement the necessary changes in the classroom to reteach and reassess the lowest TEKS according to the data analysis.	
<b>Barriers to Address During the Year</b>	<p>*Teachers are adjusting to planning independently without the direction of the instructional coach. Admin/coaches are not providing teachers with precise and timely feedback on their lesson plans that will have the greatest positive impact on student learning.</p> <p>*Teachers want to share lesson plans and not be accountable for individual plans. They need to learn how to plan according to data analysis from their classroom. Administrators and instructional coaches have not set up a systematic protocol for providing feedback.</p>	<p>*Many teachers are still teaching from a team lesson plan. Teachers are not consistently accessing and/or utilizing data to drive their instructional planning.</p> <p>*Teachers do not recognize that the purpose of individualized lesson planning enables them to focus on their students' strengths and weaknesses that are identified through data analysis.</p>	

<b>District Commitment Theory of Action:</b>	If the DCSI provides professional development for the Principal, the Principal provides professional development for the instructional team, District policies and practices support effective instruction in schools, assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then the campus will be able to establish strong data driven instructional practices, improve the quality/frequency of the use of lesson plans and formative assessments and campus leaders will more frequently, effectively and with role clarity engage in instructional leadership activities.
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<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)
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<b>Date of ESF Diagnostic</b>	
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<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
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<b>Essential Action</b>			
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<b>Desired Annual Outcome</b>			
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<b>Barriers to Address During the Year</b>			
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<b>District Commitment Theory of Action</b>	
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<b>Prioritized Focus Areas for Improvement</b>	<b>Capacity Builder</b>
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	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	Teachers at all grades levels will turn in weekly lesson plans through Eduphoria. Instructional coaches and administration will provide feedback within 3 days so that teachers have time to adjust lessons	Teams will analyze and track student data on the electronic spreadsheets in the shared folders. More importantly, teachers will implement the necessary changes in the classroom to reteach and reassess the lowest TEKS according to the data	
<b>Desired 90-day Outcome</b>	A system will be put in place in which administrators and instructional coaches are assigned teachers to monitor. They will check weekly to make sure that lesson plans are in Eduphoria on	All teachers will attend a training and be able to access and analyze their student data.	
<b>Barriers to Address During this Cycle</b>	Teachers are adjusting to planning independently without the direction of the instructional coach. Admin/coaches are not providing teachers with precise and timely feedback on their lesson plans that will have the greatest positive impact on student learning. Teachers want to share lesson plans and not be accountable for individual plans. They need to learn how to plan according to data analysis from their classroom. Administrators and instructional coaches have not set up a systematic protocol for providing feedback.	Many teachers are still teaching from a team lesson plan. Teachers are not consistently accessing and/or utilizing data to drive their instructional planning. Teachers do not recognize that the purpose of individualized lesson planning enables them to focus on their students' strengths and weaknesses that are identified through data analysis.	
<b>District Actions for this Cycle</b>	District policies and practices support effective instruction in schools. For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	District policies and practices support effective instruction in schools. For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	
<b>District Commitments Theory of Action</b>	If the DCSI provides professional development for the Principal, the Principal provides professional development for the instructional team, District policies and practices support effective instruction in schools, assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then the campus will be able to establish strong data driven instructional practices, improve the quality/frequency of the use of lesson plans and formative assessments and campus leaders will more frequently, effectively and with role clarity engage in instructional leadership activities.		

**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
All teachers will have lesson plans in Google Docs files each week by the deadline.	1	November 15	Access to Eduphoria	Principal, assistant principal, instructional coaches	Spreadsheet documenting lesson plans completed	November 15	On Track	
All teachers will be trained on Eduphoria and how to access and analyze data for their students.	2	November 15	Access to Eduphoria	Principal, assistant principal, instructional coaches	Sign in sheets for data training	Novemembr 15	Significant Progress	Will complete by Christmas break with primary data
Administrators and instructional coaches will implement a system to divide up teachers and grade levels to monitor lesson plans.	1	October 15	Spreadsheet	Principal	Spreadsheet with the teachers that each coach and administrator are responsible for	November 15	On Track	Teachers assigned, now need to get in monitoring schedule
According to the system created and implemented to divide up teachers to provide lesson plan feedback, each administrator and instructional coach will provide feedback to at least 5 teachers within the 3 day window, from October 15 - November 15.	1	November 15	Spreadsheet	Principal, assistant principal, instructional coaches	Spreadsheet with the teachers that each coach and administrator are responsible for monitoring	November 15	Significant Progress	Teachers receiving feedback, and now will be entered into system


**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?	We are on track to completing the milestones that were put in place. We have made some adjustments with the lesson plans. If an administrator or coach is present as the lessons are being made/discussed, feedback may be given immediately instead of having to go back and writing in the Google doc.
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	4th grade is on track and making progress. 3rd grade is not making the necessary progress so we will get together as a leadership team to make the necessary changes.
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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?	<b>Carryover Milestones</b>	<b>New Milestones</b>




**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?	<b>Carryover Milestones</b>	<b>New Milestones</b>




**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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

**END OF YEAR REFLECTION**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>	Teachers at all grades levels will turn in weekly lesson plans through Eduphoria. Instructional coaches and administration will provide feedback within 3 days so that teachers have time to adjust lessons	Teams will analyze and track student data on the electronic spreadsheets in the shared folders. More importantly, teachers will implement the necessary changes in the classroom to reteach and reassess the lowest TEKS according to the data	

<p><b>Did the campus achieve the desired outcome? Why or why not?</b></p>			
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**Reflection and Planning for Next 90-Day Cycle**

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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

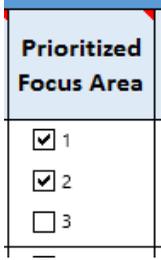
### Campus Targeted Improvement Plan

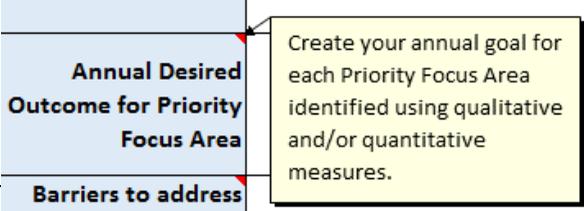
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

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><a href="https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2">https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</a></p>



TIP Components	Notes
<b>Foundations</b>	
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.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
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
<b>Cycle 4 90-day Action Plan</b>	
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