

District Name	Magnolia Independent School District	Campus Name	Magnolia Elementary	Superintendent	Dr. Todd Stevens	Principal	Donna Covarrubias
District Number	170-906	Campus Number	170-906-101	District Coordinator of School Improvement (DCSI)	Sarah Wright	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.	Sarah Wright
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.	Dr. Todd Stephens Date
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.	Donna Covarrubias date
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.	2
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2
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	1.1 Develop campus instructional leaders with clear roles and responsibilities.		5.3 Data-driven instruction.			
Rationale	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.		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.			
Desired Annual Outcome	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.		Create digital folders for teams to submit grade-level data. Use the PLC process to analyze data to inform instruction.			
Barriers to Address During the Year	We will be recreating a mission statement and plan of success to motivate and remind teachers of our goals and beliefs here on our campus. 48% of our instructional staff is new to our campus. The other 52% have been here for	We will working on forming positive work relationships with one another to create a cohesive learning environment.	Teacher need training on how to apply data once assessments are given.	Time is needed to analyze and understand application of data to drive instruction. Training is needed to show teachers how it can improve their instruction for better student	Teachers need to understand and adjust teaching through valuing data analysis and application.	
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, we will see student achievement 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					