

Campus Information							
District Name	Magnolia Independent School District	Campus Name	ALPHA Academy	Superintendent	Dr. Todd Stephens	Principal	Bryan Cooper
District Number	170-906	Campus Number	170-906-012	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 III, Graduation Rate
	What changes in student group and subject performance are included in these goals?	N/A
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Achieve the 90% rate by checking coding and CCMR of former graduates and pushing for 100% graduation rate or HSEP for current students.

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.	5
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5
5.1 Objective-driven daily lesson plans with formative assessments.	4
5.3 Data-driven instruction.	4

Prioritized Focus Area #1			Prioritized Focus Area #2			Prioritized Focus Area #3			
Essential Action	5.3 Data-driven instruction.			1.1 Develop campus instructional leaders with clear roles and responsibilities.			3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		
Rationale	Data is used daily by the staff to make adjustments for students and reach course completion goals. Seeking to use data to find students who are not actively motivated and find drivers to motivate them would be beneficial. Also, data would help support individual pathways to graduation for STAAR EOC			New roles and responsibilities for staff need to be written for efficiency, a plan needs to be created to help with student motivation for completing graduation requirements			Many routines are listed and clear, but some need consistent implementation and cell phones can be a distraction.		
Desired Annual Outcome	Graduation rate would increase by eliminating EOC barriers and providing connections beyond high school for unmotivated students.			Implement mentors and community resources for students this year as available and develop a comprehensive plan for next year			Make routines clear and consistent		
Barriers to Address During the Year	No purposeful plan for students	How to focus on STAAR preparation		Not having a connection/vision for a plan after graduation			Cell phones distractions, consistent implementation		
District Commitment Theory of Action:		If the district support campus personnel in providing resources and programs to support motivation and connection for students and the campus makes a personalized plan for students still needing to pass STAAR exams, students will have a better understanding of their future pathways and be more likely to graduate on time, leading to a higher graduation rate.							

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		

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Desired Annual Outcome	Graduation rate would increase by eliminating EOC barriers and providing connections beyond high school for unmotivated students.	The school leadership team will lead with focus and direction for assisting students to graduate and be ready for the next step after graduation.	Implement school procedures consistently that help students stay on track with work completion, including cell phone distraction
Desired 90-day Outcome	STAAR EOC Personalized Learning Plans developed for each student.	Roles and responsibilities of leadership team will be written down.	Cell phones would be used at break times and as appropriate according to school guidelines.
Barriers to Address During this Cycle	Repeat testers lose motivation for test performance which can affect graduation.	Assumptions regarding responsibilities among leadership team	Cell phones are a distraction for some students during the school day
District Actions for this Cycle	Provide training and resources for building plans and using the IGC process appropriately	Support principal in job description development	Provide resources as needed.
District Commitments Theory of Action	If the district support campus personnel in providing resources and programs to support motivation and connection for students and the campus makes a personalized plan for students still needing to pass STAAR exams, students will have a better understanding of their future pathways and be more likely to graduate on time, leading to a higher graduation rate.		

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
Campus personnel will be trained and knowledgeable about allowable accommodations and substitutions, IGC process, and reports and software that support Personalize plan development.	5.3	Oct. 2019	Meetings scheduled	Mandy Duree	Documented time for training	Nov. 20, 2019	On Track	
Each student will have a personalized graduation plan, including test preparation, and will receive counseling and monitoring to complete the plan.	5.3	Nov. 2019	Eduphoria, TEAMS, STAAR prep materials in Edgenuity, TAMS	Mandy Duree	PGPs complete	Nov. 20, 2019	Met	
School leadership roles will be written and clearly defined with scope of responsibilities	1.1	Oct. 2019	None	Bryan Cooper	Complete description document	Nov. 20, 2019	Some Progress	Continuing to refine as physical building is completed and first year in new school format
Cell phone storage solution will be created to reduce distractions during work time.	3.1	Nov. 2019	Storage solution	Bryan Cooper	Cell phone guidelines are written and process is visible	Nov. 20, 2019	On Track	Was not as effective as hoped. Focusing on incentive for completing work as a means for

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?	
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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	Graduation rate would increase by eliminating EOC barriers and providing connections beyond high school for unmotivated students.	Implement mentors and community resources for students this year as available and develop a comprehensive plan for next year	Make routines clear and consistent

Did the campus achieve the desired outcome? Why or why not?			
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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?	Carryover Milestones	New Milestones

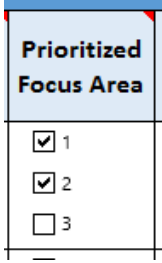
Campus Targeted Improvement Plan

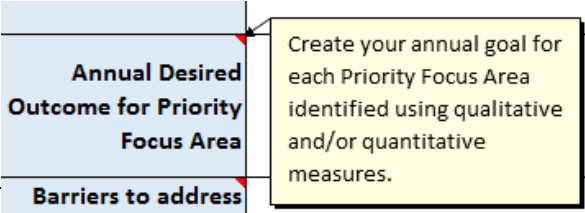
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

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