				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	Dr. Anita Hebert	ESC Support	Jennifer Graves			
District Number	170 300	Campus Number	170 300 012	(DCSI)	Dr. Amta riesert	сэс заррогс	Region 6			
	Assurances									
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 9/12/2019										
Principal Supervisor (Only necessary if the DCSI is NOT the Principal supervisor)	y necessary if the Industrial Ind									
Principal	the district-provided comm	itments and support	oordinate with the DCSI (and my somechanisms to ensure the successon elements as indicated herein.				Bryan Cooper 9/12/2019			
Board Approval Date	2019-10-14									
			What accountability goals for each Domain has your campus set for the year?	Domain III, Graduation Ra	te					
	Data Analysis Questions		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 c	hecking coding and CCMR o	f former graduates and	d 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 Act	ion			Implementati	ion Level (1 Not Yet Started - 5 Fully Implemented)		
1.1 Develop campus in	nstructional leaders with clear	roles and responsib	ilities.				4		
2.1 Recruit, select, ass	ign, induct and retain a full st	aff of highly qualified	d educators.		4				
3.1 Compelling and ali	gned vision, mission, goals, va	alues focused on a sa	fe environment and high expectat	ions.		5			
4.1 Curriculum and as	sessments aligned to TEKS wit	th a year-long scope	and sequence.				5		
5.1 Objective-driven d	aily lesson plans with formati	ve assessments.					4		
5.3 Data-driven instru	ction.						4		
		Prioritized Focus Ar	ea #1	P	rioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action 5.3 Data-driven instruction.				1.1 Develop campus instruresponsibilities.	ctional leaders with clear rol	es and	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		
Rationale	Data is used daily by the sta course completion goals. Se actively motivated and find data would help support inc	eking to use data to drivers to motivate t	find students who are not hem would be beneficial. Also,		ties for staff need to be writt o help with student motivatio		Many routines are listed and clear, but some need consistent implementation and cell phones can be a distraction.		
Desired Annual Outcome	Graduation rate would incre connections beyond high sc			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		How to focus on STAAR preparation		Not having a connection/vision for a plan after graduation			Cell phones distractions, consistent implementation		
Distric	t Commitment Theory of Acti	ion:					ction for students and the campus makes a personalized plan for students still needing graduate on time, leading to a higher graduation rate.		
			(To be completed A		nostic Results es in the shared diagnost	tic with an ESF Faci	ilitator)		
	Date of ESF Diagnostic								
		Prioritized Focus Ar	ea #1	P	Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action									
				1					

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 Students at Campus Determined Proficiency 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
	N/A												

		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 stuents.	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 consistenlty 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 of their future pathways and be more likely to graduate on time, leading to a		lan for students still needing to pass STAAR exams, students will have a better understanding

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		Was not as effective as hoped. Focusing on incentive for completing work as a means for			

_								_	
			Reflection and Pla	nning for Next 90-Da	y Cycle				
Did you achieve your desired 90-day outcome? Why or why n	ot?								
Did you achieve your student performance goals (see Student	t 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	s from this cycle will you dd to the next cycle?								

		Cycle 2 90-Day Outcomes (December-February)	
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	1.1 School Leadership	
Desired Annual Outcome	Graduation rate would increase by eliminating EOC barriers and providing connections beyond high school for unmotivated stuents.	The school leadership team will lead with focus and direction for assisting students to graduate and be ready for the next step after graduation.	
Desired 90-day Outcome	Complete IGCs for any eligible students after Dec. retest.	Begin building a system to address social-emotional needs of students	
Barriers to Address During this Cycle	Students not completing portfolio work for IGC. Time and people for building the network support.	Students caring about topics, ways to reach them in difficult situations	
District Actions for this Cycle	Support as needed.	Training with success coaches for SEL strategies	
District Commitments			

Theory of Action

			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
Complete all eligible IGCs	5.3	Jan. 2019	IGC documentation	Mandy Duree	Updates on PGPs	Feb. 15	Competed	
Work with Rotary, Lone Star, YMCA, and other community organizations for character building, career counseling, community outreach, etc. to build a network of support for students preparing to graduate.	5.3	Feb. 2019	Scheduled time	Bryan Cooper, Success coaches	Written plan	Feb. 29	Added events for students from YMCA, Military and Lone Star College	

		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		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	5.3 Data-driven instruction.	1.1 Develop campus instructional leaders with clear roles and responsibilities.				
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.				
Desired 90-day Outcome	Students will be well-prepared for final EOC exams so tests do not impeded graduation	A plan and budget will be created for 2020-21 school year for mentors, job shadowing, industry certfications available, and postsecondary connections				
Barriers to Address During this Cycle	Motivation, time for tutorials	Finding resources, reaching students who may be using drugs, transportation to various locationsespecially job shadowing				
District Actions for this Cycle	Provide EOC test prep resources	Support resource allocation				
District Commitments Theory of Action						

	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
EOC tutorial plan complete and students actively engaged in their plan	5.3	March-April 2020	EOC prep materials	Bryan Cooper	Plan complete and Student attendance	April 30		
A viable plan and budget complete and presented to the district administration for resources to support student's post-graduation success	1.1	March - May 2020	Community resources, transportation plan	Bryan Coooper	Plan presented	May 15		

			Reflection and Pla	nning for Next 90-Day	y Cycle			
Did you achieve your desired 90-d	oid you achieve your desired 90-day outcome? Why or why not?							
Did you achieve your student perf	rformance goals (see Student	Data 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							
	Priorit	tized Focus Area #1	Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action								
		ase by eliminating EOC barriers and ad high school for unmotivated stuents.	Implement mentors and community resources for students this year as available and develop a comprehensive plan for next year Make routines clear and consistent					

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

Prioritized Focus Area #3

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 #2

Prioritized Focus Area #1

Essential Action	STAAR EOC Personalized Learning Plans developed for each student.			#REF!			Cell phones would be used a guidelines.	at break times and as approp	oriate according to school
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									
District Commitments Theory of Action									
				Action	plan-Milestones				
Miles	tones	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

			Reflection and Plar	nning for Next 90-D	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 <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