

Campus Information							
District Name	Brownwood ISD	Campus Number	Middle School	Superintendent	Dr. Young	Principal	Richard Sweaney
District Number	025902	Campus Number	000000041	District Coordinator of School Improvement (DCSI)	Liesa Land	ESC Support	ESC Region 15 Cindy Lee
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.					<Enter Name and Date>	
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.					<Enter Name and 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.					Richard Sweaney	
Board Approval Date	2019-11-11						
Needs Assessment							
Data Analysis Questions			What accountability goals for each Domain has your campus set for the year?	Domain 1: 82, Domain 2: 90, Domain 3: 84			
			What changes in student group and subject performance are included in these goals?	Our areas of focus for this school year is to emphasize "student achievement" and "closing the gaps". We will focus on several sub-pops-our Hispanic, White, Two-or-More Races and ELL students.			
			If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA			
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.				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.				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.		5.4 RTI for students with learning gaps				

Rationale	We need to continue to disaggregate both formal and informal data to drive lesson planning, instruction, tutorial groups and trends .	Our RTI process needs to be refined and streamlined to efficiently address students with learning gaps. We are currently set up through RTI to address behavioral concerns as they affect academics and the learning environment.			
Desired Annual Outcome	Departments will use formative assessment data to plan for reteach (spiraling critical-needs TEKS back in to lessons), intervention and enrichment. Data meetings are already in play inside of our Professional Learning Communities (PLCs), that are already built into our master schedule.	All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or lack key foundational skills and provide them with timely interventions throughout the year.			
Barriers to Address During the Year	We will continue to find innovative ways to provide intervention and enrichment inside of our instructional days (PLCs, Advisory and pull-outs).	We will need additional training on RTI throughout the year. We have made significant and impactful strides, but there is much more for us to be doing for our students through RTI.			
District Commitment Theory of Action:		The campus will require continued support, training and resources in the areas of instructional technology/coaching, as well as RTI.			
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		If the principal supervisor provides regular coaching to the principal on the ESF, DDI, and Results Coaching, then the principal will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.			
Prioritized Focus Areas for Improvement	Capacity Builder				