Campus Information

District Name	Brownwood	Campus Name	Brownwood High School	Superintendent	Dr. Joe Young	Principal	Mitch Moore
District Number	000025	Campus Number	000000902	District Coordinator of School Improvement (DCSI)	Liesa Land	ESC Support	

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.	**Liesa Land October 25, 2019**
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.	**Dr. Joe Young October 25, 2019**
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.	**Mitch Moore October 25, 2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 70; Domain 2: 70; Domain 3: 70
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be in English 1, English 2, Biology, Algebra 1, and US History so we want to see a 10 percentage point increase in each of the tested subject areas.
	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.	3
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.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
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 5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	

Rationale	Implementing PLC's this school year. Prior to this year, teachers didn't focus on data analysis. No process in place to analyze test data to drive classroom instruction.	We haven't required a standard lesson plan template in prior years. This year we are utilizing Forethought for teachers to turn in their lesson plans each week.	
Desired Annual Outcome	Common Based Assessment calendar developed. Teachers are meeting in PLC's to be trained and learn to review data and instructional stragegies for reteaching.	Teachers develop meaningful lesson plans and understand the importance of lesson planning to help improve instruction in the classroom.	
Barriers to Address During the Year	New process for this school year so administrators and teachers are learning together.	Currently, lesson plans are not reviewed on a weekly basis. Feedback is provided on lesson plans during classroom instruction.	
District Commitment Theory of Action:	Campus will be able to establish strong data driven instructional practices, improve the quality of lesson plans and formative assessments, and campus leaders will more effectively engage in instructional leadership activities.		

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**		