

| Campus Information | | | | | | | |
|--|---|---------------|--|--|--|-----------------------|-------------------|
| District Name | Brownwood ISD | Campus Name | Coggin Intermediate School | Superintendent | Dr. Joe Young | Principal | Mrs. Stacy Loftin |
| District Number | 025902 | Campus Number | 000000101 | District Coordinator of School Improvement (DCSI) | | 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. | | | | | <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. | | | | | Stacy Loftin | |
| Board Approval Date | | | | | | | |
| Needs Assessment | | | | | | | |
| Data Analysis Questions | | | What accountability goals for each Domain has your campus set for the year? | | | | |
| | | | What changes in student group and subject performance are included in these goals? | | | | |
| | | | If applicable, what goals has your campus set for CCMR and Graduation Rate? | | | | |
| 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. | | | | 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. | | | | 3 | | | |
| 5.1 Objective-driven daily lesson plans with formative assessments. | | | | 3 | | | |
| 5.3 Data-driven instruction. | | | | 3 | | | |
| Prioritized Focus Area #1 | | | Prioritized Focus Area #2 | | Prioritized Focus Area #3 | | |
| Essential Action | 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. | | 5.1 Objective-driven daily lesson plans with formative assessments. | | 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. | | |

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| Rationale | We have access to data and capacity to set goals as a campus, grade level, class, and individual student. However, this is not implemented school wide. Some teachers continue to want to 'do their own thing' rather than use district-level materials. Data analysis demonstrates that this philosophy does not result in student improvement. | Although 5.1 and 5.3 have the same rating, data analysis should start at the planning phase with objective-driven lesson plans with formative assessments reflective of necessary student outcomes. | The CIS Campus Improvement Team needs to review, then update the school's mission and vision statement, then align it to district goals. |
| Desired Annual Outcome | All teachers rely on data-informed instruction and use data tools available to improve instruction and student outcomes. | Teachers plan with intention and efficacy, analyze data for reteaching and enrichment opportunities. | Update a the school's mission and vision statement. |
| Barriers to Address During the Year | Reluctance to technology and change. | Reluctance to technology and change. Gaining understanding that student improvement means that instruction must improve. | Time; reaching consensus. |
| District Commitment Theory of Action: | | | |
| 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 | | |
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