

**CAMPUS INFORMATION**

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

<b>District Name</b>	Triumph Public High Schools Laredo	<b>Campus Name</b>	Triumph Public High Schools Laredo South	<b>Superintendent</b>	Frances Berrones-Johnson	<b>Principal</b>	Odie Arambula
<b>District Number</b>	240801	<b>Campus Number</b>	00000002	<b>District Coordinator of School Improvement (DCSI)</b>	M. Scott Carothers	<b>ESC Number</b>	1
<b>Is this a Turnaround Implementation Plan?</b>	No	<b>What Year was the TAP first implemented?</b>	N/A	<b>Was TAP Implementation Ordered or Voluntary?</b>		<b>ESC Support</b>	Francene Phoenix

**ASSURANCES**

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

<b>DCSI</b>	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's supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	M. Scott Carothers, 9/9/20
<b>Principal Supervisor</b> <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. I will 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.	M. Scott Carothers, 9/9/20
<b>Principal</b>	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.	Odie Arambula, 9/16/20
<b>Board Approval Date</b>	14-11-2020	

**DATA ANALYSIS**

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsr1.tea.texas.gov/performance/tapr/2019/index.html>

<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p><b>Domain 1:</b></p> <p>*TPHS Laredo South ELA student performance will achieve 39% in the "meets" or above passing standard for All Students, Eco Dis, EL, and Hispanic subgroups on the 2020-2021 STAAR English I and English II assessments.</p> <p>*TPHS Laredo South Algebra I student performance will achieve 50% in the "meets" or above passing standard for All Students, Eco Dis, EL, and Hispanic subgroups on the 2020-2021 STAAR Algebra I assessments.</p> <p>*TPHS Laredo South Biology student performance will achieve 25% in the "meets" or above passing standard for All Students, Eco Dis, EL, and Hispanic subgroups on the 2020-2021 STAAR Biology assessment.</p> <p>*TPHS Laredo South student performance will achieve 50% in the "meets" category or above for All Students, Eco Dis, EL, and Hispanic subgroups on the 2020-2021 STAAR US History assessment.</p> <p><b>Overall Domain 1 Goal:</b> If TPHS Laredo South meets the above performance targets for 2020-2021, the campus will increase our Domain 1 STAAR performance component score from 21 (scaled score of 71 -C) to a component score of 41 (scaled score of 90-A) by increasing the percentage of students who perform at the "meets" grade level or above.</p> <p><b>Rationale:</b> These performance goals (we call targets) were set to be aggressive and to push the campus to higher accountability scores in Domain I, Domain 2A, and Domain III. We utilized previous data to establish the aggressive performance target. If the campus is successful at meeting these performance targets, the district/campus would receive a "A" in Domain I. (Current Domain I STAAR Performance is an "C" at 71% for this single indicator).</p> <p><b>Domain 2B:</b> Not Applicable -- This is an AEA Campus and is not rated in this area.</p> <p><b>Rationale:</b> Not Applicable</p> <p><b>Domain 3:</b> Domain 3 has the same ELA and Math targets as listed in Domain 1. They were purposefully set to address both Domain 1 and 3.</p> <p><b>Rationale:</b> The rationale for Domain 3 is if we meet our established target in <b>ELA performance of 39%</b>, TPHS Laredo South would meet the economically disadvantaged, Hispanic, and EL subgroup targets for Domain 3 academic achievement for ELA. Last report we missed all 5 targets out of 5 possible in ELA. The established performance targets would ensure that we meet at least 3 out of 5 Domain 3 targets in ELA. In <b>mathematics performance</b>, the target of 50% would ensure that we meet ALL Domain 3 targets for a score of 100% (in 2018-2019 TAPR the calculation was based on all students, Hispanic, Eco Dis, and Non-Continuously Enrolled). The two academic achievement areas (ELA and Math) for the overall area would be 7 out of 9 (78%) as compared to last performance of 0 out of 9 (0%). Meeting our targets would also give the campus a component score of 78 in Domain 3 academic achievement (scaled score of 97-A).</p> <p><b>Overall Domain 3 Goal:</b> If TPHS Laredo South meets the campus level performance targets established above, the Domain 3 component score of 0 (scaled score of 50) will improve to a component score of 78 (scaled score of 97-A) by meeting 7 of 9 Domain 3 academic achievement targets (Hispanic, Eco Dis, EL, Non-Dominant).</p>
	What changes in student group and subject performance are included in these goals?	<p><b>Domain 1:</b></p> <p>For this campus, the Hispanic and Eco Dis subgroup is identical to the all students group based on campus demographics so the all students target would address this subgroup of students.</p> <p>EL: English I &amp; English 2 performance would move from 3% to 39% (at the meets performance standard). In Algebra 1 performance would move from 12% to 50% (at the meets performance level standard). In Biology performance would move from 10% to 25% (at the meets performance standard).</p> <p>SPED: Special education is a small subgroup for the campus and is sporadically reported due to numbers on the accountability report; however, there is an intentional focus on SPED at the campus level through targeted interventions for the 2020-2021 school year and close monitoring of this subgroup will take place. The goal is to ensure that 30% of student in ELA and math pass the 2020-2021 STAAR assessment at the "meets" performance level. 2018-2019 TAPR demonstrates that SPED performance at "meets" level is 0% in English I and was too small to report in English II and US History. In Algebra I SPED performance was at 17% (meets performance level), and 0% in Biology.</p> <p><b>Domain 2B:</b> Not Applicable. This campus is an AEA campus and this area is not calculated in accountability.</p> <p><b>Domain 3:</b> (same goals as above)</p> <p>For this campus, the Hispanic and Eco Dis subgroup is identical to the all students group based on campus demographics so the all students target would address this subgroup of students.</p> <p>EL: English I &amp; English 2 performance would move from 3% to 39% (at the meets performance standard). In Algebra 1 performance would move from 12% to 50% (at the meets performance level standard). In Biology performance would move from 10% to 25% (at the meets performance standard).</p> <p>SPED: Special education is a small subgroup for the campus and is sporadically reported due to numbers on the accountability report; however, there is an intentional focus on SPED at the campus level through targeted interventions for the 2020-2021 school year and close monitoring of this subgroup will take place. The goal is to ensure that 30% of student in ELA and math pass the 2020-2021 STAAR assessment at the "meets" performance level. 2018-2019 TAPR demonstrates that SPED performance at "meets" level is 0% in English I and was too small to report in English II and US History. In Algebra I SPED performance</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	<p>*50% of the TPHS Laredo South 2021 graduating class will meet one of the College, Career, or Military Readiness (CCMR) thresholds for All Students, Hispanic, and Eco Dis subgroups.</p> <p>*15% of the TPHS Laredo South 2021 graduating class will meet the threshold for CCMR outcome for the college ready measure for All Students, Hispanic, and Eco Dis subgroups.</p> <p>*17% of the TPHS Laredo South 2021 graduating class will meet the threshold for CCMR outcome for the career ready measure for All Students, Hispanic, and Eco Dis subgroups. (currently 24%)</p> <p>*36% of the TPHS Laredo South 2021 graduating class will meet the threshold for CCMR outcome for the military ready measure for All Students, Hispanic, and Eco Dis subgroups. (currently 39%)</p> <p>*TPHS Laredo South will have 70% of eligible graduates meeting the federal graduation rate as calculated in Domain III.</p> <p><b>Note:</b> If TPHS Laredo South meets the CCMR targets established above, Domain 1 scaled score would be an "A" and in Domain 3 School Quality would also be an "A". TPHS Laredo South would meet all 3 targets giving them 100% in this area. <b>Finally, with all of the above targets (academic achievement and school quality/CCMR), the campus would receive an "A" rating in Domain 1 and Domain 3. Strong performance in Domain 3 would move the campus a step closer to being removed as a campus identified as "comprehensive support". It is anticipated that with improved performance in Domain 3, there will be an increase in performance in Domain 2A as well. If targets are met, then the campus would perform extremely well in the Accountability system and be identified as an A campus on the 2021 accountability and TAPR.</b></p>

**CAMPUS FOCUS AREAS**

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation

3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

**PRIORITIZED FOCUS AREAS**

Complete each section below (please refer to your RPA):

**Essential Action:** From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

**Rationale:** Explain the reason(s) this campus chose to focus on these Essential Actions this year.

**Capacity Building:** For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas.esf.org/vetted-programs/>

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

**Desired Annual Outcome:** For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

**District Commitment Theory of Action:** For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas.esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Rationale</b>	Reorganization of CLT membership and the need to continue to focus on leadership activities and planning to support school improvement.	Due to COVID-19 concerns, the need to focus on lesson planning is important to ensure high quality instruction in both face-to-face instruction and remote/virtual instruction.	Due to COVID-19, the need to focus on DDI important to ensure we know where the student gaps are and how to intervene in this area. Also, focusing on how to collect reliable data during remote instruction is a concern.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	ESC 1 Laredo Office with Transformation Leadership and DCSI	ESC 1 Project RISE and DCSI	ESC 1 Project RISE and DCSI
<b>Barriers to Address throughout this year</b>	Time, commitment to the expectation, a need for structure during the meeting, data collection systems and identifying what data to collect. Support for teachers to upload data for analysis.	Teachers completing lesson plans on time as directed. Ensure that there is time for feedback. Remote instruction and using Google Classroom to write lesson plans. Follow through from the instructional officer. Timing and organization. Need an exemplar lesson plan model.	Timing of data collection so that it is prepared for the meetings. Quality assessments aligned to TEKS. Need to increase formative assessment. Protected time for Instructional Officer to work with teachers on data analysis. New instructional officer and the learning that needs to take place within our structure. Teachers needing to learn how to analyze data and what to do with the information.
<b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b>	Communication with staff at the beginning of the year and talk about the "why" this is important. CLT members will be transparent and consistent will develop a communication system that reports topics and decisions to the staff.	Communication with staff at the beginning of the year and talk about the "why" this is important. Instructional Officer will be an integral part of the communication through Transformation Leadership and Project RISE DDI and self-reflection processes. CLT will also ensure alignment with communication by focusing on quality planning as an outcome for looking at the data.	Communication with staff at the beginning of the year and talk about the "why" this is important. Instructional Officer will be an integral part of the communication through Transformation Leadership and Project RISE. CLT will also play an important role to consistently collect data and review the data compared to the performance targets.
<b>Desired Annual Outcome</b>	CLT meetings, leadership calendars, and communication briefs are implemented 90% of the time throughout the academic year.	ELA performance on STAAR assessment will meet 39% passing at the "meets" performance level or higher based in Domain III calculation and Math performance on STAAR assessment will meet 50% at the "meets" performance level or higher based in Domain III calculation.	ELA performance on STAAR assessment will meet 39% passing at the "meets" performance level or higher based in Domain III calculation and Math performance on STAAR assessment will meet 50% at the "meets" performance level or higher based in Domain III calculation.
<b>District Commitment Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leader and the Campus Leadership Team (CLT), then campus leadership will be able to ensure systems are implemented with fidelity that ensure communication, leadership task transparency, and clear and consistent roles and responsibilities for the CLT to establish a strong foundation for campus growth.	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning including plans for monitoring and giving feedback on lesson plans prior to instruction.	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure the quality of instructional delivery is at a rigorous level and systems are in place to observe, reflect, and provide feedback to teachers to develop high leverage delivery skills.

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).  
 - If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.  
 - If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.  
 - For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.  
 - Once data is available, please update the Actual Result column.

- For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators.  
 - Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.  
 - If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)  
 High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.  
 Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.  
 - For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

\*\* To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	# of Students at Approaches, Meets and Masters	English I High School 9-12	All	English I	Approaches	STAAR	14%	19.20%	STAAR Interim Assessment	14%		STAAR Interim Assessment	30%		STAAR Interim Assessment	45%		55%
		English I High School 9-12	All	English I	Meets	STAAR	3%	19.20%	STAAR Interim Assessment	5%		STAAR Interim Assessment	18%		STAAR Interim Assessment	35%		39%
		English I High School 9-12	All	English I	Masters	STAAR	0%	0%	STAAR Interim Assessment	1%		STAAR Interim Assessment	2%		STAAR Interim Assessment	4%		5%
		English II High School 9-12	All	English II	Approaches	STAAR	18%	11.80%	STAAR Interim Assessment	18%		STAAR Interim Assessment	36%		STAAR Interim Assessment	50%		60
		English II High School 9-12	All	English II	Meets	STAAR	5%	11.80%	STAAR Interim Assessment	5%		STAAR Interim Assessment	20%		STAAR Interim Assessment	36%		39%
		English II High School 9-12	All	English II	Masters	STAAR	0%	0%	STAAR Interim Assessment	1%		STAAR Interim Assessment	2%		STAAR Interim Assessment	4%		5%
		Algebra I High School 9-12	All	Algebra I	Approaches	STAAR	74%	62.50%	STAAR Interim Assessment	70%		STAAR Interim Assessment	75%		STAAR Interim Assessment	78%		80
		Algebra I High School 9-12	All	Algebra I	Meets	STAAR	11%	50.00%	STAAR Interim Assessment	11%		STAAR Interim Assessment	25%		STAAR Interim Assessment	45%		50%
		Algebra I High School 9-12	All	Algebra I	Masters	STAAR	4%	12.50%	STAAR Interim Assessment	4%		STAAR Interim Assessment	6%		STAAR Interim Assessment	8%		10%
		Biology High School 9-12	All	Biology	Approaches	STAAR	74%	70%	STAAR Interim Assessment	74%		STAAR Interim Assessment	80%		STAAR Interim Assessment	83%		85%
		Biology High School 9-12	All	Biology	Meets	STAAR	11%	40%	STAAR Interim Assessment	11%		STAAR Interim Assessment	18%		STAAR Interim Assessment	23%		25%
		Biology High School 9-12	All	Biology	Masters	STAAR	0%	40%	STAAR Interim Assessment	1%		STAAR Interim Assessment	3%		STAAR Interim Assessment	4%		5%
		US History High School 11-12	All	US History	Approaches	STAAR	84%	40%	STAAR Interim Assessment	84%		STAAR Interim Assessment	84%		STAAR Interim Assessment	84%		85%
		US History High School 11-12	All	US History	Meets	STAAR	42%	20%	STAAR Interim Assessment	42%		STAAR Interim Assessment	45%		STAAR Interim Assessment	48%		50%
US History High School 11-12	All	US History	Masters	STAAR	13%	8%	STAAR Interim Assessment	13%		STAAR Interim Assessment	15%		STAAR Interim Assessment	18%		20%		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	English I	Eco Dis	ELA	Meets	STAAR	3%	19.20%	STAAR Interim Assessment	5%		STAAR Interim Assessment	18%		STAAR Interim Assessment	35%		39%
		English 2	Eco Dis	ELA	Meets	STAAR	5%	11.80%	STAAR Interim Assessment	5%		STAAR Interim Assessment	20%		STAAR Interim Assessment	36%		39%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	Algebra I	All	Math	Meets	STAAR	11%	50%	STAAR Interim Assessment	11%		STAAR Interim Assessment	25%		STAAR Interim Assessment	45%		50%
		Graduates 2021 CCMR	All 2021 Graduates	CCMR (D1 & D3)	CCMR	Local CMR Tracking Tool	30%	N/A	Local CMR Tracking Tool	50%		Local CMR Tracking Tool	50%		Local CMR Tracking Tool	50%		50%
		Federal Graduation Rate	All 2021 Graduate Cohort	Federal Graduation Rate	Graduation Rate	Local Graduation Tracking Tool	83%	N/A	Local Graduation Tracking Tool	90%		Local Graduation Tracking Tool	90%		Local Graduation Tracking Tool	90%		90%
4. Domain 3 Focus 3	ESP Component	All	English Learners (ELs)	TELPAS	Composite	TELPAS	19%	N/A	Summit 6-12	19%		Summit 6-12	22%		Summit 6-12	32%		36%

### CYCLE 1 90-DAY OUTCOMES (September - November)

**Essential Action:** Pre-populates from the 'Foundations' tab.

**Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.

**For each Prioritized Focus Area, please complete the following sections:**

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

**District Actions for this Cycle:** List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

**District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	CLT meetings, leadership calendars, and communication briefs are implemented 90% of the time throughout the academic year.	ELA performance on STAAR assessment will meet 39% passing at the "meets" performance level or higher based in Domain III calculation and Math performance on STAAR assessment will meet 50% at the "meets" performance level or higher based in Domain III calculation.	ELA performance on STAAR assessment will meet 39% passing at the "meets" performance level or higher based in Domain III calculation and Math performance on STAAR assessment will meet 50% at the "meets" performance level or higher based in Domain III calculation.
<b>Desired 90-day Outcome</b>	All core leadership tasks (CLT meetings, Data Meetings, PLCs, and instructional coaching support systems for teachers) are calendared for the full academic year and all communication systems are developed and in place to reach the goal of 90% at the end of the year.	Establish and communicate lesson planning systems, lesson planning tools, coaching cycles, and lesson plan monitoring systems to all staff.	Recieve training in Data Diven Instruction, DDI, and set dates for our DDI meetings, and communicate to all staff and teachers.
<b>Barriers to Address During this Cycle</b>	Not having "too" many meetings or overscheduling meetings, training for staff, health and safety of face-to-face meetings with staff.	Unable to complete face-to-face walkthroughs and how does observations occur in a virtual format.	Difficulties in collecting BOY data and student engagement.
<b>District Actions for this Cycle</b>	Accountability and monitoring of initiatives and provide adjustments as needed twice-a month with the Campus Principal.	Accountability and monitoring of initiatives with Instructional Officer and Principal twice a month.	Accountability and monitoring of initiatives with Instructional Officer and Principal twice a month.
<b>District Commitment Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leader and the Campus Leadership Team (CLT), then campus leadership will be able to ensure systems are implemented with fidelity that ensure communication, leadership task transparency, and clear and consistent roles and responsibilities for the CLT to establish a strong foundation for campus growth.	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning including plans for monitoring and giving feedback on lesson plans prior to instruction.	If the district ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure the quality of instructional delivery is at a rigorous level and systems are in place to observe, reflect, and provide feedback to teachers to develop high leverage delivery skills.

### ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

**For each action step, indicate:**

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

**At the end of each cycle -**

**For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.**

**For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.**

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Instructional Officer and Principal participate in "Transformational Leadership" with Darlene Rogers, ESC 1 Director (complete 4 of 4 sessions in this 90 days)	1, 2, & 3	9/1/20 -- 11/20/20	ESC 1 Darlene Rogers calendar to schedule trainings	DCSI	ESC 1 Attendance Logs from Dr. Rogers	11/20/20		
Define the CLT Roles and Responsibilities and adhere to those agreements by meeting twice (2 times) during Cycle 1.	1	8/1/20 -- 11/20/20	Exemplars of Roles and Responsibilities to begin discussion and development	DCSI	Completed Roles and Responsibilities Document as well as the Meeting Agenda and Minutes	11/20/20		
CLT will develop systems of communication including teacher meetings and written forms of communication to communication CLT topics and decisions to build transparency and leadership collaboration on the campus.	1	8/1/20 -- 11/20/20	Exemplar Communication Systems	CLT	Defined Communication Systems and Calendared Teacher Meetings for the Year	11/20/20		
Conduct and deliver 4 DDI Staff Development trainings provided by Darlene Rogers at ESC 1 (Laredo Office) for all teaching staff.	1, 2, & 3	9/1/20 -- 10/1/20	ESC 1 Darlene Rogers calendar to schedule trainings	DCSI	Staff Development Record from ESC 1	11/20/20		

Conduct data analysis DDI meeting reviewing BOY data and what instructional adjustments will be made as a result of COVID-19 slide.	1, 2, & 3	9/15/20 -- 9/30/20	BOY Data available and accessible	Principal	DDI Meeting to Review BOY Data Agenda and Summary of Meeting	11/20/20		
Conduct 2 data meetings with Campus Instructional Officer leading the meetings analyzing data from 2/3 weeks CBA's to determine next instructional steps either through reteaching or remediation to ensure students are mastering standards	1, 2, & 3	9/1/20 -- 11/20/20	CBA data available and accessible	Principal	CBA Data Meeting Summary	11/20/20		
Campus Instructional Officer will review teachers lesson plans on a weekly basis to ensure alignment of instruction to the level of rigor in identified standards, quality formative assessments embedded into instruction (exit tickets and other formative assessment measures) and provide feedback to teachers prior to instructional delivery of lessons.	1, 2, & 3	9/1/20 -- 11/20/20	Teacher lesson plans submitted timely	Principal	Lesson Plan Feedback Documents Completed by Campus Instructional Officer	11/20/20		
Instructional Officer along with the Principal and support of Project RISE will develop a system of providing job-embedded weekly coaching including observations, debrief, and follow-up for all teachers.	1, 2, & 3	10/1/20 -- 11/20/20	Project RISE Reflective Practice model and expectations	CLT	Reflective Practice Coaching System Expectations and Protocols implemented by the Campus Instructional	11/20/20		
DCSI will develop a system of coaching for the Campus Instructional Officer and the Principal on a twice monthly schedule to support the campus focus of improving teacher practice and meeting established student performance targets.	1, 2, & 3	10/1/20 -- 11/20/20	Action Coaching/GBF and Leverage Leadership resources	DCSI	DCSI Coaching System Expectations and Protocols	11/20/20		
Principal will develop and system and calendar meetings on a routine basis to monitor the implementation of Campus Instructional Officer coaching and lesson plan review system in order to monitor and provide corrective feedback.	1, 2, & 3	9/1/20 -- 11/20/20	Google Calendar that is shared with both Principal and Instructional Officer	DCSI	Principal and Campus Instructional Office Communication System and Calendar of meeting dates.	11/20/20		
Instructional Officer will facilitate the development of Student Learning Outcomes (SLOs) with all teachers for all content areas to improve student performance in the Fall 2020 semester. Principal will review and approve all SLOs for the campus.	2 & 3	9/1/20 -- 10/30/20	Project RISE SLO training and resources	Principal	List of Approved SLO's for all content areas taught in the Fall of 2020 at the campus	11/20/20		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort and choosing how they will demonstrate college, career, or military readiness.	1, 2, & 3	9/1/20 -- 11/20/20	List of graduation cohorts and PGPs	CLT/ Counselor Designee	Graduation Cohort Listing & Graduate CCMR Listing/Plans	11/20/20		

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, 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?					
	<table border="1"> <tr> <th>Carryover Action Steps</th> <th>New Action Steps</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Carryover Action Steps	New Action Steps		
Carryover Action Steps	New Action Steps				
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?					

### CYCLE 2 90-DAY OUTCOMES (December-February)

**Essential Action:** Pre-populates from the 'Foundations' tab.

**Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.

**For each Prioritized Focus Area, please complete the following sections:**

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during this 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 outcome.

**District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	CLT meetings, leadership calendars, and communication briefs are implemented 90% of the time throughout the academic year.	ELA performance on STAAR assessment will meet 39% passing at the "meets" performance level or higher based in Domain III calculation and Math performance on STAAR assessment will meet 50% at the "meets" performance level or higher based in Domain III calculation.	ELA performance on STAAR assessment will meet 39% passing at the "meets" performance level or higher based in Domain III calculation and Math performance on STAAR assessment will meet 50% at the "meets" performance level or higher based in Domain III calculation.
<b>Desired 90-day Outcome</b>	Have conducted two CLT meetings where performance targets were reviewed with evidence that actions were communicated to staff with agenda and minutes. Staff vacancies be filled with highly qualified personnel.	Provide lesson plan feedback and correction on a weekly basis to ensure that lesson plans have aligned formative assessment, exit tickets, and aligned rigor to the level of instructional delivery.	Conduct 3 DDI meetings to review CBA and Interim Assessment Data. Focus will be to ensure that the campus is making significant progress toward the Desired Annual Outcome.
<b>Barriers to Address During this Cycle</b>	Time and possibility of overscheduling of staff when there is such a small staff.	Time and bringing teachers together to build content and pedagogy.	Being productive and focused during data meetings reteach practice-Do
<b>District Actions for this Cycle</b>	Accountability and monitoring of initiatives. Provide adjustments as needed twice-a month with the Campus Principal. The district provides the campus with adequate funding and sufficient control over their budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.	Accountability and monitoring of initiatives with Instructional Officer and Principal twice a month.	Accountability and monitoring of initiatives with Instructional Officer and Principal twice a month.
<b>District Commitment Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leader and the Campus Leadership Team (CLT), then campus leadership will be able to ensure systems are implemented with fidelity that ensure communication, leadership task transparency, and clear and consistent roles and responsibilities for the CLT to establish a strong foundation for campus growth.	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning including plans for monitoring and giving feedback on lesson plans prior to instruction.	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure the quality of instructional delivery is at a rigorous level and systems are in place to observe, reflect, and provide feedback to teachers to develop high leverage delivery skills.

### ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

**For each action step, indicate:**

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

**At the end of each cycle -**

**For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.**

**For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.**

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Instructional Officer and Principal will meet with Dr. Rogers once (1 time) during this 90 days to support and ongoing job-embedded coaching for "Transformational Leadership".	1, 2, & 3	12/1/20 -- 2/26/21	ESC 1 Darlene Rogers calendar to schedule follow up and coaching meetings	DCSI	ESC 1 Attendance Logs from Dr. Rogers	2/26/21		
CLT will meet twice (2 times) during Cycle 2 to monitor student performance in comparison to established Performance Targets and communication results and next steps through established communication systems in Cycle 1.	1	12/1/20 -- 2/26/21	Exemplars of Roles and Responsibilities to begin discussion and development	DCSI	Meeting Agenda and Minutes	2/26/21		
ESC 1 (Darlene Rogers ) Laredo Office will provide ongoing coaching support to the DDI Data Meetings. (2 meetings)	1, 2, & 3	12/1/20 -- 2/26/21	Contact with Darlene Rogers with ESC 1 Laredo Office	DCSI/Principal	Schedule of Trainings with Associated Attendance Records for ESC 1	2/26/21		

Conduct data analysis DDI meeting reviewing first Interim Assessment data and what instructional adjustments will be made as a result of COVID-19 slide.	1, 2, & 3	12/1/20 -- 1/15/21	First Interim Assessment Data available and accessible	Principal	DDI Meeting to Review First Interim Assessment Data Agenda and Summary of Meeting	2/26/21		
Conduct data analysis DDI meeting reviewing second Interim Assessment data and what instructional adjustments will be made as a result of COVID-19 slide.	1, 2, & 3	2/1/21 -- 3/1/21	Second Interim Assessment Data available and accessible	Principal	DDI Meeting to Review Second Interim Assessment Data Agenda and Summary of Meeting	2/26/21		
Conduct 3 data meetings with Campus Instructional Officer leading the meetings analyzing data from 2/3 weeks CBA's to determine next instructional steps either through reteaching or remediation to ensure students are mastering standards	1, 2, & 3	12/1/20 -- 2/26/21	CBA data available and accessible	Principal	CBA Data Meeting Summary	2/26/21		
Campus Instructional Officer will review teachers lesson plans on a weekly basis to ensure alignment of instruction to the level of rigor in identified standards, quality formative assessments embedded into instruction (exit tickets and other formative assessment measures) and provide feedback to teachers prior to instructional delivery of lessons.	1, 2, & 3	12/1/20 -- 2/26/21	Teacher lesson plans submitted timely	Principal	Lesson Plan Feedback Documents Completed by Campus Instructional Officer	2/26/21		
Instructional Officer will conduct Project RISE Reflective Practice Observation protocol of job-embedded weekly coaching including observations, debrief, and follow-up for all teachers in regarding rigor and instructional delivery focusing on ELA and math teachers.	1, 2, & 3	12/1/20 -- 2/26/21	Project RISE Reflective Practice model and documents/tools	CLT	Reflective Coaching Practice Teacher Feedback Forms	2/26/21		
DCSI will conduct coaching sessions for the Campus Instructional Officer and the Principal twice monthly via Zoom following GBF protocols and the system established in Cycle 1 to provide real-time feedback and coaching to the lesson plan review process and the ongoing Reflective Practice	1, 2, & 3	12/1/20 -- 2/26/21	Action Coaching/GBF and Leverage Leadership resources	DCSI	GBF Coaching Scripts	2/26/21		
Principal will implement meetings on a routine basis to monitor the implementation of Campus Instructional Officer coaching and lesson plan review system to monitor and provide corrective feedback. (5 meetings in Cycle 2)	1, 2, & 3	12/1/20 -- 2/26/21	Google Calendar that is shared with both Principal and Instructional Officer	DCSI	Meeting Summary Documentation	2/26/21		
Instructional Officer will facilitate the review of Fall 2020 SLO's with teachers and the development of Spring 2021 SLO's with all teachers for all content areas to improve student performance. Principal will review and approve all SLO's for the campus.	2 & 3	1/5/21 -- 2/26/21	Project RISE SLO training and resources	Principal	List of Approved SLO's for all content areas taught in the Spring of 2021 at the campus and a Summary of Fall 2020 SLO results	2/26/21		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort and choosing how they will demonstrate college, career, or military readiness.	1, 2, & 3	12/1/20 -- 2/26/21	List of graduation cohorts and PGPs	CLT/ Counselor Designee	Graduation Cohort Listing & Graduate CCMR Listing/Plans	2/26/21		

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

**At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.**

For each of the Prioritized Focus Areas, 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?					
	<table border="1"> <tr> <th align="center">Carryover Action Steps</th> <th align="center">New Action Steps</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Carryover Action Steps	New Action Steps		
Carryover Action Steps	New Action Steps				
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?					

### CYCLE 3 90-DAY OUTCOMES (March-May)

**Essential Action:** Pre-populates from the 'Foundations' tab.

**Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.

**For each Prioritized Focus Area, please complete the following sections:**

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during this 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 outcome.

**District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	CLT meetings, leadership calendars, and communication briefs are implemented 90% of the time throughout the academic year.	ELA performance on STAAR assessment will meet 39% passing at the "meets" performance level or higher based in Domain III calculation and Math performance on STAAR assessment will meet 50% at the "meets" performance level or higher based in Domain III calculation.	ELA performance on STAAR assessment will meet 39% passing at the "meets" performance level or higher based in Domain III calculation and Math performance on STAAR assessment will meet 50% at the "meets" performance level or higher based in Domain III calculation.
<b>Desired 90-day Outcome</b>	Protect and use consistent, written protocols and processes to lead PLC and DDI meetings.	Provide lesson plan feedback and corrections on a weekly basis to ensure that lesson plans have aligned formative assessments, exit tickets with teacher exemplar, and aligned rigor to the level of instructional delivery. The feedback leads educators to meet the specific needs of students participating in SPED or ESL program.	Conduct 2 DDI meetings to review CBA data and Interim Assessment Data with 2 reteach observations and real-time feedback. Focus will be to ensure that the campus is making significant progress toward the Desired Annual Outcome.
<b>Barriers to Address During this Cycle</b>	With all the task that come with Cycle 3 at the campus, a barrier will be staying focused on instruction and being the instructional leader.	Potential of not making accelerated growth toward meeting our Performance Target of 39% in ELA and 50% in Algebra I.	Potential of not making accelerated growth toward meeting our Performance Target of 39% in ELA and 50% in Algebra I.
<b>District Actions for this Cycle</b>	Accountability and monitoring of initiatives. Provide adjustments as needed twice-a month with the Campus Principal.	The district has effective systems for identifying and supporting struggling learners. Accountability and monitoring of initiatives with Instructional Officer and Principal twice a month.	Accountability and monitoring of initiatives with Instructional Officer and Principal twice a month.
<b>District Commitment Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leader and the Campus Leadership Team (CLT), then campus leadership will be able to ensure systems are implemented with fidelity that ensure communication, leadership task transparency, and clear and consistent roles and responsibilities for the CLT to establish a strong foundation for	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning including plans for monitoring and giving feedback on lesson plans prior to instruction.	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure the quality of instructional delivery is at a rigorous level and systems are in place to observe, reflect, and provide feedback to teachers to develop high leverage

### ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

**For each action step, indicate:**

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

**At the end of each cycle -**

**For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.**

**For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.**

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
CLT will meet twice (2 times) during Cycle 3 to monitor student performance in comparison to established Performance Targets and communicate results and next steps through the established and consistent communication systems from Cycle 1.	1	3/1/21 -- 5/28/21	Exemplars of Roles and Responsibilities to begin discussion and development	DCSI	Meeting Agenda and Minutes	5/28/21		
Conduct data analysis DDI meeting reviewing third Interim Assessment data and what instructional adjustments will be made as a result of COVID-19 slide.	1, 2, & 3	4/1/21-- 4/30/21	Third Interim Assessment Data Available and accessible	Principal	DDI Meeting to Review Third Interim Assessment Data Agenda and Meeting Summary	4/30/21		
Conduct 3 data meetings with Campus Instructional Officer leading the meetings analyzing data from 5/6 weeks CBA's to determine next instructional steps either through reteaching or remediation to ensure students are mastering standards.	1, 2, & 3	3/1/21 -- 5/28/21	CBA data available and accessible	Principal	CBA Data Meeting Summary	5/28/21		



Campus Instructional Officer will review teachers lesson plans on a weekly basis to ensure alignment of instruction to the level of rigor in identified standards, quality formative assessments embedded into instruction (exit tickets and other formative assessment measures) and provide feedback to teachers prior to instructional delivery of lessons.	1, 2, & 3	3/1/21 -- 5/28/21	Teacher lesson plans submitted timely	Principal	Lesson Plan Feedback Documents Completed by Campus Instructional Officer	5/28/21		
Instructional Officer will conduct Project RISE Reflective Practice Observation protocol of job-embedded weekly coaching including observations, debrief, and follow-up for all teachers in regarding rigor and instructional delivery focusing on ELA and math teachers.	1, 2, & 3	3/1/21 -- 5/28/21	Project RISE Reflective Practice model and documents/tools	CLT	Reflective Coaching Practice Teacher Feedback Forms	5/28/21		
DCSI will conduct coaching sessions for the Campus Instructional Officer and the Principal twice monthly via Zoom following GBF protocols and the system established in Cycle 1 to provide real-time feedback and coaching to the lesson plan review process and the ongoing Reflective Practice delivered by the Campus Instructional Officer. (4 coaching sessions in Cycle 3)	1, 2, & 3	3/1/21 -- 5/28/21	Action Coaching/GBF and Leverage Leadership resources	DCSI	GBF Coaching Scripts	5/28/21		
Principal will implement meetings on a routine basis to monitor the implementation of Campus Instructional Officer coaching and lesson plan review system to monitor and provide corrective feedback. (4 meetings in Cycle 3)	1, 2, & 3	3/1/21 -- 5/28/21	Google Calendar that is shared with both Principal and Instructional Officer	DCSI	Meeting Summary Documentation	5/28/21		
Instructional Officer will facilitate the review of the Spring 2021 SLO's with teachers to determine student progress.	2 & 3	5/1/21 -- 5/28/21	Project RISE SLO training and resources	Principal	List of Approved SLO's for all content areas taught in the Spring of 2021 at the campus and a Summary of Fall	5/28/21		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort and choosing how they will demonstrate college, career, or military readiness. (2 meetings in Cycle 3)	1, 2, & 3	3/1/21 -- 5/28/21	List of graduation cohorts and PGPs	CLT/ Counselor Designee	Graduation Cohort Listing & Graduate CCMR Listing/Plans	5/28/21		

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, 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 Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	<b>Carryover Action Steps</b>
	<b>New Action Steps</b>

**END OF YEAR REFLECTION**

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	0	0	0
<b>Desired Annual Outcome</b>	0	0	0
<b>Did the campus achieve the desired outcome? Why or why not?</b>			