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.

District Name	San Elizario ISD	Campus Name	Sambrano Elementary	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Susana Frescas
District Number	071904	Campus Number	000000103	District Coordinator of School Improvement (DCSI)	Blanca Cruz	ESC Number	19
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		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.	Blanca Cruz
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.	Blanca Cruz
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.	Susana Frescas

DATA ANALYSIS

Using your accountability data from 2023-2024, and any relevant student achievement data from 2022-2023, 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.

Data Analysis Questions	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.	Domain 1: 42 Rationale: Prior school year MAP component was a 49% of students meeting projection at MOY in the area of Mathematics. Domain 2B: 52 Rationale: Prior school year MAP component was a 39% of students meeting projection ats MOY in the area of Reading. Domain 3: Rationale:
	What changes in student group and subject performance are included in these goals?	Domain 1: EBs Domain 2B: EBs Domain 3:
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

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 (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	4 - Partial Implementation
5.1 Effective classroom routines and instructional strategies.	4 - Partial Implementation
5.3 Data-driven instruction.	3 - Beginning 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 2024-2025 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://texasesf.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://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Rationale	In order to achieve high-quality instruction, materials and assessments, planning time aligned with TEKS and appropriate levels of rigor with consistent use for all students needs with frequent review of data through the PLC process, lessons, and assessment dates. Data analyzed is coming from MAP and MClass (BOY, MOY, and EOY), 4th and 8th week assessments and DRA/EDL.	The need for effective instruction is needed based on 2023-2024 data; purposeful planning for student engagement and rigorous instruction will be prioritized during PLC's through analyzing data. Campus expectations for implementing instructional strategies shared with teachers to be observed during walkthroughs.	To determine if learning is occuring, if not, how will it be addressed to ensure we are achieving student success.
How will the campus build capacity in this area? Who will you partner with?	The district will provide support via instructional officers supporting the campus in the development of our PLC process/es to include the scheduling of PLC meetings that are structured and aligned to ensure fidelity and commitment to the process and meeting smart goals. Campus instructional team, and teachers, will hold structured PLC meetings to include analyzing of data and grouping students for intervention support.	Campus instructional leaders will provide capacity to develop effective classroom routines and strategies through classroom visits and on-going support for high quality instruction through the PLC process.	Campus instructional leaders, with the support of instructional officer, will build capacity by providing a structed block of time through PLC's to dissegrate data to help drive instruction through proper grouping of students to provide interventions, meeting the needs of our students.
Barriers to Address throughout this year	Planning time within the week of assessment delivery to students and intervening immediately the following week to comply with the district core support plan, Professional Development Availability is limited due to the 4-Day work week.	Teacher Buy-In, School Expectations, and fidelity to creating a streamlined approach to our PLC process through the lens of data.	Planning time, teacher accountability for due dates, keeping time with Scope and Sequence.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Communication will be through email weekly updates and during PLC meetings on campus, setting clear expectations with non-negotiables and providing support from campus leadership/instructional team.	Communication will be through emial, weekly updates, and faculty meetings, setting clear expectations with non-negotiables and providing support from campus leadership team.	Communication will be through email, faculty meetings, PLC meetings, weekly newsletters, and setting clear expectations with non-negotiables and providing support from campus leadership team.
Desired Annual Outcome	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading at MOY.	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure planning time for intervention is targeted towards meeting campus smart goals for MAP math and reading.	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading.
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for appropriate grouping of students and best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continously provide training and ongoing support so that teachers effectively select and deliver materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing support, then the leadership team will be able to implement the planning process for the best rigorous process to meet the needs of all learners through our PLC journey and continued growth in our processes staying focused on analyzing of data to drive our instruction.

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2023-2024 Results	2024-2025 Results	% of Assessments									2022 Accountability Goal
									Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	K-2	All	Reading	Approaches	MAP	26	Pending	MAP BOY	3% points higher	34 (UP 8%)							
		K-2	All	Reading	Meets	MAP	7	Pending	MAP BOY	3% points higher	13 (UP 6%)							
		K-2	All	Reading	Masters	MAP	2	Pending	MAP BOY	3% points higher	10 (UP 8%)							
		K-2	All	Mathematics	Approaches	MAP	31	Pending	MAP BOY	3% points higher	34 (UP 3%)							
		K-2	All	Mathematics	Meets	MAP	14	Pending	MAP BOY	3% points higher	21 (UP 7%)							
		K-2	All	Mathematics	Masters	MAP	6	Pending	MAP BOY	3% points higher	8 (UP 2%)							
		K-2	English Learners (ELs)	Reading (Spanish)	Approaches	MAP	37	Pending	MAP BOY	3% points higher	31 (Down 6%)							
		K-2	English Learners (ELs)	Reading (Spanish)	Meets	MAP	10	Pending	MAP BOY	3% points higher	23 (Up 13%)							
		K-2	English Learners (ELs)	Reading (Spanish)	Masters	MAP	3	Pending	MAP BOY	3% points higher	23 (Up 20%)							
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	K-2	All	Reading	Met MAP MOY Growth Percentage	MAP	39%	PendingMOY Results										
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	K-2	All	Mathematics	Met MAP MOY Growth Percentage	MAP	49%	Pending MOY Results										
4. Domain 3 Focus 3	ELP Component	2	English Learners (ELs)	TELPAS	All	TELPAS	2nd Grade Intermediate Composite Score will increase 5% from 64% to 69% 2nd Grade Advanced Composite Score will increase 2% from 16% to 18%	Pending 24-25 TELPAS Results										

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
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By the end of May 2025, our PLC process will be more streamlined, focused and applied with fidelity to ensure continuation and fidelity to the process.	By May 2025, Sambrano would have built capacity, 90% of teachers will use high-yield instructional strategies such as holding students accountable for their learning, implementing a random selection of student strategies and providing students with opportunities to engage in collaboration during instruction.	By May 2025, consistent review of data throughout the school year will be evident through our PLC processes and structure to ensure having met our Smart Goals for Reading and Math during MAP MOY testing.
Desired 90-day Outcome	Our desired 90-day outcome is to ensure our PLC processes are being solidly streamlined, structured and focused to ensure we are on a path to consistently analyzing data to ensure our smart goals are met. It is work in progress and staying true to our commitment and ensuring fidelity to our process and structures will ensure continued progress to establishing a true PLC campus focused on data and student outcomes.	By the end of November, 100% of teachers are receiving feedback bi-weekly on effective classroom routines and instructional strategies as part of a campus initiative.	By the end of November. The campus structured approach to the PLC process will be evident.
Barriers to Address During this Cycle	Providing teachers with planning time and ensuring teacher commitment and buy in to our initiative. Due to the 4-day work week, PD for teachers is limited as not to compromise intructional time.	The challenges that will be addressed is ensuring consistent implemention of high yield strategies during instruction to students. Walkthrough and Evaluation feedback with be ongoing to ensure consistency of implemention from all teachers.	The challenge will be turning in assessment data meeting deadlines and turnin
District Actions for this Cycle	Actions will include; P & I ongoing support, professional development opportunities that focus on guided reading implementation and implementing effective learning stations during guided reading and small group intervention time.	Actions will include; P & I ongoing support, modeling of strategies during PLC's.	Actions will include; P & I ongoing support, ensuring meeting testing deadlines to ensure effective, timely and consistent intervention instruction for our small groups.
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for appropriate grouping of students and best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continously provide training and ongoing support so that teachers effectively select and deliver materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing professional development opportunities such as, the use of high-yield strategies, effective lesson planning, the use of the backward design, then the leadership team will be able to implement an effective planning process during PLC based and analyzing data to meet campus student outcomes.

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
Lesson Planning Development PD for Teachers and Leadership	4.1	08/01 to 10/31	Eduphoria, TEKS Resource System, Fundations/Estrellita, STEMSCOPES	District and Campus Instructional Leaders	lesson plans and student artifacts	10/31/2024	Some Progress	Going to a 4 day work week, PD was strategically targeted and focused on PLC Processes, Guided Reading Instruction and Learning Centers PD
Modeling of Lesson Delivery	4.1	08/01 to 10/31	Eduphoria, TEKS Resource System, Fundations/Estrellita, STEMSCOPES	District and Campus Instructional Leaders	lesson plans and student artifacts	10/31/2024	Significant Progress	Our Instructional Specialist model lesson to teachers throughout the semesters.
Walkthrough and Feedback	5.1	08/01 to 10/31	Strive platform	Campus Instructional Leaders	Walkthroughs and Observations	10/31/2024	Significant Progress	Adminstrators and Instructional Specialists provide feedback to teachers via walkthrough.

Instructional Strategies	5.1	08/01 to 10/31	Cooperative Structures, Lead4ward Playbook, Teach Like a Champion	District and Campus Instructional Leaders	Student Artifacts, observations	10/31/2024	Some Progress	Adminstrators continue to see progress In the implementation of high yield strategies and improvement is evident.
PBIS	5.1	08/01 to 10/31	Visuals, Powerpoint Presentations, PBIS Resources	Campus Instructional Leaders	Student Artifacts, observations, referrals	10/31/2024	Some Progress	Committee members continue to meet monthly to address concerns, schedule student initatives, etc.
Guided Data PLC	5.3	08/01 to 10/31	Data Template, Color Coded Data, Data Trackers	District and Campus Instructional Leaders	Student artifacts, unit assessments, 4th and 8th week assessments, MAP, Mclass, and DRA/EDL data	10/31/2024	Some Progress	Consistent implementation of guided reading data observed through walkthough evidence and teacher tracking data on DRA/EDL tracking sheets.
Calendar	5.3	08/01 to 10/31	Weekly updates and monthly calendar with due dates	Campus Instructional Leaders	Timely entry of data onto Eduphoria	10/31/2024	Significant Progress	Consistent evidence of weekly updates submitted to teachers and monthly parent newsletter.
Development of PLC Protocol	5.3	08/01 to 10/31	Region 19 and IO training	District and Campus Instructional Leaders	PLC Agendas and Walkthrough Feedback	10/31/2024	Significant Progress	PLC processes and protocols in place and having met progress significantly. No fail with PLC meetins up to this point.

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?	We have seen progress in most areas. The only area of most concern is the lesson planning development. We strategically plan and are focusing on our PLC process, Guided Reading Instruction, Learning station implementation, and data review consistently.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Based on our data review for BOY MAP, our students demonstrated progress and growth. We are awaiting MOY testing results for comparison.

	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?	Continued implementation of our PLC process to eventually have them be more teacher led, consistency of implementation of high yield strategies. We will continue to follow our established ritual of our PLC meetings. Monitor implementation of high yield strategies.	We will begin deliberations on how to establish a well set pattern of reviewing PA assessment data in order to track student progress for standards they are struggling with and ensuring they are showing master of those particular standards.

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 <u>during this cycle</u>.

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
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	FALSE	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure planning time for intervention is targeted towards meeting campus smart goals for MAP math and reading.	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for appropriate grouping of students and best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continously provide training and ongoing support so that teachers effectively select and deliver materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing support, then the leadership team will be able to implement the planning process for the best rigorous process to meet the needs of all learners through our PLC journey and continued growth in our processes staying focused on analyzing of data to drive our instruction.

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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

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?	**Carryover Action Steps**	**New Action Steps**

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
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading at MOY.	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure planning time for intervention is targeted towards meeting campus smart goals for MAP math and reading.	By Dec 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for appropriate grouping of students and best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continously provide training and ongoing support so that teachers effectively select and deliver materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing support, then the leadership team will be able to implement the planning process for the best rigorous process to meet the needs of all learners through our PLC journey and continued growth in our processes staying focused on analyzing of data to drive our instruction.

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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

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?	

	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?		

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
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			