| REFLE | CTION 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.

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|--|--|--|--|
| Essential Action | 1.1 | 5.1 | 5.3 |
| Desired Annual Outcome | Instructional leadership team adds structure to specific areas - leading PLCs which will lead to effective collaborative planning, data analysis, reteach plans, and meaningful feedback. Campus administration will monitor and provide feedback on the implementation of the planning process. | There will be a consistent implemention of the Lesson Plan Cycle across the campus. | Campus will be proficient at data disagregation to identify trends in misconceptions to determine root causes as to why students may not have learned the concept and create plans of action to reteach. Students will track individual data towards meeting a measureable goal. |
| Desired 90-day Outcome | Campus-wide consistent implementation of PLC process that leads to effective planning of engaging lessons. | Campus teachers will be proficient at leading PLCs in selecting activities and assessments that meet the rigor of state standards. | Campus will be proficient at data disagregation, effective planning, and monitoring of student progress towards meeting campus annual goal. |
| Barriers to Address During this Cycle | Buy-in; not moving into action, resistance to change. | Teachers may not be confident in leading PLC. PLC members may not feel that their responsible for leading PLCs. | Time, Losing focus due to end of year responsibilities |
| District Actions for this Cycle | DSCI provides support and timely feedback to campus leaders on PLC process and lesson plans. | Distict policies and practices support effective instruction in schools. | District policies and practices support effective instruction in schools. |
| District Commitment Theory of Action | standards for all tested areas and 4th-5th grade math and read | aching of the campus leader, and the district ensures access to high- ing and the district has effective systems for identifying and suppor I frequency of use of lesson plans and formative assessments, and c role clarity engage in instructional leadership activities. | ting struggling learners then the campus will be able to establish |

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.

| 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 |
|---------------------------|--|--|--|---|---|--|--|
| | TO THE RESIDENCE OF THE PARTY O | A calendar of walk- throughs and conferences for timely feedback. | Campus | through data and | | | |
| | | Lesson Plans, Engaging Lessons for Virtual Learners | Principal and instructional staff | through data and lesson plan | ESTAGE SECTION OF SECTION AND ADMINISTRA | | |
| | | PLC Observations | DCSI, Campus | minutes, and | | | |
| | | PLCs, data tracking tools, observations, walk-throughs | Principal, teachers, DSCI | Increase in student assessment data, on target to meet | March 2021 - May 2021 | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | Area | Start Date/End Date | Area Start Date/End Date Resources Needed A calendar of walk-throughs and conferences for timely feedback. March, 2021 - May, 2021 PLC Observations | Area March, 2021 - May, 2021 PLC Observations March, 2021 - May, 2021 PLCs, data tracking tools, observations, walk-throughs Principal and instructional staff Principal, teachers, DSCI | Prioritized Focus Area Start Date/End Date Resources Needed Responsible Person(s) Responsible Determine Progress toward Action Step (May be requested by Specialist) Campus adminstration, DCSI Campus data and feedback. March, 2021 - May, 2021 Lesson Plans, Engaging Lessons for Virtual Learners Principal and instructional staff Campus Walk- through data and lesson plan feedback. PLC Agenda, minutes, and observations, Assessment Data March, 2021 - May, 2021 PLCs, data tracking tools, observations, DSCI Principal, teachers, DSCI Data tracking tools, Increase in student assessment data, on | Prioritized Focus Area Start Date/End Date Resources Needed Responsible Respo | Prioritized Focus Area Start Date/End Date Resources Needed Responsible Respo |

| | R | EFLECTION ar | nd PLANNING | for NEXT 90-I | 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 y | our desired 90-day outc | ome? Why or why not? | | | | | | | | | |
| Did you achieve your student performance goals (see Stu | dent Data Tab)? Why or | why not? | | | | | | | | | |
| Review the necessary adjustments/next steps column ab continue working on in the next cycle? What new Action | | | | Carryover Action Steps | | | New Action Steps | | | | |

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

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|---|--|--|--|
| Essential Action | | | |
| Desired Annual Outcome | Instructional leadership team adds structure to specific areas - leading PLCs which will lead to effective collaborative planning, data analysis, reteach plans, and meaningful feedback. Campus administration will monitor and provide feedback on the implementation of the planning process. | There will be a consistent implemention of the Lesson Plan Cycle | Campus will be proficient at data disagregation to identify trends in misconceptions to determine root causes as to why students may not have learned the concept and create plans of action to reteach. Students will track individual data towards meeting a measureable goal. |
| Did the campus achieve the desired outcome? Why or why not? | | | |

SAN PEDRO ELEMENTARY

Targeted Improvement Plan



2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

DSCI Job Description

| Campus Name: | District Coordinator of School Improvement (DCSI) Name, Role: |
|----------------------|---|
| San Pedro Elementary | Lorena Ceballos |
| Campus Number: | Superintendent Name: |
| 178909-101 | Dr. Jose H. Moreno |

Date:

Monday, August 31, 2020



| | ormation, including all names for the implementation is voluntary. | e roles listed. In row 6, please indicate if | f this Targeted Improvement i | Plan is the implementation of a Tu | rnaround Plan. If so, please put th | e school year that the TAP was fi | rst implemented. Please indicate if you were ordered to |
|---------------------------|--|---|---|--|--|---|---|
| Pistrict Name | Robstown ISD | Campus Name | San Pedro Elementary | Superintendent | Dr. Jose H. Moreno | Principal | Laura Cueva |
| istrict Number | 178909 | Campus Number | 178909101 | District Coordinator of School Improvement (DCSI) | Lorena Ceballos | ESC Number | 2 |
| this a Turnaround | | What Year was the TAP first implemented? | | Was TAP implementation Ordered or Voluntary? | | ESC Support | |
| nter the name of the pe | rson in each role below and the dat | e this tab was completed. Please updat | e row 12 with the Board Appr | ASSURANCES royal Date when the TIP has been | board approved. | | |
| nter the name of the pe | rson in each role below and the dat | e this tab was completed. Please updat | e row 12 with the Board Appr | | board approved. | | |
| oter the name of the pe | rson in each role below and the dat | I, the District Coordinator of commitments and support understand I am responsib | of School Improvement, attest mechanisms to ensure the su le for the implementation of a | roval Date when the TIP has been the TIP has been the the TIP has been the | board approved. provision of all the necessary distric geted Improvement Plan for this ca n the principal supervisor, I underst | mpus. I | Lorena Ceballos |
| CSI incipal Supervisor | rson in each role below and the dat | I, the District Coordinator commitments and support understand I am responsib responsible for ensuring th | of School Improvement, attest mechanisms to ensure the su- lle for the implementation of a lie principal carries out the plar cipal for this campus, attest the mnitments and support mecha | that I will provide or facilitate the paces of the Tar ill intervention requirements. If I am a elements as indicated herein. | provision of all the necessary distric geted Improvement Plan for this ca | mpus. I tand I am of all the mentation | Lorena Ceballos Dr. Jose H. Moreno |

| | | DATA ANALYSIS | | | | | | | |
|----------------------------|---|---|---|--|--|--|--|--|--|
| | ing 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 https://rptsvrl.tea.texas.gov/perfreport/tapr/2019/index.html pups you will be monitoring for progress. Include CCMR goals, if applicable. | | | | | | | | |
| | | Domain 1: Campus goal for domain 1 is 76 or above by increasing STAAR per 76% or above; Meets Grade Level from 36% to 45% or above; Masters Grad Rationale: By achieving the domain goals, the campus will meet the overall | | | | | | | |
| | 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 28: Campus goal for domain 2 is 80 or better. Rationale:By achieving the domain goals, the campus will meet the overall | rating goal from D (68) to a C (77) or above. | | | | | | |
| | | Domain 3: Campus goal for domain 3 is a 70 or above. Rationale:By achieving the domain goals, the campus will meet the overall rating goal from D (68) to a C (77) or above. | | | | | | | |
| Data Analysis Questions | | Domain 1: Increase STAAR performance at the campus level in all subjects at Approaches Grade Level from 73% to 76% or above; Meets Grade Level from 36% to 45% or above; Masters Grade Level from 14% to 15% or above. Special Education performance will increase at Approaches Grade Level from 33% to 40% or above; Meets Grade Level from 0% to 23% or above; Masters Grade Level from 0 to 12 or above%. | | | | | | | |
| | What changes in student group and subject performance are included in these goals? | Domain 2B:Increase STAAR performance at the campus level in all subjects at Approaches Grade Level from 73% to 76% or above; Meets Grade Level from 36% to 45% or above; Masters Grade Level from 14% to 15% or above. Special Education performance will increase at Approaches Gra Level from 33% to 40% or above; Meets Grade Level from 0% to 23% or above; Masters Grade Level from 0 to 12 or above%. | | | | | | | |
| | | Domain 3: The campus goal is to have the Hispanic student group meet both Reading (37) and Math (40); and the EcoDis student group meet targets for both Reading (33) and Math (36) in order to meet overall domain goals. | | | | | | | |
| | If applicable, what goals has your campus set for CCMR and Graduation Rate? | N/A | | | | | | | |

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. | 4 - Partial Implementation | | | | | | | |
| 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators. | 5 - Full Implementation | | | | | | | |
| 3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations. | 5 - Full Implementation | | | | | | | |
| 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. | 5 - Full Implementation | | | | | | | |
| 5.1 Objective-driven daily lesson plans with formative assessments. | 4 - Partial Implementation | | | | | | | |
| 5.3 Data-driven instruction. | 5 - Full 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://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 | 1.1 | 5.1 | 5.3 |
| Rationale | campus which include counselor, lead teachers and instructional coaches, we will be able to impact our student achievement by effectively improving the delivery of instruction aligned to the objective driven lesson activities with measurable student outcomes based on data driven | require support to ensure our teachers plan effective lesson activities that will provide rigor and purpose for learning. With support by campus administration and C&I team, the guidance provided will help teachers utilize the new format efficiently. The new lesson plan will provide | Last school year, we began the process of implementing our data walls so we could see the progression of students moving from approaches to meets to masters. We used the data from reporting period assessments and benchmarks in grades 2 and 3. In the PK, K and first grades, we were not specific as to what data we would use since we had a variety of data sources. This school year, we will be more specific as to what only the school year, we will be more specific as to when data will be analyzed for lower grades. Also, we will identify student groups according to the indicators that most impact domain 3. |
| How will the campus build capacity in this area? Who will you partner with? | The campus leaders will continue to attend district principal meetings and coaching sessions. The principal will build capacity by training and coaching Instructional Leadership Team as well as new asst. principal. ILT members will assist with implementation of campus-wide initiatives that include trainings assigned by campus principal. | Campus principal will schedule meet weekly meetings with ILT members to build capacity on campus processes and expectations. Campus leaders and ILT members will provide training to campus staff on planning process that includes data analysis to inform instructional practices. ILT members will provide on-going support to their grade level members on the new virtual teaching and learning expectations. | Campus principal will schedule meet weekly meetings with ILT members to build capacity on campus processes and expectations. Campus leaders and ILT members will provide training to campus staff on planning process that includes data analysis to inform instructional practices. ILT members will provide on-going support to their grade level members on the new virtual teaching and learning expectations. |

| Barriers to Address throughout this year | Lack of time to plan our calendar for the year for CLT meetings and Academic Support meetings with each grade level. | Setting time each week to review lesson plans together. | Not feeling confident enough to understand and not spending quality time analyzing data. |
|---|--|--|--|
| How will you communicate these priorities to your stakeholders? How will you create buy-in? | Campus principal will hold meetings to discuss campus priorities and solicit input from stakeholders that include ILT members. By allowing stake holders to prioritize campus milestones; the members will commit to executing and implementing the plan. | weekly to provide guidance on PLC topics of discussion. Standing grade- | Data Driven Instruction was a district-wide focus for all campuses. Data-disaggregations meetings were led by DCSI at the district level. Campus leaders selected the data reports that were used district-wide at each campus. Teachers were involved in the process of data disaggregation and implemented the process during PLCs. Campus leaders will continue to use the process for data analysis and tracking of student progress for overall campus, teacher and student performance. |
| Desired Annual Outcome | To develop a common language across grade levels to include, data, curriculum and instructional practices. | railbetea bianning and implementation of transfer | Common understanding of how to interpret data, monitor and adjust instructional strategies, that will result in an overall growth in student achievement. |
| District Commitment Theory of Action | If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data-driven instruction | If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data-driven instruction | If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data-driven instruction |

STUDENT DATA

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

- For Domain 1, enter the 2015 STAAR results for each tested course. You can enter the Total N of assessments at Approaches/Meets/Matten for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you priet to estate the data by each grade level, you may add ment to accommodate each grade.

If you priet to estate the data by each grade level, you may add ment to accommodate each grade.

For each cycle, Bease enter Assessment Pye. Remember to use comparable, STAAR aligned assessments for each cycle. Enter the formative goal for that cycle.

Please enter Assessment Pye. Remember to use comparable, STAAR aligned assessments for each cycle. Enter the formative goal for that cycle.

Please enter Assessment Person and Pseut Column.

- For Domain 3, you will choose 2.4 targets to track this year. You can choose 1.2 targets from the Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicators in Column 8. Please

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

If tracking Student Success (EU/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 2013 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 enter a Summative Goals as well.
Please communicate with your TEA Khool 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.

| | | | | | | | Victoria de la compansión de la compansi | , | | | | % of Ass | essments | | | | Market Street | |
|---------------------|---|-------------|------------------------|----------------|-------------------|-------------------------|--|----------------------------------|-----------------|----------------|--|-----------------|----------------------|---------------|------------------|-----------------------|---------------|-----------------------------|
| Core Metrics | Sub Metrics | Grade Level | Student Group | Subject Tested | Performance Level | Summative Assessment | 2019 Results | 2020 Baseline Data (Optional) | | Cycle 1 | | | Cycle 2 | | | Cycle 3 | | 2021 Accountability Goal |
| | | | | | | | | joptenzij | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | Summative Goal |
| | | 3rd | Al | Reading | Approaches | STAAR | n | | | | | Fall Benchmark | 65% (22/27 students) | | Spring Benchmark | 80% (27/27 students) | | BON |
| | | 3rd | м | Reading | Meets | STAAA | 31 | | | | | Fall Benchmark | 29% (10/15 students) | | Spring Benchmark | 44% (15/15) | | 44% |
| | | 3rd | м | Reading | Masters | STANA | 11 | | | | | Fall Benchmark | 15% (5/7 students) | | Spring Benchmark | 21% (7/7 students) | | 21% |
| | | Prd . | м | Mathematics | Approaches | STAAR | 24 | | | | | Fall Benchmark | 71% (23/27 students) | | Spring Benchmark | 80% (27/27 students) | | 80% |
| | | 3rd | м | Mathematics | Meets | STAAR | 40 | | | | | Fall Benchmark | 29% (10/16 students) | R The Co | Spring Benchmark | 41% (14/16 students) | | 45X |
| | | 3rd | м | Mathematics | Masters | STAAA | 17 | | | | | Fall Benchmark | 21% (7/10 students) | | Spring Benchmark | 29% (10/10 students) | | 29% |
| | | All | AJ. | Science | Approaches | STAAR | | | | | | Some and | | | n Maria | | | |
| 1. Domain 1 | % of Students at Approaches, Meets and Masters | All | Al | Science | Meets | STAAR | | THE RESERVE | | | | | | | | | | |
| | | All | м | Science | Matters | STAAR | | IKE SAME | | | A STATE OF THE STA | | | | | | | |
| | | Al | м | Social Studies | Approaches | STAAR | | | | | | | | | Mile No. | | | |
| | | All | м | Social Studies | Meets | STAAR | 20 1 TO 142 | | | | | | | | | | | |
| | | All | м | Social Studies | Masters | STAAR | | | | | | | | | | | | |
| | | Al | All | Writing | Approaches | STAAR | | 1 | | | 1010-0-00 | | | | | | | |
| | | All | м | Writing | Meets | STAAR | | | | | | | | | 100 m | L. ISIA | | |
| | | м | м | Writing | Masters | STAAR | | | | | | | | | | Tayler | | |
| | Focus 1 Components | 3rd | Hispanie | Reading | Meets | STAAR | 29 | Mark Dec | | | BOOK TAYE | Fall Benchmark | 23% (7/12 students) | | Spring Benchmark | 37% (12/12 students) | | 37 |
| 2. Domain 3 Focus 1 | (Choose two targets in the Academic Achievement or Student Success Indicators) | 3rd | Hispanic | Mathematics | Meets | STAAR | 38 | | | | | Fall Benchmark | 26% (8/13 students) | | Spring Benchmark | 40% (13/13 students) | | 40 |
| | Focus 2 Components | 3rd | EcoDis | Mathematics | Meets | STAAR | 38 | | | | | Fall Benchmark | 26% (8/11 students) | | Spring Benchmark | 36% (11/11 students) | Table 1 | 36 |
| 3. Damain 3 Focus 2 | (Choose two targets in the Academic Achievement or Student Success Indicators) | 3rd | EcoDis | Reading | Meets | STAAR | 29 | | 850 S | (Sugarani | | Fall Benchmark | 26% (8/10 students) | | Spring Benchmark | 33% (10/10 students) | | n |
| 4. Demain 3 Focus 3 | ELF Component (Minimum 25 students required) | AE | English Learners (ELs) | TEUPAS | AI | TEUAS | | | | | | | | | | | | |

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.

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|--|--|---|---|
| Essential Action | 1.1 | 5.1 | 5.3 |
| Desired Annual Outcome | To develop a common language across grade levels to include, data, curriculum and instructional practices. | Targeted planning and implementation of student expectations at the level of the state standard. | Common understanding of how to interpret data, monitor and adjust instructional strategies, that will result in an overall growth in student achievement. |
| Desired 90-day Outcome | PLCs practices will reflect a process of instructional decisions based on assessment data and reflection of teaching strategies. | Classroom instruction incorporates rigorous, high-quality experiences that include Lead4ward high-yield strategies that promote critical-thinking skills. | A tracking system will be utilized to monitor and track student progress using current assessment data |
| Barriers to Address During this Cycle | Finding the time to ensure the process of data tracking is taking place. | Ensure interruptions do not supercede the meetings with teachers each week. | Grade level CLT members do not share information regarding the data wall structures that are in place. |
| District Actions for this Cycle | The DCSI will ensure that common formative assessments include challenging student expectations so that campus can track progress. | The Principal Supervisor will provide ongoing coaching support that includes instructional rounds and feedback to campus leaders. | The district will have effective systems for identifying and supporting struggling learners. |

District Commitment Theory of Action

If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data driven instruction

If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data-driven instruction

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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 |
|---|---------------------------|---|--|--------------------------|---|---|--------------------------------|--|
| Campus leader will meet with teachers to review lesson plans and provide lesson planning support and feedback. Campus leader in collaboration with teachers will identify an area of reinforcement and an area of refinement in lessons. Intervention and RTI | PFA 2 | December 2, 2020 - February 28, 2021 | Lesson Plans, TEKS Resource System, Lead4ward Field Guides, | Principal and Teachers | | December 2, 2020 - February 28, 2021 | | |

| Data on Sharepoint will be utilized to track student progress by levels of performance (approaches, meets, and masters) each six weeks using RPA data for 2nd and 3rd grade students. Domain data will be tracked on benchmark assessments to gauge campus progress towards meeting overall domain goals. | DEV 3 | December 2, 2020 - February 28, 2021 | Data Room, RPA data, Benchmark data, Domain Goals | Drincinal and Teachers | | December 2, 2020 - February 28, 2021 | |
|---|---------|---|---|------------------------|---|---|--|
| Students will set goals and track their performance on RPA data to monitor their progress. CFAs will be used as a midpoint measure for student goals. Teacher-student conferences will be held to discuss data and progress. | DFA 3 | December 2, 2020 - February 28, 2021 | RPA Data, benchmark data, and student data tracking sheets. | Teachers and students | · · · · · · | December 2, 2020 - February 28, 2021 | |
| Completed Action Plans will be reviewed and discussed during PLC time to ensure corrective action is implemented to address areas of low performance and skills not mastered. | DEV 2 3 | December 2, 2020 - February 28, 2021 | Assessment Data, Plan of Action, PLC agenda and minutes. | Principal and teachers | Agenda, minutes, intervention lists and SEs to target | December 2, 2020 - February 28, 2021 | |
| 2nd Grade students will set goals and use a data tracking system to monitor their progress. Teachers will conduct student conferences after each assessment data. | PF7 | December 2, 2020 - February 28, 2021 | RPA Data, benchmark data, and student data tracking sheets. | Teachers and students | Completed Student Data Tracking Sheets | December 2, 2020 - February 28, 2021 | |
| | | | | | | | |

| 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? | | | | | | | |

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.

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|--|---|--|--|
| Essential Action | 1.1 | 5.1 | 5.3 |
| Desired Annual Outcome | To develop a common language across grade levels to include, data, curriculum and instructional practices. | Targeted planning and implementation of student expectations at | Common understanding of how to interpret data, monitor and adjust instructional strategies, that will result in an overall growth in student achievement. |
| Desired 90-day Outcome | Campus is proficient at planning and tracking data for challenging student expectations that are not being mastered. | Walk-throughs and Observations will reflect consistent | Student progress toward measurable goals will be visible in each and every classroom and throughout the school to foster student ownership and goal setting. |
| Barriers to Address During this Cycle | Prioritizing time to ensure tracking of data is implemented. | Droviding affective and timely feedback to teachers | Common understanding of FERPA regulations as it pertains to disclosure of student data. |
| District Actions for this Cycle | DCSI and Principal Supervisor will provide support and resources to campus leaders in quest to have all teachers be proficient at planning and tracking data. | DCSI and Principal Supervisor will provide on-going support and coaching to campu leaders in conducting instructional rounds and collecting data to improve implementation of lesson cycles. | DCSI and Principal Supervisor will provide ongoing support to campus leaders through data meetings to ensure that campus meets their overall goal. |

District Commitment Theory of Action

If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data driven instruction

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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 Conection | Progress toward Action Step | Necessary Adjustments / Next Steps |
|---|---------------------------|---------------------------------|--|--|---|---------------------------------|--------------------------------|--|
| Additional support will be provided to campus staff who are struggling with planning and tracking data. | PF 1 | March 2, 2021 - May 21, 2021 | One to one sessions with mentor teachers, data sources | Principal, assigned Mentor, teacher | Calendar of meetings, agenda, and minutes. | March 2, 2021 - May 21, 2021 | | |

| Data on Sharepoint will be used student progress towards meeting class goals. | PF 3 | March 2, 2021 - May 21, 2021 | Microsoft | Classroom Teachers | Classroom Observations | March 2, 2021 - May 21, 2021 | | |
|---|------------------------|---------------------------------|--|------------------------|---|---------------------------------|------------------|--|
| Review and Refine Instructional Action Plans based on new assessment data. | PF1 | March 2, 2021 - May 21, 2021 | Actions Plans, Assessment Data, Scope and Sequence | Classroom Teachers | Item Analysis Report, Student Expectation Progress Report | March 2, 2021 - May 21, 2021 | | |
| | | | | | | | | |
| | | | | | | | | |
| | What Share a said was | .03.00 -0.00 | nd PLANNING | | | | | |
| not. List any action steps you will carry-over to the next For each of the Prioritized Focus Areas, did you achieve y | | | | | | | | |
| For each of the Prioritized Focus Areas, did you achieve \ | our desired 90-day out | come? Why or why not? | | | | | | |
| Did you achieve your student performance goals (see Stu | ident Data Tab)? Why o | r 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 Step: | 5 | | New Action Steps | |

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 | | | |
| Desired Annual Outcome | | | |
| Did the campus achieve the desired outcome? Why or why not? | | | |

LOTSPEICH ELEMENTARY

Targeted Improvement Plan



2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

l, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

DSCI Job Description

| Lorena Ceballos ne: |
|------------------------|
| ne: |
| |
| Dr. Jose Moreno |
| |
| |
| |



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|---|------------------|------------------------|------------------|-------------|
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| | | | | Quilley NO. |

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 | Robstown ISD | Campus Name | Lotspeich Elementary | Superintendent | Dr. Jose Moreno | Principal | Vanessa Perez-Peterson |
|--|--------------|--|----------------------|---|-----------------|-------------|------------------------|
| District Number | 178909 | Campus Number | 178909103 | District Coordinator of School Improvement (DCSI) | Lorena Ceballos | ESC Number | 2 |
| s this a Turnaround mplementation Plan? | No | What Year was the TAP first implemented? | | Was TAP Implementation Ordered or Voluntary? | | ESC Support | |

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.

| 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. | Lorena Ceballos |
|--|---|------------------------|
| Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor. | I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein. | Dr. Jose H. Moreno |
| 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. | Vanessa Perez-Peterson |
| | | |

Anticipated date - December 14, 2020. **Board Approval Date**

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://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html

| | | Domain 1: 78% at Approaches, 46% at Meets and 33% at Masters Rationale:The goals set at each performance level will contribute to the attainment of the overall campus rating of an 84 (B). The goals were set using campus trend data, student performance data in previous grade, and current local assessment data to set baseline. | | | | |
|----------------------------|---|---|--|--|--|--|
| | 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 2B: A component score of 52 (88 scale score). Rationale: This goal is dependent on Relative Performance due to campus not being rated on Academic Growth. | | | | |
| | | Domain 3: 74 Scale Score Rationale: The goal includes meeting All Student Group in Reading and Math, Hispanic and EcoDis - Reading Targets in Student Achievement and Hispanic and EcoDis will meet targets in Student Success Status. | | | | |
| Data Analysis Questions | | The all student group will increase from 74 to 78 at approaches; from 38% to 46% at the meets; and 29% to 33% at the masters grade level standard. | | | | |
| | What the second at the second | Domain 2B: There will be an increase from 84 scale score to an 88. | | | | |
| ÷ | What changes in student group and subject performance are included in these goals? | Domain 3: In Student Achievement: The Hispanic student group will increase from 33% to a 37% in Reading. The EcoDis student group will increase from 30% to 33% in Reading. In Student Success Status: The Hispanic student group will increase components score from 47 to 52; and EcoDis student group will increase component score from 44 to 48. | | | | |
| | If applicable, what goals has your campus set for CCMR and Graduation Rate? | N/A | | | | |

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. | 4 - Partial Implementation |
| t.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators. | 5 - Full Implementation |
| 1.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations. | 5 - Full Implementation |
| .1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. | 4 - Partial Implementation |
| .1 Objective-driven daily lesson plans with formative assessments. | 3 - Beginning Implementation |
| .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://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 #3 | |
|--|---|---|--|--|
| Essential Action | 1.1 | 5.1 | 5.3 | |
| Rationale | We have clear job descriptions and performance goals, but need to tighten up on day to day practices to ensure that they are better aligned with instructional leadership best practices. This will help us effectively evaluate instructional practices, instructional delivery, Response to leave up to the proper student leaving. | We realize that we are moving to a new lesson plan format which not only reorganizes the curriculum and aligns it to new instructional resources. However, teachers will need to practice to get confident in the utilization | We recognized last year that we needed to develop stronger data practices on our campus, especially in data tracking of student reading levels. We've partnered with Scholastic to reinstitute a Balanced Literacy approach with a focus on Guided Reading. We have also partnered with Lead4ward to take a deeper look at state curricular standards and the depth of rigor for our instruction & assessments. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus. | |
| How will the campus build capacity in this area? Who will you partner with? | District will continue to provide coaching sessions to all campus leaders including training opportunities for teacher leaders. Campus principals developed a list of duties for campus administrators. Weekly meetings with campus instructional leadership team will be scheduled to discuss PLC topics for the week, instructional strategies and upcoming plans. ILT will lead campus initiatives during grade level meetings and PLCs. | Campus teacher leaders are selected to plan specific contents and disseminate curriculum plans to grade levels peers. All campus teachers have a specific role and responsibility during the planning instruction. Campus administrators will implement a weekly teacher lesson plan submission process with timely feedback. | Evidence of aligned Data-driven instruction (DDI) practices will occur after district assessment across grade levels during PLC meetings. | |

| Barriers to Address throughout this year | scheduled either have low attendance due to conflicts with teachers or other meetings that are scheduled at the same time. The admin team has not been supportive in the growth of teachers instructionally and does not take the time to work with teachers in a timely manner. The admin team does not always feel comfortable leading instruction in areas where they do not feel they have an instructional strength. There was some | the lack of collaboration in some areas (science & social studies) when planning with amore rigorous format. The admin team has only set up expectations for submitting by a certain day, but has not developed a system for effective review with fidelity or timely feedback for teachers. A mindset that if we push teachers too far with lesson planning, they won't be receptive to our work with other district initiatives (Restorative Practices, Balanced Literacy, TEKS Resource System). We can't move too quickly. Time - teachers finding the time to develop lesson plans and | Use of data on various assessment items was not always streamlined or consistent to drive instructional practices particularly in the areas of intervention for struggling learners. No tracking progress artifacts in the classroom or hallways to foster student ownership and goal setting. Some fear of beginning the data meetings, especially in content areas where admin aren't content experts and teachers aren't confident utilizing student data to change instructional practices. Some teachers blame students rather than be reflective of instructional practices. Lack of training and practice creating and using various student data reports (DMAC, I-Station, TPRI, etc.). Specific system of what data reports to use to identify areas of strengths, areas of improvement and create plans of action. |
|---|---|---|--|
| How will you communicate these priorities to your stakeholders? How will you create buy-in? | Campus principal will hold meetings to discuss campus priorities and solicit input from stakeholders that include ILT members. By allowing stake holders to prioritize campus milestones; the members will commit to executing and implementing the plan. | The campus administrators will meet with Instructional Leadership Team weekly to provide guidance on PLC topics of discussion. Standing gradelevel meetings with campus administrators will allow all teacher to have direct support from campus administrators. | Lotspeich Elementary initiated the use of a data room during the 2019-2020 school year, the teachers were involved in the development of the data analysis process and tracking of student progress. Lotspeich Elementary initiated the use of a data room during the 2019-2020 school year, the teachers were involved in the development of the data analysis process and tracking of student progress. Teacher commitment in this process was evident through PLC agenda and minutes, instru |
| Desired Annual Outcome | Instructional Leadership team adds structure to two specific areas- (1)leading PLC's so that they lead to effective collaborative planning, data analysis, and reteach plans, and (2)effective and regular ILT meetings so that we are stretegic on how we plan our time. | 100% of teachers will be proficient at accessing and utilizing instructional tools to develop rigorous lesson plans and assessments that are aligned to the state standards. | Evidence of aligned Data-driven instruction (DDI) practices will occur after district assessment across grade levels during PLC meetings. |
| District Commitment Theory of Action | The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices. | The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices. | The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices. |

STUDENT DATA

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

For Donain 1, Jenter the 2013 STAMP reside for each stead course. You can sent the Tools M. of assertments at Approaches/Meets/Masters for your campus in column I in the form App/Meets/Mas (for example: 60/20/10). If you prive to reside the data by each preside believing used and few that contracting the each preside as the pile.

If you definitized a baseline assessment, please either the data from that assessment in Column I finer the Tool M of tests at each level of proficiency. Approaches, Meets, Masters.

For each cycle, leaves ever assessment, please either the data from that assessments for each cycle, leaves ever assessment type. Remember to us comparable, STAAR algred assessments for each cycle, leaves ever assessment specified to the contraction of the cycle of the

- For Domain 3, you will choose 24 targets to track this year. You can choose 1.3 targets from the Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicator 8 you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicators

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

If tracking Student Success (EVMS) 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, \$TAAR-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 from the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data you campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column. Please enter a Summative Goals as well.

Please communities with your TELACHOOL 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 COVIO 19.

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

| | | Rolly and the | TOTAL INVIOUS | | | | | | | | | % of Ass | essments | | | | | |
|---------------------|--|---------------|------------------------|----------------|-------------------|-------------------------|--------------|----------------------------------|-----------------|----------------|---------------|-----------------|--|---------------|--|--|-----------------|-----------------------------|
| Core Metrics | Sub Metrics | Grade Level | Student Group | Subject Tested | Performance Level | Summative Assessment | 2019 Results | 2020 Baseline Data (Optional) | | Cycle 1 | | | Cycle 2 | | | Cycle 3 | | 2021 Accountability Goal |
| | | | | | | | | joptomy | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | Summative Goal |
| | | 3rd | м | Reading | Approaches | STAAR | 71 | | | | | Fall Benchmark | 59% (26/34) | | Spring Benchmark | 68% (30/34) | | 76 |
| | | 3rd | AL . | Reading | Meets | STAAR | 33 | | | | | Fall Benchmark | 36% (16/20) | | Spring Benchmark | 44%(20/20) | | 4 |
| | | 3rd | м | Reading | Masters | STAAR | 29 | | | | | Fall Benchmark | 20% (9/14) | | Spring Benchmark | 31% (14/14) | | 31 |
| | | 3rd | | Mathematics | Approaches | STAAR | 76 | | | | | Fall Benchmark | 66% (29/35) | | Spring Benchmark | BO% (35/35) | | 80 |
| | | 34 | | Mathematics | Meets | STAAR | 43 | | | | | Fall Benchmark | 39% (17/21) | | Spring Benchmark | 47% (21/21) | | 47 |
| | | 3rd | | Methematika | Masters | STAAR | 29 | | | | | Fall Benchmark | 30% (13/16) | | Spring Benchmark | 35% (16/16) | The second | 35 |
| | | | - A | Science | Approaches | STAAR | | | | | | | | | PART OF THE PART O | Wilsim | | |
| 1. Demain 1 | % of Students at Approaches, Meets and Masters | Al. | | Science | Meets | STAAR | | | | | | | | Bades | | | | |
| | Approaches, Meets and Masters | Al | Al | Science | Masters | STAAR | | | | | | | | | | The state of | | |
| | | Al . | AJ | Social Studies | Approaches | STAAR | | | | | | | SW CONTRACTOR | The State of | | | | |
| | | | - A | | Moets | STAAR | | | | | | | | | | | MAN DE EN | |
| | | м | - | Social Studies | | | | | | | | | | | | | | |
| | | M | A4 | Social Studies | Masters | STAAR | | | | | | | | | | | | |
| | | | A | Writing | Approaches | STAAR | | | | | | | | | | | | |
| | | М | . M | Writing | Meets | STAAR | | | | | | | | | | | | |
| | | м | м | Writing | Masters | STAAR | | | | 10.000 | | | | | | | | |
| 2. Domain 8 Focus 1 | Focus 1 Components (Choose two targets in the Academic | 3rd Grade | Hispanic | Rdg | Meets | STAAR | 33 | | | | | Fall Benchmark | 36% (14/15) | | Spring Benchmark | 37% (15/15) | | 37 |
| | Achievement) | 3rd Grade | Eco. Dis | Rdg. | Meets | STAM | 30 | | | | | Fall Benchmark | 31% (11/12) | | Spring Benchmark | 33% (12/12) | | n |
| 3. Domein 3 Focus 2 | Focus 2 Components (Choose two targets in the Student Success | М | Hispanic | | | STAAR | 47 | | | | | Fall Benchmark | 44% (54 @ App/32 @ Mts/ 21 @ Masters) | | Spring Benchmark | S2% (63 @App/ 37@ Mts./ 27 @ Masters) | The Contract of | 52 |
| | indicators) | 2 | Eco. Dis | | | STAAR | | | 292 | | | Fall Benchmark | 42% (51 # App/26# Mts/18 # Masters) | | Spring Benchmark | 48% (59 # App/29 # Mts/21 # Masters) | | 4 |
| 4. Domein 3 Pocus 3 | ELP Component (Minimum 25 students required) | All | English Learners (ELs) | TELPAS | м | TELPAS | | | | | | | | | | | | |

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.

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 | | |
|--|---|---|--|--|--|
| Essential Action | 1.1 | 5.1 | 5.3 | | |
| Desired Annual Outcome | Instructional Leadership team adds structure to two specific areas- (1)leading PLC's so that they lead to effective collaborative planning, data analysis, and reteach plans, and (2)effective and regular ILT meetings so that we are stretegic on how we plan our time. | instructional tools to develop rigorous lesson plans and | Evidence of aligned Data-driven instruction (DDI) practices will occur after district assessment across grade levels during PLC meetings. | | |
| Desired 90-day Outcome | ILT will lead data conversations and disaggregations during PLCs. | Lesson Plans will reflect use of instructional tools. | Implementation of data analysis and student monitoring process set in Cycle I will lead to an increase in student peformance as measured by district assessment. | | |
| Barriers to Address During this Cycle | Consensus on what data to display and how and where. | Classroom interruptions, time management of lesson, pacing. | Not all members of PLC are familiar with process of data disaggregation | | |
| District Actions for this Cycle | Opportunities for ongoing support and coaching. | Scheduled opportunities for curiculum planning. | Provide on going support and coaching. | | |

District Commitment Theory of Action The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices.

The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices.

The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices.

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 |
|--|---------------------------|------------------------------------|--|---|---|------------------------------------|--------------------------------|--|
| Campus and classroom will display student progress toward measureable goals. | DE 5 2 | December, 2020 - February, 2021 | Principal, ILT members, campus staff | Agenda, minutes, and visual displays. | | December, 2020 - February, 2021 | | |
| Evidence of instructional tools used will be documented through walk-through and lesson feedback. | PF 5.1 | February 2021 | Lesson Plans, resources, best practices | Teachers | Walk-throughs and lesson feedback | December, 2020 - February, 2021 | | |
| Plan of Actions will be developed based on data to include interventions and support for all students. | PF 5.1 and 5.3 | December, 2020 - February, 2021 | Data reports, plan of action template and intervention lesson plan template | Teachers | Plan of Action and Intervention Lesson Plans | December, 2020 - February, 2021 | | |
| Evidence of the Lead4ward Leading Learning Series will be evident through the PLC process, including instructional strategies shared by grade level teachers. | PF 5.1 and 5.3 | | Lead4ward Webinar, and Training(s) | Campus Administrators & Teacher Leaders | PLC Agenda and Minutes, Lesson plans, & Walkthroughs | December, 2020 - February, 2021 | | |
| | | | | | | | | |
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| 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 who 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? | | | | | | | | | | |

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.

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|---|---|---|---|
| Essential Action | 1.1 | 5.1 | 5.3 |
| Desired Annual Outcome | Instructional Leadership team adds structure to two specific areas- (1)leading PLC's so that they lead to effective collaborative planning, data analysis, and reteach plans, and (2)effective and regular ILT meetings so that we are stretegic on how we plan our time. | 100% of teachers will be proficient at accessing and utilizing instructional tools to develop rigorous lesson plans and assessments that are aligned to the state standards. | Evidence of aligned Data-driven instruction (DDI) practices will occur after district assessment across grade levels during PLC meetings. |
| Desired 90-day Outcome | PLCs will use current data to inform instructional decisions that will influcence interventions. | There is a consistent implementation of the instructional tools (TEKS Resource System, DMAC, and Lead4ward) that is reflected in the planning of rigorous lessons aligned to the state standards. | 80% of students will master identified student expectations (Big Rocks). |
| Barriers to Address During this Cycle | Not all teachers will be confident in leading data conversations, or utilizing the tools and process. | Balancing planning adjustments within a scope and sequence. | Ensuring that all student needs are met. |
| District Actions for this Cycle | Provide training opportunities for teachers in need of data support. | District ensures that district developed assessments are aligned to the scope and sequence. | Ensuring that district assessments are aligned to scope and sequence and standards of TEKS. |
| District Commitment Theory of Action | The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices. | The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices. | The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices. |

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 |
|---|---------------------------|----------------------------|--|--------------------------|---|-----------------------------|--------------------------------|--|
| ILT members will lead assessment data analysis to make instructional adjustments that address areas of concern in their Action Plans. | PF 1.1; 5.1; 5.3 | March, 2021 - May, 2021 | Data Results, Walk- through Calendar | Campus Adminsitration | Ithroughs and | March, 2021 - May, 2021 | | |
| All students in 2nd and 3rd grade will track their data and update regulary to show progress. | PF 5.3 | March, 2021 - May, 2021 | Student Data Trackers, current assessment data | Teachers, students | 1.09 | March, 2021 - May, 2021 | | |
| Teachers will track student data on mastery of content and progress for PK - 3rd. Tracking of data will be evident throughout the campus. | PF 5.3 | March, 2021 - May, 2021 | Student Data Trackers | Teachers | Copy of student trackers. | March, 2021 - May, 2021 | | |

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|--|-------------------------|----------------------------|---|---------------------------------------|--|----------------------------|---------------------------------|---------------------|
| Instructional Calendars will have targeted student expectations and student groupings based on data analysis. | PF 5.3 | March, 2021 - May, 2021 | Instructional Calendars, Intervention Lesson Plans, Student groups | Instructional Coaches, Teachers | Intervention Lesson Plans, Instructional Calendars | March, 2021 - May, 2021 | | |
| All lesson plans and intervention plans will reflect the use of instructional tools to include Lead4ward strategies discussed during PLCs. | PF 5.1 | March, 2021 - May, 2021 | Lesson Plans, Instructional Tools, Technology | Campus Administration, teachers | Lesson Plan Feedback and Walk- through feedback. | March, 2021 - May, 2021 | | |
| | | | | | | | | |
| | | | | | | | | |
| | | FELECTION - | nd PLANNING | for NEVT OO | DAY CYCLE | | | |
| At the end of this cycle, please reflect on the implement not. List any action steps you will carry-over to the next | ation of your Targeted | Improvement Plan thus | far by responding to the | questions below. Be sur | e to explain whether you | ur outcomes and student | t performance goals wer lan. | e met and why or wh |
| and any action steps yet all acting to the first | | | | | | | | |
| For each of the Prioritized Focus Areas, did you achieve yo | our desired 90-day outo | ome? Why or why not? | | | | | | |
| Did you achieve your student performance goals (see Stu | dent Data Tab)? Why or | why not? | | | | | | |
| | | | | Carryover Action Step | s | | New Action Steps | |
| Review the necessary adjustments/next steps column ab- continue working on in the next cycle? What new Action : | | | | | | | | |
| | | | 1 | | | | | |

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 | | | |
| Desired Annual Outcome | | | |
| Did the campus achieve the desired outcome? Why or why not? | | | |

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