

**CAMPUS INFORMATION**

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

<b>District Name</b>	Spring Independent School District	<b>Campus Name</b>	B. F. Clark Intermediate	<b>Superintendent</b>	Dr. Rodney Watson	<b>Principal</b>	Katherine Fisher
<b>District Number</b>	101919	<b>Campus Number</b>	101919116	<b>District Coordinator of School Improvement (DCSI)</b>	Dawn Oliver	<b>ESC Number</b>	4
<b>Is this a Turnaround Implementation Plan?</b>	No	<b>What Year was the TAP first implemented?</b>	N/A	<b>Was TAP Implementation Ordered or Voluntary?</b>	N/A	<b>ESC Support</b>	Charlotte Nicklebur

**ASSURANCES**

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

<b>DCSI</b>	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dawn Oliver, 11/5/20
<b>Principal Supervisor</b> <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments 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. Natasha Watson, 10/30/20
<b>Principal</b>	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Katherine Fisher 10/30/20
<b>Board Approval Date</b>		

**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>

<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Clark Intermediate's achievement goal is to increase from 59% to 70% in 2021. Rationale: By increasing the overall STAAR performance by 11 points in Domain 1, it will positively impact all other Domains improving Clark's overall accountability rating from "D" to a "C" or above.</p> <p>Domain 2B: Clark Intermediate's Domain 2B goal is to increase from 72% in 2019 to 82% in 2021. Rationale: By focusing on achievement at the "Meets" level in Domain 1, Domain 2B will be grow from 72% improving our overall achievement.</p> <p>Domain 3: Even though we will not have a success measure this year, we will focus on increasing our overall achievement in each subpopulation in</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: All students will grow by 10% points in each sub group. Domain 2B: Clark Intermediate's Domain 2B goal is to increase from 72% in 2019 to 82% in 2021. Domain 3: All sub population groups will improve in Approaches, Meets and Masters</p>
	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.	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.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

**PRIORITIZED FOCUS AREAS**

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

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

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

**Capacity Building:** For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://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
<b>Essential Action</b>	3.1	4.1	5.3
<b>Rationale</b>	The campus has a new administrative team and campus leadership, along with high percentage of new staff members. Due to this, clarifying the vision, mission, goals and values is needed to generate a positive and welcoming environment.	As a result of the 2018-2019 End of Year results and overall accountability "D" rating, the campus will monitor teachers as they implement and deliver state aligned TEKS to ensure that our students are performing at or	Teachers will utilize the data- driven instructional process after key formative assessments to assist in building a rigorous instructional program that embeds best practices for both students and teachers.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	The campus will partner with Region IV and other professional development service vendors in an effort to focus on building campus culture, implement a campus-wide book study, utilize the Relay Playbook, and use the ESF Partners. The book study on Restorative Circles will promote a positive and welcoming environment for both students, staff, and community. The Relay Playbook is a step-by-step guide to hold the campus accountable for meeting targeted goals. Through implementing the book study, professional development techniques, and play book, our goal is to lower the	We will build capacity through continuous PLC, planning sessions, professional development, and leveraging teacher leaders in a collaborative work environment. We will partner with the district's C&I, Region IV, Lead4ward.	We will build capacity by attending Data Driven training provided by the Workforce Development Department.
<b>Barriers to Address throughout this year</b>	Some of the barriers the campus administration will address this year will include the Clark community (students, faculty and staff) staying healthy and safe during our process of return to work, the social and emotional well-being of Clark community with societal events that have happened due to the Pandemic, the remote learning environment and best practices centered around usage, new teacher inexperience and knowledge; returning teacher mindset, and funding to address the needs of the campus.	Providing professional development virtually and ensuring teachers and staff members understand the services provided. In addition to virtual PD, there will be a need for reteaching, observations, and feedback to be given to the new teachers as we build their capacity.	Some of the barriers may be time for the actual disaggregation of data within the Professional Learning Community (PLC), reliable data sources, and the accuracy of remote learners' data.
<b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b>	Students, parents, and staff will participate in monthly surveys developed by school administration. The campus will implement monthly campus culture meetings headed by the school counselor. In addition, families will have the opportunity to meet quarterly to discuss progression towards campus goals. Videos, the campus website, twitter and other school created literature will be used to communicate the campus vision, mission and goals. We will also hold monthly Town Hall Meetings to	We will communicate through monthly Townhall meetings, the campus-wide PD calendar, faculty meetings, and learning labs. Through the goal setting process, the teacher buy-in will be developed by viewing historical data, identifying best practices, and creating actions steps to reach the targeted goal(s).	We will communicate the data-driven process through trainings and PLC meetings. As we disaggregate data consistently, a culture of data driven instruction will be formed and expected.
<b>Desired Annual Outcome</b>	At the end of the 2020-21 school, Clark Intermediate will have retained 37 out of 41 teachers, which will yield a 90% retention rate.	As a result of teachers in grades 3-5 implementing the state aligned TEKS, student achievement in Reading for grades 3 through 5 will increase from 28% Meets to 43% Meets level as measured by the STAAR Reading test. Additionally, student achievement in Math for grades 3 through 5 will increase from 34% on or above grade level to 49% on or above grade level as measured by STAAR Mathematics test.	By June 2021, 100% of reading, math, and science teachers in grades 3-5 will have effectively demonstrated the ability to use the data-driven instructional process by completing data trackers and Data Driven Action Plan (DDAP) forms to drive instruction.

<p><b>District Commitment Theory of Action</b></p>	<p>If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), then campus will be able to build a stronger relationship through regular communication with all families that speak other languages other than English.</p>	<p>If the district provide access to assessments aligned to the standards and the expected level of rigor; then, the campus staff will be able to utilize assessments to backwards plan; deliver instruction; and assess students' understanding at the level of the standard.</p>	<p>In the district provides effective systems for identifying and supporting struggling learners, then the campus can effectively provide targeted instruction to struggling learners in a timely manner to close the instructional gap.</p>
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## CYCLE 1 90-DAY OUTCOMES (August-December)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1	4.1	5.3
<b>Desired Annual Outcome</b>	At the end of the 2020-21 school, Clark Intermediate will have retained 37 out of 41 teachers, which will yield a 90% retention rate.	As a result of teachers in grades 3-5 implementing the state aligned TEKS, student achievement in Reading for grades 3 through 5 will increase from 28% Meets to 43% Meets level as measured by the STAAR Reading test. Additionally, student achievement in Math for grades 3 through 5 will increase from 34% on or above grade level to 49% on or above grade level as measured by STAAR Mathematics test.	By June 2021, 100% of reading, math, and science teachers in grades 3-5 will have effectively demonstrated the ability to use the data-driven instructional process by completing data trackers and Data Driven Action Plan (DDAP) forms to drive instruction.
<b>Desired 90-day Outcome</b>	By December 17, 2020, Clark Intermediate will be in the final stages of solidifying the campuses' values, beliefs, and behaviors.	By December 17, 2020, 100% of reading and math teachers will be trained on how to utilize the pacing calendars to plan for instruction.	By December 17, 2020, 100% of reading, math, and science teachers will be trained to build their capacity and understanding of the data driven instruction process.
<b>Barriers to Address During this Cycle</b>	Time to establish the culture and climate of a growth mindset and to build the acceptance and support of a shared vision and core belief system at Clark Intermediate.	The teachers' expertise in utilizing Schoology and how to navigate through the curriculum guides and other instructional resources (i.e., blended learning, Pearson, Think Through Math)	Barriers to address are the unique differences between the remote and the in-person learning data.

<b>District Actions for this Cycle</b>	The district will provide appropriate personnel, strong collaboration, and feedback throughout the first 90-day cycle.	The district will provide the teachers with access to the curriculum documents through the Schoology platform.	The district will provide data-driven action planning training to both administrators and teachers.
<b>District Commitment Theory of Action</b>	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), then campus will be able to build a stronger relationship through regular communication with all families that speak other languages other than English.	If the district provide access to assessments aligned to the standards and the expected level of rigor; then, the campus staff will be able to utilize assessments to backwards plan; deliver instruction; and assess students' understanding at the level of the standard.	In the district provides effective systems for identifying and supporting struggling learners, then the campus can effectively provide targeted instruction to struggling learners in a timely manner to close the instructional gap.

### 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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Create an action plan with timeline for operationalizing values, beliefs, and behaviors.	3.1	Aug. 17-Dec. 17	Values, beliefs, behaviors, sample rubric, Culture Champions, and action	Principal, Assistant Principal, Counselors, and DSP	Action plan and timeline	18-Dec-20		

Conduct team culture building sessions	3.1	Aug. 17-Dec. 17	Agenda, Region IV's Essential Action resources for 3.1, culture building resources, Leverage Scope and Sequence	Principal, Assistant Principal, Counselors, and DSP	Agendas and sign-in sheets	18-Dec-20		
Create the campus-based pacing calendars and update when necessary to align with the district's curriculum	4.1	Aug. 17-Dec. 17	and a campus-based pacing calendar template	Principal, Assistant Principal, Campus Academic Specialist, Instructional Specialist	Semester one pacing calendars	18-Dec-20		
Conduct training during a Learning PLC for reading and math teachers on how to utilize the campus-based curriculum calendar in conjunction with the	4.1	Aug. 17-Dec. 17	Scope and Sequence and a campus-based pacing calendar	Principal, Assistant Principal, Campus Academic Specialist,	Agendas and sign-in sheets	18-Dec-20		
Develop a campus-wide data tracker	5.3	Aug. 17-Dec. 17	Electronic data tracker, TEKS, Lead4ward, district curriculum resources	Principal, Assistant Principal, Campus Academic Specialist, and Campus Testing Coordinator	data tracker templates	18-Dec-20		
Train teachers on how to effectively use data trackers	5.3	Aug. 17-Dec. 17	PLC time, electronic data tracker, Lead4ward, district curriculum resources	Principal, Assistant Principal, Campus Academic Specialist, and Campus Testing Coordinator	Sign-in sheets, agenda, data tracker exemplar, training PowerPoint and documents	18-Dec-20		

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

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

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

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1	4.1	5.3
<b>Desired Annual Outcome</b>	At the end of the 2020-21 school, Clark Intermediate will have retained 37 out of 41 teachers, which will yield a 90% retention rate.	As a result of teachers in grades 3-5 implementing the state aligned TEKS, student achievement in Reading for grades 3 through 5 will increase from 28% Meets to 43% Meets level as measured by the STAAR Reading test. Additionally, student achievement in Math for grades 3 through 5 will increase from 34% on or above grade level to 49% on or above grade level as	By June 2021, 100% of reading, math, and science teachers in grades 3-5 will have effectively demonstrated the ability to use the data-driven instructional process by completing data trackers and Data Driven Action Plan (DDAP) forms to drive instruction.
<b>Desired 90-day Outcome</b>	By February 19, 2021, 75% of classroom teachers will have artifacts that support the campus' mission, vision, and values in practice.	By February 19, 2021, math and reading teachers in grades 3-5 will utilize at least two PLC days out of each month to create one campus-based assessment aligned to their grade level TEKS.	By February 19, 2021, 70% reading, math, and science teachers will utilize the data-driven instruction process to design reteach lessons to be implemented in small and/or whole group in response to the data.
<b>Barriers to Address During this Cycle</b>	Implementation of the artifacts by teachers within the classroom with consistency and fidelity.	Due to unforeseen circumstances and the high number of new teachers, challenges may arise in designing a campus-based assessment that will meet the rigor of the state's TEKS.	Barriers to address include the teachers implementing reteach lessons simultaneously for both in-person and remote learners utilizing the data driven instructional process.



Identify campus culture non-negotiables (for example what are morning chants, campus artifacts, PLC norms, develop culture bulletin board) to build school culture.	3.1	Jan 4 - Feb 19	Culture norms, PowerPoint, Professional Development, Culture Handbook/Resource	Principal, Assistant Principal, Counselors	Written culture norms & chants, culture boards,	19-Feb-21		
Implement campus culture non-negotiables identified from the campus culture sessions and create a rubric for monitoring implementation	3.1	Jan 4 - Feb 19	Campus culture book/resource (How to guide)	Principal, Assistant Principal, Counselors	Written culture norms & chants, culture boards,	19-Feb-21		
Create campus-based assessments utilizing testing bank aligned to the state's TEKS	4.1	Jan 4 - Feb 19	Aligned TEKS Testing bank	Principal, Assistant Principal, Campus	Assessments	19-Feb-21		
Create a timeline for the administration of campus based assessments	4.1	Jan 4 - Feb 19	Local and state testing calendar, PLC Time	Principal, Assistant Principal, Campus Academic Specialists, Instructional	Timeline	19-Feb-21		
Conduct DDAP meetings to determine and design reteach lessons for both in-person and remote learners.	5.3	Jan 4 - Feb 19	Timeline, paper and online versions of the assessments, DDAP form, reteach lesson plan template, data	Principal, Assistant Principal, Campus Academic Specialist, Instructional Specialist, Digital	Reteach plans	19-Feb-21		

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

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

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

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1	4.1	5.3
<b>Desired Annual Outcome</b>	At the end of the 2020-21 school, Clark Intermediate will have retained 37 out of 41 teachers, which will yield a 90% retention rate.	As a result of teachers in grades 3-5 implementing the state aligned TEKS, student achievement in Reading for grades 3 through 5 will increase from 28% Meets to 43% Meets level as measured by the STAAR Reading test. Additionally, student achievement in Math for grades 3 through 5 will increase from 34% on or above grade level to 49% on or above grade level as measured by STAAR Mathematics test.	By June 2021, 100% of reading, math, and science teachers in grades 3-5 will have effectively demonstrated the ability to use the data-driven instructional process by completing data trackers and Data Driven Action Plan (DDAP) forms to drive instruction.
<b>Desired 90-day Outcome</b>	By May 20, 2021, at least 100% of the staff will rate positively on the end of the year climate surveys and will have artifacts that support the campus' mission, vision, and values in practice.	By May 20, 2021, 100% of math and reading teachers in grades 3-5 will utilize at least two PLC days out of each month to create two campus-based assessments aligned to their grade level TEKS.	By May 20, 2021, at least 90% of reading, math, and science teachers will utilize the data-driven instruction process to design reteach lessons to be implemented in small and/or whole group in response to the data.
<b>Barriers to Address During this Cycle</b>	The barrier to address is the effective measures the administration can implement to prevent teacher burn-out.	Barriers to address include the time to disaggregate campus-based assessment data as well as finding new resources to utilize in the creation of the assessments for both remote and in person learners.	Barriers to address include the teachers implementing reteach lessons simultaneously for both in-person and remote learners utilizing the data driven instructional process over high leverage TEKS before state testing.
<b>District Actions for this Cycle</b>	The district will provide funding for teacher incentives to motivate retention.	The district will provide access to a testing bank of questions for both reading and math that are aligned to the state's TEKS.	The district will create and provide a STAAR review for grades 3-5 to address the high leverage TEKS before state testing.
<b>District Commitment Theory of Action</b>	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), then campus will be able to build a stronger relationship through regular communication with all families that speak other languages other than English.	If the district provide access to assessments aligned to the standards and the expected level of rigor; then, the campus staff will be able to utilize assessments to backwards plan; deliver instruction; and assess students' understanding at the level of the standard.	In the district provides effective systems for identifying and supporting struggling to learners, then the campus can effectively provide targeted instruction to struggling learners in a timely manner to close the instructional gap.

## ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Develop and conduct an End of the Year (EOY) climate survey which include key climate indicators	3.1	Feb. 20- May 20	Key Climate Indicators/Survey Monkey	Principal, Assistant Principal, Campus Academic Specialist, Instructional Specialist, Counselors	Completed Survey	20-May-21		
Implement various teacher incentives to highlight campus values and boost teachers' motivation during Cycle 3	3.1	Feb. 20- May 20	Gift cards/certificates, thank you notes, business partners	Principal, Assistant Principal, Campus Academic Specialist, Instructional Specialist, Counselors	Schedule of Events	20-May-21		
Analyze the data to identify at least two high leverage TEKS in PLCs to be utilized in the creation of the campus-based assessments.	4.1	Feb. 20- May 20	Checkpoints, Unit Tests, 2018-19 STAAR Data, campus-based assessments, and Fall BOY assessment data	Principal, Assistant Principal, Campus Academic Specialist, Instructional Specialist, Digital Learning Coach, Campus Testing Coordinator	Data chart with high leverage TEKS/data tracker	20-May-21		
Use data to analyze and create two campus- based assessments.	4.1	Feb. 20- May 20	Intervention materials, Data	Principal, Assistant Principal, Campus Academic Specialist, Instructional Specialist, Digital Learning Coach, Campus Testing Coordinator	Micro lesson plans and student rosters	20-May-21		

Track data using the tutorial tracker	5.1	Feb. 20- May 20	Data Tracker	Principal, Assistant Principal, Campus Academic Specialist, Instructional Specialist, Digital Learning Coach, Campus Testing Coordinator	Data Tracker	20-May-21		
Analyze the effectiveness of the implementation of reteach lessons for both, in-person and remote learners, by conducting observations and monitoring student data progression.	5.3	Feb. 20- May 20	Reteach lesson plans Observation forms Student Data	Principal, Assistant Principal, Campus Academic Specialist, Instructional Specialist, Digital Learning Coach, Campus Testing Coordinator	Observation forms Reteach lesson plans Data trackers	20-May-21		

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

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

### END OF YEAR REFLECTION

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

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