

**CAMPUS INFORMATION**

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

District Name	Spring ISD	Campus Name	Deloras Thompson Elementary	Superintendent	Dr. Rodney Watson	Principal	DeMonica Amerson
District Number	101919	Campus Number	101919114	District Coordinator of School Improvement (DCSI)	Dawn Oliver	ESC Number	4
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	NA	Was TAP Implementation Ordered or Voluntary?	NA	ESC Support	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.

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.	Dawn A. Oliver 11/5/20
Principal Supervisor <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, October 30, 2020
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.	DeMonica Amerson, October 30,2020

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>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: <b>80</b> Rationale: We determined the goal by increasing our performance at each level by 11-15% points. It was determined that we would focus on strengthening our Tier 1 instruction and targeting scholars specific needs for interventions as determined by BOY and CBA data. This achievement will impact all other domains and support in our accountability by moving us from a C to an A.</p> <p>Domain 2B: <b>89</b> Rationale: We determined the goal by increasing our growth at the Meets level by 13% points and by targeting scholars with specific interventions to close the gaps in reading and math. By focusing on achievement at the Meets level in Domain 1, Domain 2 will positively grow improving our overall achievement.</p> <p>Domain 3: <b>92</b> Rationale: As data is increased in Domain 1, all subpops in Domain 3 will also increase.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: All students will grow by at least 15% points in each area from increased focus on Tier 1 instruction, targeted interventions, and stronger progress monitoring.</p> <p>Domain 2B: Our relative performance will increase from 40 in 2018-19 to 53 by receiving higher eco disc % for the 20-21 school year.</p> <p>Domain 3: Eco disc numbers will improve at the Approaches, Meets, and Masters levels by subpop in reading and math that will aide in growth for this domain.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

**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.	5 - Full 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.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

**PRIORITIZED FOCUS AREAS**

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

**Essential Action:** From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 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://texasessf.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://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	<b>4.1</b>	<b>5.1</b>	<b>5.3</b>
<b>Rationale</b>	Instructional material aligned to TEKS allows the instructional delivery to be intentional and geared to making sure students are learning based on what is expected.	Effectively driven lesson plans allow TES teachers to administer lessons according to the school-wide curriculum in order to ensure student growth and achievement. The need to provide scholars with well planned instruction in either setting, to ensure scholars receive instruction in all core content areas during in person and online, and to ensure teachers receive timely feedback in both learning environments.	Data driven instruction allows for teachers to target and meet the individual needs of their scholars. Due to the continued need for student achievement, all data will be tracked by scholars, disaggregated by teachers, and monitored by the campus ILT. Additionally, assessing scholars regularly, in person and online, will need to continue in order to monitor growth.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	We will build capacity through continuous coaching and supporting teachers with lesson development and implementation. This process will happen in At- Bat, Learning, and DDAP PLCs and with direct coaching. We will partner with the Workforce Development department and Region IV for professional development with blended learning.	Weekly calibration walks will be implemented and the use of the walk thru rubric for systems, routines, instructional delivery, and student achievement will be used with fidelity. The data captured from the rubrics will allow for Tiering of the teachers to provide streamlined support and timely feedback. We will partner with the Workforce Development department for professional development and Region IV.	Instructional coaches and instructional leadership will meet with teachers after each assessment to review data captured on the TES Comprehensive data forms and to identify areas of need along with the necessary resource that will benefit the teacher and scholar. We will partner with the Workforce Development department and Region IV for professional development.
<b>Barriers to Address throughout this year</b>	Maintaining the expectations of the curriculum time span, without considering the current state of the scholar, in order to have students prepared for expected assessments will be a barrier. Another barrier is the lack of experience with blended learning and the virtual environment with the same accountability levels.	A barrier will be the teachers capacity and knowledge in regards to teaching and assessing the TEKS and concepts within the curriculum. An additional barrier is the lack of experience with teaching in a blended learning environment.	Barriers that we will face include inadequate monitoring with using accommodations with fidelity and a greater reliance on interventions. Additionally, the lack of experience with teaching in a blended environment will be a barrier.

<p><b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b></p>	<p>We will communicate through monthly town hall meetings with our TES community and through ongoing ILT/PLC/faculty meetings with the staff. Buy-in will be created by seeking input from stakeholders on high yield strategies to incorporate into our daily instruction, interventions, and specially designed pull-outs.</p>	<p>We will communicate through monthly town hall meetings with our TES community and through ongoing ILT/PLC/faculty meetings with the staff. Buy-in will be created by seeking input from stakeholders on high yield strategies to incorporate into our daily instruction, interventions, and specially designed pull-outs.</p>	<p>We will communicate through monthly town hall meetings with our TES community and through ongoing ILT/PLC/faculty meetings with the staff. Buy-in will be created by seeking input from stakeholders on high yield strategies to incorporate into our daily instruction, interventions, and specially designed pull-outs.</p>
<p><b>Desired Annual Outcome</b></p>	<p>By the end of the 20-21 school year, TES teachers instructional delivery will be more intentional, aligned to the curriculum and geared to the TEKS, ensuring scholars show growth on all assessments.</p>	<p>By the end of the 20-21 school year, 100% of TES teachers will design effective lessons using the SISD curriculum and scope &amp; sequence and develop high quality informal assessments that determine the needs of individual scholars for increased student achievement.</p>	<p>By the end of the 20-21 school year, 100% of teachers will be able to disaggregate student data to impact instruction.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, then TES teachers instructional delivery will be more intentional and geared towards the TEKS allowing for scholars to show growth on all assessments, virtually and in person.</p>	<p>If the district provides access to high quality common formative assessments, and resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then TES teachers will create high quality formative assessments that determine the needs of individual scholars for increased student achievement.</p>	<p>If the district has effective systems for identifying and supporting struggling learners, then 100% of TES teachers will be empowered to utilize student data to positively impact instruction and for all academic goals to have been met.</p>



**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>	4.1	5.1	5.3
<b>Desired Annual Outcome</b>	By the end of the 20-21 school year, TES teachers instructional delivery will be more intentional and geared to the TEKS, ensuring scholars show growth through formative assessments.	By the end of the 20-21 school year, 100% of our teachers to have built capacity with designing lessons using the SISD curriculum and scope & sequence in order to create high quality assessments that determine the needs of individual scholars. ☐	By the end of the 20-21 school year, 100% of teachers will have a strong foundation on data driven instruction, disaggregating data to impact instruction, and for all academic goals to have been met.
<b>Desired 90-day Outcome</b>	The 90 day outcome is to create CBAs that are aligned to the TEKS and scope and sequence that will show specific areas of need and to target during Tier 1 instruction.	The 90 day outcome is to ensure effective lesson planning with coaches and teachers occur during planning PLCs. The goal is for the effective lesson planning.	Our 90 day outcome is to ensure DDAP PLCs happen regularly and low TEKS and skills are retaught before a new assessment is given.
<b>Barriers to Address During this Cycle</b>	Our barriers to address are teacher buy-in and capacity, not using accommodations for special populations, and lack of rigorous lessons. Additionally, teaching in a blended learning environment with rigorous instruction that meets the needs of all scholars will be a barrier.	Our barriers to address during this cycle are teacher content knowledge and strong instructional delivery of content. Additionally, teaching in a blended learning environment with rigorous instruction that meets the needs of all scholars will be a barrier.	The barriers to address during this cycle is to ensure our teachers know how to reteach the lessons in a new and innovative way to ensure student growth occurs. Additionally, teaching in a blended learning environment with rigorous instruction that meets the needs of all scholars will be a barrier.
<b>District Actions for this Cycle</b>	District curriculum ensures campuses have access to a test bank aligned to the standards that will be assessed at the end of the year.	Principal supervisor supports the campus coaches by providing the OBF coaching model and the SpringWay PLC protocol.	Principal Supervisor will ensure that data is readily available for the campus to assess.
<b>District Commitment Theory of Action</b>	If the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, then TES teachers will be able to create aligned CBAs and instructional delivery will be more intentional resulting in student growth.	If the district provides access to high quality common formative assessments, and resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then TES teachers will create high quality formative assessments that determine the needs of individual scholars for increased student achievement.	If the district has effective systems for identifying and supporting struggling learners, then TES teachers will be able to strengthen Tier 1 instruction by differentiating the lessons to meet the needs of all scholars.

**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
Facilitate learning, planning, practice, and data driven PLCs that focus on unpacking of TEKS and use of Lead4ward guidance when planning lessons.	4.1	August 17, 2020-December 17, 2020	Aligned Curriculum, Lead4ward field guides, and PLC protocol	Instructional Specialist and Administrative team	PLC agenda, sign-in sheets	December 10th		
Daily lesson plans are created and used with the essential instructional pieces that drive academic growth.	5.1	August 17, 2020-December 17, 2020	Scope and Sequence, Unit Guides, PLCs (Planning)	Instructional Leadership Team, Administrative Team	Lesson plans completed with aligned TEK(s), student activities, and assessments	December 10th		
Weekly assessments created and administered to meet the expected level of rigor.	5.1	August 17, 2020-December 17, 2020	STAAR resources, tutors, bench mark assessment, weekly assessments, aligned curriculum, mentoring minds, Lead4ward,	Instructional Leadership Team, Administrative Team	Assessments developed based on the targeted TEK(s) that are aligned with the scope and sequence	December 10th		
Teachers and students effectively using data tracking tools to drive instruction.	5.3	August 17, 2020-December 17, 2020	Teacher and student data tracking tool	Instructional Leadership Team, Administrative Team	Existence and effective use of tool	December 10th		

**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.**

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>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?</p>	<p><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>

**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>	4.1	5.1	5.3
<b>Desired Annual Outcome</b>	By the end of the 20-21 school year, TES teachers instructional delivery will be more intentional and geared to the TEKS, ensuring scholars show growth through formative assessments.	By the end of the 20-21 school year, 100% of TES teachers will design effective lessons using the SISD curriculum and scope & sequence and develop high quality informal assessments that determine the needs of individual scholars for increased student achievement.	By the end of the 20-21 school year, 100% of teachers will have a strong foundation on data driven instruction, disaggregating data to impact instruction, and for all academic goals to have been met.
<b>Desired 90-day Outcome</b>	The 90 day outcome is for coaches to model lessons focused on pacing and small group implementation.	Our TES 90 day outcome is for teachers to facilitate the planning PLCs and support eachother with best practices on high quality instructional delivery and blended learning strategies.	Our 90 day outcome is to ensure effective lesson plans are created, followed, and annotated as needed if data suggest.
<b>Barriers to Address During this Cycle</b>	The barriers to address are teacher buy-in and capacity, lack of rigorous lessons, and the time needed to adjust plans and reteach. Additionally, teaching in a blended learning environment with rigorous instruction that meets the needs of all scholars will be a continued barrier.	The barriers to address during this cycle are timely feedback on lesson plans, maintaining weekly checks of lesson plans to ensure alignment with scope and sequence, and support with blended learning. Additionally, teaching in a blended learning environment with rigorous instruction that meets the needs of all scholars will be a continued barrier.	The barriers to address are time constraints on frequency of data, blended learning effectiveness, and rigorous lessons. Additionally, teaching in a blended learning environment with rigorous instruction that meets the needs of all scholars will be a continued barrier.
<b>District Actions for this Cycle</b>	District curriculum support ensures that assessments are aligned to the scope and sequence for accurate student data reporting.	Principal supervisor supports ILT in accessing assessments in advance in order to support planning and instructional delivery.	Principal Supervisor will ensure that data is readily available for the campus to assess.
<b>District Commitment Theory of Action</b>	If the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, then TES will teachers will be able to design instruction that follows the scope and sequence, provides opportunity for scholars to show academic growth, and teachers to build their capacity.	If the district provides access to high quality common formative assessments, and resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then TES teachers will create high quality formative assessments that determine the needs of individual scholars for increased student achievement.	If the district has effective systems for identifying and supporting struggling learners, then TES teachers will have effective lessons and scholars will be able to set goals and track their own data.



REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
<p><b>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.</b></p>		
<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>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?</p>	<p><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>

**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>	4.1	5.1	5.3
<b>Desired Annual Outcome</b>	By the end of the 20-21 school year, TES teachers instructional delivery will be more intentional and geared to the TEKS, ensuring scholars show growth through formative assessments.	By the end of the 20-21 school year, 100% of TES teachers will design effective lessons using the SISD curriculum and scope & sequence and develop high quality informal assessments that determine the needs of individual scholars for increased student achievement.	By the end of the 20-21 school year, 100% of teachers will be able to disaggregate student data to impact instruction.
<b>Desired 90-day Outcome</b>	Our 90 day outcome is for TES teachers to create in class assessments that focus on differentiating and reteaching of the lowest TEKS based on most recent assessment data.	Our 90 day outcome is TES coaches to provide feedback on the small group instruction component of reading and math lessons in order to strengthen out Tier 2 and Tier3 scholars content knowledge.	Our 90 day outcome is for teachers and scholars will utilize data trackers to monitor their progress of all assessments.
<b>Barriers to Address During this Cycle</b>	The barriers we will face include lack of rigorous lessons and teaching in a blended learning environment with rigorous instruction that meets the needs of all scholars.	The barriers to address during this cycle is supporting teachers with writing and implementing lesson plans that clearly identifies the small group instruction time. Additionally, teaching in a blended learning environment with rigorous instruction that meets the needs of all scholars.	The barriers we will face during this cycle include the consistent monitoring of all data trackers, interventions and teaching in a blended learning environment with rigorous instruction that meets the needs of all scholars.
<b>District Actions for this Cycle</b>	The district and Principal supervisor will ensure professional development is available for teachers on differentiation and research based reteaching strategies.	The district will provide professional development for high quality blended learning strategies for K-5 teachers with a focus on reading and math .	The district and Principal supervisor will ensure a system of monitoring data trackers exist and teachers receive training on how to differentiate their instruction based on the needs of their scholars.
<b>District Commitment Theory of Action</b>	If the district provides access to assessments aligned to the standards and the expected level of rigor, then TES teachers have the resources to create informal assessments that focus on differentiating and reteaching.	If the district policies and practices support effective instruction in schools, then TES coaches will be able to provide regular feedback using the identified OBF protocol and SpringWay PLC protocols.	If the district has effective systems for identifying and supporting struggling learners, then TES will use the system consistently to monitor data and interventions.



**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>			
<b>Did the campus achieve the desired outcome? Why or why not?</b>			