

**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	Bammel Elementary School	Superintendent	Dr. Rodney Watson	Principal	Dr. Berky Hernandez-Owolabi
District Number	101-919	Campus Number	101919102	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?	N/A	Was TAP Implementation Ordered or Voluntary?	N/A	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 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.	LaQuita Carter, 10/30/2020
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.	Dr. Berky Hernandez-Owolabi - 10/29/2020

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.	Domain 1: 70% Rationale: In order to close the achievement gap and meet our campus goal of a B rating.  Domain 2B: 80% Rationale: To ensure our students are showing annual growth and meet our campus goal of a B rating.  Domain 3: 77% Rationale: In order to ensure all student groups are showing growth in each assessed subject and meet our campus goal of a B rating.
	What changes in student group and subject performance are included in these goals?	Domain 1: AA students from 53% in All Subjects to improve to 65% Domain 2B: AA students in Math & Reading to improve 10-15 percentage points Domain 3: AA students to improve by 25% based on Hispanic student results Due to the decline in both student group and subject performance from the previous year, a growth increase of 10 percentage points in all STAAR
	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.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning 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.	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://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>	4.1	5.1	5.3
<b>Rationale</b>	Teachers need to ensure that what they plan and document in their lesson plans is what is actually being delivered daily in the classroom. Teachers also need to stay the course and fall behind the instructional calendar.	Teachers are implementing lesson designs, but we recognize that the designs that are created need to be directly aligned to the TEKS, including the rigor. In addition teachers need support in assessment alignment.	Data practices needed to be improved throughout the entire organization. This year we are reducing the amount of data trackers being monitored to ensure efficiency in timely feedback to drive instruction instead of monitoring for compliance. Teachers and students will create and be accountable to meet their goals after each assessment taken.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	Bammel ES will partner with Engage2Learn to provide targeted coaching cycles with teachers. Weekly 50 minute PLC meetings for both Reading and Math and bi-weekly for Science that will be facilitated by academic coaches. Coaches will collaborate with C&I to ensure they receive the most up-to-date resources and strategies to share.	PLCs will be specific to content and agendas will drive the session to ensure all are on target. TEKS will be unpacked and reviewed before PLC for meaningful discussions to occur during the weekly meetings. Teachers will be given a section of the lesson plan to AT-BAT during the meeting. Campus instructional leaders will review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	Data PLCs will be conducted after each formative/unit assessment given. Leadership team will monitor when teachers re-teach specific concepts during RTI time to ensure student mastery.

<p><b>Barriers to Address throughout this year</b></p>	<p>Teachers deciding that they need to spend more time on a concept than allotted and not being able introduce new academic material that will be assessed. Students are not given the opportunity to be exposed to all TEKS that are tested on given assessments.</p>	<p>Limited teacher capacity in understanding the TEKS along with the lack of rigorous question banks to create assessments with specific TEKS. Additionally, teachers do not have sufficient time to develop well designed plans during the school day.</p>	<p>Effective use of PLC time to ensure data is reviewed and an action plan based on the results is completed by teachers with the guidance of academic coaches.</p>
<p><b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b></p>	<p>Teachers will communicate with parents during parent/teacher conferences. We will also ensure parents are aware through quarterly town hall meetings and SMORE newsletters.</p>	<p>Teachers will communicate with parents during parent/teacher conferences. We will also ensure parents are aware through quarterly town hall meetings and SMORE newsletters.</p>	<p>Teachers will communicate with parents during parent/teacher conferences. We will also ensure parents are aware through quarterly town hall meetings and SMORE newsletters.</p>
<p><b>Desired Annual Outcome</b></p>	<p>Bammel Elementary teachers will use the scope and sequence, units, and assessments that are aligned to the standards for all tested subjects as they plan accordingly using the concept of "backwards design".</p>	<p>Bammel Elementary teachers will use PLC time to plan and collaborate the "what &amp; why" of each designed lesson including discussion on creating formative assessments that will guide with improving Tier 1 instruction. Teachers will discuss results of assessments taken bi-weekly as well as methods being used to re-teach or enhance the learning.</p>	<p>Bammel Elementary teachers will consistently use data to drive instruction by coming prepared to PLC to discuss results and their corrective action plans. Teachers will identify trends in student misconceptions, determine the root cause as to why students may not have learned concept so as to create a intervention plan for each individual student.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district provides professional development opportunities in the area of backwards lesson design then the campus will be able to improve the implementation of the process and ensure teacher capacity.</p>	<p>If the district will ensure that the campus has access to high-quality question banks, then the campus can create rigorous assessment that meet students needs.</p>	<p>If the district will commit to supporting campus learning communities then the campus will be able to establish strong data-driven instructional practices.</p>

STUDENT DATA

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

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

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators. Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

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

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

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

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

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

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal	
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result
1. Domain 1	% of Students at Approaches, Meets and Masters	3rd	All	Reading	Approaches	STAAR	57%	25%	Fall Benchmark	50%		Spring Benchmark	60%		Campus Assessment	70%	70%	
		3rd	All	Reading	Meets	STAAR	26%	8%	Fall Benchmark	20%		Spring Benchmark	28%		Campus Assessment	36%	36%	
		3rd	All	Reading	Masters	STAAR	15%	5%	Fall Benchmark	10%		Spring Benchmark	18%		Campus Assessment	25%	25%	
		4th	All	Reading	Approaches	STAAR	48%	28%	Fall Benchmark	50%		Spring Benchmark	60%		Campus Assessment	70%	70%	
		4th	All	Reading	Meets	STAAR	23%	10%	Fall Benchmark	20%		Spring Benchmark	28%		Campus Assessment	33%	33%	
		4th	All	Reading	Masters	STAAR	9%	4%	Fall Benchmark	9%		Spring Benchmark	14%		Campus Assessment	18%	18%	
		5th	All	Reading	Approaches	STAAR	71%	17%	Fall Benchmark	55%		Spring Benchmark	65%		Campus Assessment	75%	75%	
		5th	All	Reading	Meets	STAAR	29%	3%	Fall Benchmark	20%		Spring Benchmark	30%		Campus Assessment	39%	39%	
		5th	All	Reading	Masters	STAAR	15%	1%	Fall Benchmark	10%		Spring Benchmark	18%		Campus Assessment	20%	20%	
		3rd	All	Mathematics	Approaches	STAAR	60%	22%	Fall Benchmark	50%		Spring Benchmark	60%		Campus Assessment	75%	75%	
		3rd	All	Mathematics	Meets	STAAR	29%	3%	Fall Benchmark	20%		Spring Benchmark	28%		Campus Assessment	39%	39%	
		3rd	All	Mathematics	Masters	STAAR	12%	0%	Fall Benchmark	10%		Spring Benchmark	16%		Campus Assessment	26%	26%	
		4th	All	Mathematics	Approaches	STAAR	67%	14%	Fall Benchmark	50%		Spring Benchmark	60%		Campus Assessment	70%	70%	
		4th	All	Mathematics	Meets	STAAR	32%	4%	Fall Benchmark	22%		Spring Benchmark	29%		Campus Assessment	39%	39%	
		4th	All	Mathematics	Masters	STAAR	10%	1%	Fall Benchmark	10%		Spring Benchmark	15%		Campus Assessment	20%	20%	
		5th	All	Mathematics	Approaches	STAAR	66%	16%	Fall Benchmark	50%		Spring Benchmark	60%		Campus Assessment	70%	70%	
		5th	All	Mathematics	Meets	STAAR	33%	3%	Fall Benchmark	20%		Spring Benchmark	27%		Campus Assessment	37%	37%	
		5th	All	Mathematics	Masters	STAAR	21%	0%	Fall Benchmark	10%		Spring Benchmark	18%		Campus Assessment	28%	28%	
		5th	All	Science	Approaches	STAAR	43%	10%	Fall Benchmark	50%		Spring Benchmark	60%		Campus Assessment	70%	70%	
		5th	All	Science	Meets	STAAR	14%	1%	Fall Benchmark	10%		Spring Benchmark	18%		Campus Assessment	28%	28%	
5th	All	Science	Masters	STAAR	2%	0%	Fall Benchmark	5%		Spring Benchmark	7%		Campus Assessment	10%	10%			
4th	All	Writing	Approaches	STAAR	56%	15%	Fall Benchmark	50%		Spring Benchmark	60%		Campus Assessment	70%	70%			
4th	All	Writing	Meets	STAAR	21%	2%	Fall Benchmark	10%		Spring Benchmark	15%		Campus Assessment	25%	25%			
4th	All	Writing	Masters	STAAR	1%	0%	Fall Benchmark	5%		Spring Benchmark	7%		Campus Assessment	10%	10%			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	AA	Reading	Meets	STAAR	19%	n/a	Fall Benchmark	22%		Spring Benchmark	26%		Campus Assessment	32%	32%	
		All	ECO DISC	Reading	Meets	STAAR	24%	n/a	Fall Benchmark	26%		Spring Benchmark	28%		Campus Assessment	33%	33%	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	AA	Math	Meets	STAAR	28%	n/a	Fall Benchmark	28%		Spring Benchmark	30%		Campus Assessment	31%	31%	
		All	ECO DISC	Math	Meets	STAAR	33%	n/a	Fall Benchmark	30%		Spring Benchmark	32%		Campus Assessment	34%	34%	
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	40%	n/a	Fall Benchmark	40%		Spring Benchmark	42%		Campus Assessment	44%	45%	

### 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 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-Driven instruction
<b>Desired Annual Outcome</b>	Bammel Elementary teachers will use the scope and sequence, units, and assessments that are aligned to the standards for all tested subjects as they plan accordingly using the concept of "backwards design".	Bammel Elementary teachers will use PLC time to plan and collaborate the "what & why" of each designed lesson including discussion on creating formative assessments that will guide with improving Tier 1 instruction. Teachers will discuss results of assessments taken bi-weekly as well as methods being used to re-teach or enhance the learning.	Bammel Elementary teachers will consistently use data to drive instruction by coming prepared to PLC to discuss results and their corrective action plans. Teachers will identify trends in student misconceptions, determine the root cause as to why students may not have learned concept so as to create an intervention plan for each individual student.
<b>Desired 90-day Outcome</b>	Teachers will be trained and will implement the use of backwards design when completing lesson plans and delivery of instruction. Teachers will work along side coaches to incorporate the use of the 3 step process {ID desired results/Determine to correct assessment/Design meaningful learning experiences}	Teachers will collaboratively create and administer weekly assessments to gauge the academic success and need of the students. The results will be analyzed during weekly PLC meetings to establish intentional design of daily lessons.	Teachers will utilize of initial data to build groups and design instruction to support academic growth. These groups will be monitored academic coaches to ensure groups are built to maximize student success.
<b>Barriers to Address During this Cycle</b>	Teachers not implementing components due to lack of capacity and/or not attending necessary training.	Some teachers not having the capacity to create assessments that include the rigor needed to move students to growth.	Teachers not understanding how to review the data to create intentional academic groups.
<b>District Actions for this Cycle</b>	Curriculum and Instruction department will providing year long scope and sequence plans, instructional calendar and use of question banks to create specific assessments.	The Office of Research and Student Success Measures will provide access to test banks to create TEK based assessments in a timely manner.	Curriculum and Instruction providing resources that can guide teachers in designing small group instructions or whole-group activities that will support student learning styles.
<b>District Commitment Theory of Action</b>	If the district provides the scope and sequence then teachers will be able to align and plan their lessons accordingly using the TEKS.	If the district provides a quality test bank, then teachers will be able to create quality assessments.	If the district approves purchases of specific resources and/or allows teachers to attend necessary staff development opportunities, then the teachers will be able to effectively design instruction to promote student academic growth.

### 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
Monitor and Observe PLCs being conducted as teacher incorporate the backwards lesson design.	4.1	9/14-12/18	Dedicated PLC Time/Scope and Sequence /	Administration Team Academic Coaches Teachers	PLC agendas and finished products/ lesson plan	12/16/2020		
Utilize bi-weekly assessment data to track academic success and learning gaps for individual student groups. Data will inform the creation of small group instruction, the reteaching plan, and the potential need of teacher professional development opportunities.	5.1	9/14-12/18	Assessment Data / Small Group Instruction techniques and strategies / PD opportunities in specific TEK/Content	Assistant Principal Academic Coaches Teachers	PLC agendas/lesson plans, assessments	12/16/2020		
Utilize initial data to build groups and design instruction to support the growth of the groups. The groups will be flexed and changed as needed.	5.3	9/14-12/18	District Scope and Sequence / Instructional Calendar / Unit Guides / Data trackers	Administration Team Academic Coaches Teachers	PLC agendas/Teacher and Student Data Sheets/Teacher and Student Goal Sheets	12/16/2020		

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

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

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

## CYCLE 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>	Bammel Elementary teachers will use the scope and sequence, units, and assessments that are aligned to the standards for all tested subjects as they plan accordingly using the concept of "backwards design".	Bammel Elementary teachers will use PLC time to plan and collaborate the "what & why" of each designed lesson including discussion on creating formative assessments that will guide with improving Tier 1 instruction. Teachers will discuss results of assessments taken bi-weekly as well as methods being used to re-teach or enhance the learning.	Bammel Elementary teachers will consistently use data to drive instruction by coming prepared to PLC to discuss results and their corrective action plans. Teachers will identify trends in student misconceptions, determine the root cause as to why students may not have learned concept so as to create a intervention plan for each individual student.
<b>Desired 90-day Outcome</b>	Teachers will continue to implement the use of backwards design when completing lesson plans and delivery of instruction. Teachers will work in teams incorporate the use of the 3 step process {ID desired results/Determine to correct assessment/Design meaningful learning experiences}	Teachers will administer monthly benchmark assessments to gauge the academic success and need of the students. The results will be analyzed during PLC meetings using the DDAP protocol.	The utilization of benchmark data to build groups and design instruction to support academic growth. These groups will be monitored by teachers and academic coaches to ensure groups are built to maximize student success.
<b>Barriers to Address During this Cycle</b>	Teachers not implementing components due to lack of capacity and/or not working well in assigned teams.	Students not exposed to all concepts that are tested on given benchmark assessment.	Teachers not grading and/or analyzing assessment data prior to attending PLC meetings. Coaches being pulled to teach classes of teachers that are absent for a long extended period of time due to health concerns.
<b>District Actions for this Cycle</b>	Curriculum and Instruction department will providing year long scope and sequence plans, instructional calendar and use of question banks to create specific assessments.	The Office of Research and Student Success Measures will provide access to test banks to create TEK based assessments in a timely manner.	Curriculum and Instruction providing resources that can guide teachers in designing small group instruction or whole-group activities that will support student learning styles.

<b>District Commitment Theory of Action</b>	If the district provides the scope and sequence and instructional calendar, then teachers will be able to align and plan their lessons accordingly using the TEKS.	If the district provides a quality test bank, then teachers will be able to create quality assessments.	If the district approves purchases of specific resources and/or allows teachers to attend necessary staff development opportunities, then the teachers will be able to effectively design instruction to promote student academic growth.
---	--	---	---

### 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
Monitor and observe PLCs being conducted as teachers incorporate the backwards lesson design and work in teams to develop the plan.	4.1	1/4/21-2/18/21	Dedicated PLC Time/Scope and Sequence /	Administration Team Academic Coaches Teachers	PLC agendas and finished products/ lesson plan	2/15/2021		
Utilize assessment data to track academic success and learning gaps for individual student groups. Data will inform the creation of small group instruction, the reteaching plan, and the potential need of teacher professional development opportunities.	5.1	1/4/21-2/18/21	Assessmet Data / Small Group Instruction techniques and strategies / PD opportunities in specific TEK/Content	Administration Team Academic Coaches Teachers	PLC agendas/lesson plans, assessments	2/17/2021		
Utilize cycle 1 data to re-build groups and re-design instruction to support the growth of each individual student.	5.3	1/4/21-2/18/21	District Scope and Sequence / Instructional Calendar / Unit Guides / Data trackers	Assistant Principal Academic Coaches Teachers	PLC agendas/Teacher and Student Data Sheets/Teacher and Student Goal Sheets	2/17/2021		


**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?	
--	--

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>	4.1	5.1	5.3
<b>Desired Annual Outcome</b>	Bammel Elementary teachers will use the scope and sequence, units, and assessments that are aligned to the standards for all tested subjects as they plan accordingly using the concept of "backwards design".	Bammel Elementary teachers will use PLC time to plan and collaborate the "what & why" of each designed lesson including discussion on creating formative assessments that will guide with improving Tier 1 instruction. Teachers will discuss results of assessments taken bi-weekly as well as methods being used to re-teach or enhance the learning.	Bammel Elementary teachers will consistently use data to drive instruction by coming prepared to PLC to discuss results and their corrective action plans. Teachers will identify trends in student misconceptions, determine the root cause as to why students may not have learned concept so as to create a intervention plan for each individual student.
<b>Desired 90-day Outcome</b>	Teachers will continue to implement the use of backwards design when completing lesson plans and delivery of instruction. Teachers will work independently to incorporate the use of the 3 step process {ID desired results/Determine to correct assessment/Design meaningful learning experiences}	Administer STAAR practice assessments accordingly to provide additional data on student mastery needs. Students are well versed on what TEKS/objectives they need to work on to meet their academic goal.	Teachers using various data sources to build instructional lessons based on individualized student reporting categories.
<b>Barriers to Address During this Cycle</b>	Teachers not implementing components due to lack of capacity and/or still needing assistance of a coach or team member to complete plans.	Teachers not having the resources to meet individualized student needs. The sufficient time to individually have student conferences to ensure they all know how to meet their goals.	Teachers only using one data source to create student groups and creating "one-size" fits all intervention plans.
<b>District Actions for this Cycle</b>	Curriculum and Instruction department will provide year long scope and sequence plans, instructional calendar and use of question banks to create specific assessments.	The Office of Research and Student Success Measures will provide access to test banks to create TEK based assessments in a timely manner.	Curriculum and Instruction providing resources that can guide teachers in designing individualized instruction or station activities that will support student learning styles.

<b>District Commitment Theory of Action</b>	If the district provides the scope and sequence, question banks and an instructional calendar, then teachers will be able to plan their lessons accordingly using the TEKS along with creating assessments that align with their instruction.	If the district provides a quality test bank, then teachers will be able to create quality assessments.	If the district approves purchases of specific resources and/or allows teachers to attend necessary staff development opportunities, then the teachers will be able to effectively design instruction to promote student academic growth.
---	---	---	---

**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
Monitor and Observe PLCs being conducted as teachers incorporate the backwards lesson design independently.	4.1	2/19/21-5/20/21	Dedicated PLC Time/Scope and Sequence / Instructional Calendar / Unit Guides	Administration Team Academic Coaches Teachers	PLC agendas and finished products/ lesson plan feedback/classroom observations	5/14/2021		
Administer practice STAAR assessments to collect specific data that helps determine what additional supports are needed for each teacher and student prior to state testing.	5.1	2/19/21-5/20/21	Assessment Data / Small Group Instruction techniques and strategies / PD opportunities in specific TEK/Content	Administration Team Academic Coaches Teachers	PLC agendas/lesson plans, assessments	5/19/2021		

Design instruction specific to the TEKS students need additional support on prior to state testing.	5.3	2/19/21-5/20/21	District Scope and Sequence / Instructional Calendar / Unit Guides / Data trackers	Assistant Principal Academic Coaches Teachers	PLC agendas/Teacher and Student Data Sheets/Teacher and Student Goal Sheets	5/19/2021		

**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?		
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>			