

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	College Station ISD	Campus Name	College Hills Elementary	Superintendent	Mike Martindale	Principal	Josh Hatfield
District Number	021901	Campus Number	021901102	District Coordinator of School Improvement (DCSI)	Molley Perry	ESC Number	6
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	NA	Was TAP Implementation Ordered or Voluntary?		ESC Support	Laurie Slaydon

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.	Molley Perry
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.	Penny Tramel
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.	Josh Hatfield

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: A score of at least 70 would indicate student growth across grades and content areas. Domain 2B: 70 Rationale: A score of at least 70 would indicate student growth across grades and content areas. Domain 3: 70 Rationale: A score of at least 70 would indicate student growth across grades and content areas.
	What changes in student group and subject performance are included in these goals?	Domain 1: Student outcomes were below state expectations in all student groups. Our assessment goal is to increase our STAAR performance levels by at least 10 percent in each STAAR tested subject area and grade level. Domain 2B: Student outcomes were below state expectations in all student groups. Our assessment goal is to increase our STAAR performance levels by at least 10 percent in each STAAR tested subject area and grade level. Domain 3: Student outcomes were below state expectations in all student groups. Our assessment goal is to increase our STAAR performance levels by at least 10 percent in each STAAR tested subject area and grade level.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Not Applicable

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.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Planning for Implementation
5.3 Data-driven instruction.	3 - Planning for Implementation

PRIORITIZED FOCUS AREAS

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

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

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

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	Last year we started the TIP process and due to COVID-19 were unable to fully complete the years TIP process. Prior to last school year, lesson plans did not consistently include formative assessment and data driven instruction. For data driven instruction to be effective, we will continue to strengthen lesson plans to include formative assessment, data driven instruction, and quality feedback during lesson planning.	Prior to last school year the focus did not include data analysis or effective responses for future lesson planning, based on assessment data. MAP was implemented in the 2019-2020 school year. Teachers needed support to disaggregate data to track and monitor progress. The process of analyzing all assessments began for specialists and teachers for the purpose of effective, ongoing, data driven instruction. Due to COVID-19, we are continuing the implementation process. Staff continue to participate in weekly lesson plans focused on content areas.	
How will the campus build capacity in this area? Who will you partner with?	Specialists and teachers will partner together during weekly lesson planning to develop daily formative assessments. These formative assessments will be used in their lessons and other activities to evaluate the students' understanding of the day's objective. We will also partner with campus Instructional Coaches and district Curriculum Coordinators to provide training in developing formative assessment to support the district's curriculum to show student growth. Instructional Coaches and Curriculum Coordinators provide on campus trainings during teacher conference time.	Specialist and teachers will partner in planning using MAP data and relevant assessments to support data driven instruction in their lesson plans to meet students' instructional needs. We will also partner with campus Instructional Coaches and district Curriculum Coordinators to provide training in developing data driven instruction to support the districts curriculum to show student growth. Instructional Coaches and Curriculum Coordinators will provide on campus trainings about differentiations during teacher conference time. Administration and Instructional Coaches will work with teachers through observation, feedback and conversation regarding their data driven instruction. We will partner with NWEA for training material for staff with MAP assessment, grouping, and interventions.	
Barriers to Address throughout this year	Potential barriers addressing lesson planning include: structure and quality of planning time, communication between the specialists and teachers, purposeful lesson plan feedback addressing campus goals, the need to modify instruction based on student needs, teachers' knowledge of their grade level TEKS and CSISD curriculum limit the ability of the specialists to lead content-specific discussions, teachers receptivity to planning (and feedback), and the quantity of time for new staff training in assessment and data. Due to COVID, virtual teaching will also play a role with teachers implementing online instruction for the first time.	Potential barriers addressing data driven instruction include: teachers' perception and understanding of data driven instruction; the time to implement data driven instruction; teachers' willingness to have a growth mindset about professional development and changes to lesson planning; teachers' perception about students' abilities to perform at higher levels; and the time available for the specialists to ensure high quality lesson plan preparation outside of designated weekly planning time.	

<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>Our stakeholders consist of: Faculty, Staff, Students, Parents, Central Office, School Board, and community. Through our discussions in meetings (faculty, leadership team, PTO, PLCs, campus professional development, Schoology posts, and a public TIP meeting) with our Stakeholders, suggestions may be taken into consideration and may be utilized in TIP. During the public TIP meeting discussion input will be solicited from stakeholders with modifications considered by TIP committee. Support will be provided for teachers to share assessment information with parents during parent/teacher conferences including talking points to share with parents. By campus math and reading specialists participating in district curriculum writing they gain knowledge to guide teachers during weekly planning sessions on their formative assessments. Cycle progress will be shared with parents and the community at monthly PTO meetings and through Schoology posts.</p>	<p>Our stakeholders consist of: Faculty, Staff, Students, Parents, Central Office, School Board, and community. Through our discussions in meetings (faculty meetings, leadership team meetings, PTO meetings, PLCs, campus professional development, Schoology posts, and a public TIP meeting) with our Stakeholders, suggestions may be taken into consideration and may be utilized in TIP. During the public TIP meeting discussion input will be solicited from stakeholders with modifications considered by TIP committee. Support will be provided for teachers to share differentiation information with parents during parent/teacher conferences including talking points to share with parents. When Teachers share the information with the parents they will discuss the benefits of using the MAP assessment for their child. Teachers will participate in data talks with administration and specialists after the completion of MAP testing at the beginning of the year, middle of the year, and end of the year. Teachers will be trained in the use of differentiation in planning documents based on the MAP data including implementing the plans within daily classroom instruction. Cycle progress will be shared with parents and the community at monthly PTO meetings and through Schoology posts.</p>	
<p>Desired Annual Outcome</p>	<p>By the end of 2020-21, lesson plans will include data driven formative assessments to offer differentiation for all students performing at various levels, teachers will use weekly planning meetings to collaboratively plan the implementation of their formative assessments, and specialists leading the meetings will provide feedback on the formative assessments.</p>	<p>By the end of 2020-21, lesson plans will include a section for differentiation for all students performing at various levels based on: MAP data, district assessment, unit assessments, and formative assessment. Teachers will use weekly planning meetings to collaboratively plan their daily lessons based on CSISD curriculum and data, and specialists leading the meetings will provide feedback to help improve lesson plans.</p>	
<p>District Commitment Theory of Action</p>	<p>If the district (1) provides access to high-quality common formative assessment resources, aligned to state standards for all tested areas and PK-2nd grade math and reading; (2) ensures that schools receive detailed reports within two instructional days; and (3) supports effective instruction in schools through policies and practices, then objective-driven daily lesson plans with formative assessments and data-driven instruction will become common practice.</p>	<p>If the district provides access to high quality assessments for student learning that inform teachers about students' individualized strengths and weakness and growth across content areas, then teachers will have access to the data needed to meet the unique needs of students.</p>	