

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	Creek View Elementary	Superintendent	Mike Martindale	Principal	Annette Roraback
District Number	021902	Campus Number	021901109	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.	Annette Roraback
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://rptsrv1.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: For the 2020-21 school year, our campus will increase our Domain 1 score from a 74 to a 78. This will support our campus in achieving an overall C rating for 2021.</p> <p>Rationale: With new leadership and staff in place for the 2020-21 school year, we will focus on developing clear roles and responsibilities, strong instructional planning, social emotional support for our students from trauma and poverty, and instructional walk throughs and coaching to develop strong instructional practices.</p> <p>Domain 2B: Our goal for this domain in the 20-21 school year is 70. Improving all students' performance and ensuring accurate accounting of the % of students who are Economically Disadvantaged will be a focus this year.</p> <p>Rationale: We need to insure that there is accurate accounting for the number of economically disadvantaged students.</p> <p>Domain 3: Our goal is to achieve a domain score of at least 70 in Domain 3 and close the gaps in our African American and White students, who in many cases, are also Economically Disadvantaged. We were far from reaching the target for both of these student groups in 2019.</p> <p>Rationale: These student groups have struggled in the past to show significant growth. By monitoring progress and providing strong intervention throughout the year, we will see an increase in their growth by the end of the 2021 school year.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: In this domain we are looking at gains for all student groups. We set a goal to move from 74 to 78 for the student achievement of all Creek View students.</p> <p>Domain 2B: In 2B, our focus is on the gains for our African American and White student groups. We feel that with the support we have planned, both groups will be able to make gains by the end of the school year to reach the goals we have set for them.</p> <p>Domain 3: Students in our identified populations of African American and White will make gains in both reading and math. Too many of these students were at the Approaches performance level and should be able to move up to Meets Expectations.</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.	2 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Planning for 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.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - 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
Essential Action	5.3	5.1	1.1
Rationale	<p>Last year we began to develop stronger data practices on our campus. Our Core Leadership Team has already met and started to implement some structures in place to look at data. Having the MAP Assessment reports will be a great tool for our teachers to help move them in their thinking about data. This year we will be training teachers in how to use the learning continuum reports to develop groups for small group instruction. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus.</p>	<p>The data gathered from MAP assessments as well as performance based assessment in our district curriculum supports the need to focus on improving this area. Staff members are diving deeper into the revised curriculum documents to develop an understanding of what the standards are asking students to know and how to assign the performance based assessments at the end of units. Focusing on effective instructional planning aligned to the TEKS will help us close the gaps we see with our students. Turning in daily lesson plans was a new expectation for the campus last year. The staff will be made aware of the expectations for lesson plans and utilize these plans for daily instruction. Assessments, both formative and summative, will be a part of the weekly planning process. Observations and walk throughs will be conducted and connected to the lesson planning process, classroom routines and instructional strategies.</p>	<p>The Creek View staff collaborated last year to create a new mission and vision statement. This year we have added new reading and math interventionists, as well as a behavior coach to our leadership team. The counselor and assistant principal are in their second year of leadership on the Creek View campus. With new members on the core leadership team, we will work together to develop clear roles and responsibilities that support the new mission and vision for the campus.</p>
How will the campus build capacity in this area? Who will you partner with?	<p>The Core Leadership team will meet twice a month to analyze and discuss student data and growth. Through monthly data talks with teachers we will build capacity for data driven instruction and student growth. We will partner with district level C&I personnel to develop a stronger RtI process for reading and math interventions and progress measuring.</p>	<p>The campus developed planning protocol will be used in instructional planning. Teachers will meet weekly and use the protocol to plan instruction for the upcoming weeks. Extended planning sessions will be scheduled for grade level teams twice a semester for teachers to more deeply analyze TEKS and student expectations, as well as plan for aligned assessments. Educators will collaborate with each other and build on each others' strengths to build capacity for effective and rigorous planning of instruction. Classroom teachers will partner with administration, the instructional coach as well as interventionists to develop effective planning.</p>	<p>The Core Leadership team will collaborate to create written documents that spell out roles and responsibilities for each member. A master calendar of meetings will be developed and the instructional leaders will meet weekly to review student progress.</p>
Barriers to Address throughout this year	<p>Setting aside uninterrupted time for teachers to have ongoing data driven conversations throughout the year. Staff has not had in depth training on how to use data to drive instruction nor had a common measure for K-4 teachers to consistently track data during the school year.</p>	<p>One barrier in this area is a lack of prior professional development on what the TEKS are asking students to do and what student mastery looks like. Teachers using planning time to find activities instead of focusing on a deep understanding of the TEKS and student expectations. Lack of meaningful professional development on exemplar lessons and examining exemplar work samples. Teachers need time to dig deeply into the district curriculum and resources. More time for extended planning. Staff to cover classes to allow for the extended planning. Ability of administration to attend planning sessions and complete walk throughs.</p>	<p>Securing uninterrupted time to work with leadership to create the roles and responsibilities. Additional tasks created by the support of virtual learning have taken up meeting times each week.</p>
How will you communicate these priorities to your stakeholders? How will create buy-in?	<p>Data as well as the TIP and CIP will be reviewed with the Curriculum Council and monitored throughout the year. Buy in will occur when educators, students and parents see measured student growth. By having teachers analyze their student data and develop a plan to address achievement gaps, teachers will have buy in to this goal.</p>	<p>Teachers will be informed of planning expectations, be given training on the planning protocol and receive feedback on the turned in lessons. Teachers will have opportunities for collaboration and work with administration and the leadership team to customize the protocol for their grade level and subject.</p>	<p>The Core Leadership team will be involved in the process of defining clear roles and responsibilities of those in leadership roles. These processes will be shared with the Team Leaders and Curriculum Council to get feedback.</p>
Desired Annual Outcome	<p>Our desire for this goal is to have our Creek View teachers become well versed in looking at their student data to drive their instruction. Teachers will meet monthly to review student progress and adjust their instruction to meet students where they are. Data teams will meet regularly to analyze student performance and progress monitor students who are receiving intervention. Teachers will target students who are at approaching or below expectations and develop Tier 2 interventions. Content area interventionists will provide Tier 3 intervention. MAP assessment data will identify areas of need and allow teachers to plan instruction accordingly.</p>	<p>By the end of 20-21, teachers will utilize the curriculum documents along with the new performance based assessments to ensure aligned rigorous instruction. Planning sessions will occur weekly and staff will ensure that all activities and assessments are rigorous and aligned to the grade level TEKS. Planning protocols will be reviewed and implemented for weekly planning sessions. Teachers use recurring PLC (professional learning community) meetings to collaboratively plan parts of lessons, and the instructional leadership team leading meetings and giving feedback to help improve lesson plans.</p>	<p>By the end of 20-21, documents and practices show clear and well defined roles and responsibilities across the campus. Our leadership team will be collaborative, unified, and committed to our mission and vision. The campus climate and culture will be healthier and focused on growing, learning, and succeeding.</p>
District Commitment Theory of Action	<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>	<p>If the district receives feedback from classroom teachers, works on annual revisions to the curriculum documents, and develops formative and project based assessments, classroom teachers will be able to utilize the resources in planning instruction.</p>	<p>If the district provides leadership training and gives the campus the autonomy for decision making, then student growth will occur and all stakeholders will experience success.</p>