

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	South Knoll Elementary	Superintendent	Mike Martindale	Principal	Laura Richter
District Number	021901	Campus Number	021901101	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.	Laura Richter
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: Student Achievement - 81 Rationale: Achieving an 81 (Approaching 82, Meets 48, Masters 25) will give us a B in this domain. Domain 2B: School Progress- 83 Rationale: If we increase Domain I will should see an increase in this domain. Domain 3: Closing the Gaps- 73 Rationale: Achieving a 73 in this domain will us achieve an overall rating of B.
	What changes in student group and subject performance are included in these goals?	Domain 1: Improving writing instruction across the campus will be an area of focus. Campus data was particularly low in this area. The African American population also performs at a lower rate than their peers. The progress of African American students will be monitored to make sure their academic growth is supported. Domain 2B: Improving all students' performance and ensuring accurate accounting of the % of students who are ED will be a focus this year. Domain 3: Economically Disadvantaged, Hispanic and African American students will be the focus of Domain 3.
	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 - Planning for 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://texasese.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://texasese.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	Our previous practice gives teachers a great deal of autonomy in the lesson planning process. Throughout the spring, one of our biggest obstacles will be establishing protocols that standardize some of our lesson planning processes.	We have a tremendous amount of data available to teachers, but we recognize the need to actively use that data to plan instruction. As a district, we are in year 2 of using the MAP online assessment. The system will provide a wealth of information that can be disaggregated in a number of ways. As part of campus data talks and common lesson planning time, teachers will utilize MAP data to inform instructional decisions.	
How will the campus build capacity in this area? Who will you partner with?	Campus Interventionists will work closely with grade level teams to support planning. District Curriculum Coordinators will also be consulted when appropriate.	Campus Student Intervention meetings will include a time to intentionally talk about student data. Resources on the NWEA website will help to build understanding of the different MAP reports. District Assessment Coordinator will also be consulted as needed to strengthen our practice.	
Barriers to Address throughout this year	Providing teachers with dedicated time for planning.	Learning a new system and determining the best reports to use to gather information. Time for teachers to explore and work with the system and data to increase comfort level.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	Providing dedicated time for planning that is supported by campus leadership and campus interventionists, will allow teachers time to discuss all aspects of instruction. Such dedicated time and facilitated conversations will lead to strong collaborations and a shared instructional philosophy.	Many teachers have selected this as their TTESS/ATR annual goal. By incorporating this data into campus Student Intervention discussions and lesson planning, we will make it an important component of our campus vernacular.	
Desired Annual Outcome	By the end of 2020-21, teachers will use a common lesson planning template that mirrors the structure of the district online learning format. Using careful planning with focused attention on student data including formative assessments, student achievement will improve.	By the end of 2020-21 and as a result of our work in this area, we will not only become proficient in the use of the MAP program to assess students, but we will also learn how to use that data to plan high-quality differentiated instruction. This work will ultimately lead to improved student performance.	
District Commitment Theory of Action	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.	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.	