

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	Southwood Valley Elementary	Superintendent	Mike Martindale	Principal	Ali DeLuna
District Number	021901	Campus Number	021901104	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.	Ali DeLuna
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: 82 Rationale: Achieving an 82 (77% Approaches, 52% Meets, 32% Masters) will give us a B in this domain. Domain 2B: 80 Rationale: If we increase Domain 1, we should see an improvement in this domain. Domain 3: 70 Rationale: Achieving a 70 in this domain will result in a C in Domain 3.
	What changes in student group and subject performance are included in these goals?	Domain 1: We will work to increase our overall scores in all subject areas, with a specific focus on raising the number of students in the "meets" category. Domain 2B: We are prioritizing Economically Disadvantaged and their achievement in all subjects. Domain 3: We are targeting the AA population, ED population, and ELL population on TELPAS.
	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)		
					4 - Partial Implementation		
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.					5 - Full 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.							

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://texas.esf.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://texas.esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Rationale	This area is extremely essential to our school improvement goals. The leaders on campus must be developed, and their roles defined in order to proceed with the other levers. It is this group that will help us carry out the goals at Southwood Valley, as it can only be accomplished as a team. With the leaders empowered, and on board with our plans - they can, in turn, help empower their grade level teams to do the same.	Just like we need 1.1 to accomplish 5.1 and 5.2, this level is essential to achieve 5.3. Last year we introduced the extended planning process to teachers, and we made great gains, but this process needs to continue we need to focus on the alignment with this planning into their weekly planning. We need to have content experts with teachers as they analyze TEKS, questions, vocabulary, misconceptions, and plan for assessments. Planning for the assessments, rather formal or informal will help teachers with data informed instruction in their small groups.	Data informed instruction starts with planning that takes place in 5.3. Once we have data (whether formal or informal) we need to have professional development to guide teachers in the most effective use of their data. We will look at different forms of data in PLCs and give them tools to meet students where they are.
How will the campus build capacity in this area? Who will you partner with?	We will be doing two different book studies within the leadership groups on campus. Our core leadership team who will work to coach teachers in their growth journey will read <i>Transforming School Culture</i> by Anthony Muhammad. This book will give them the tools to work all types of teachers. Our campus leadership team will read <i>The Power of Positive Leadership</i> by Jon Gordon, in order to empower them to help push their teams toward our desired vision, and give them tools to deal with stressful times to keep their teams united and vision driven.	The core leadership team will assist teachers in the extended planning process in order to help guide them through the "big rocks" of planning for questions, vocabulary, misconceptions, assessments. This team will provide coaching in small group instruction.	PLCs will be utilized to guide teachers in using data to inform their instruction. Team leaders will be utilized to ensure that this discussion is a part of their weekly planning.
Barriers to Address throughout this year	Making sure that we carve out time early on to get the most out of these book studies early. The most impact will come from having the knowledge gleaned from the books to equip our leaders prior to any change processes that need to happen within our teams.	We lost our planning days due to the calendar shift, so finding time prior to the nine week shift for extended planning. We will also only have 2-3 hours, since we will have campus personnel covering in order to make this planning possible.	Having too much data, and not being able to use it properly. We have to be able to meet with teachers regularly to provide development in this process without burning them out of meetings.
How will you communicate these priorities to your stakeholders? How will create buy-in?	The vision that we have at SWV is a shared vision with our campus leadership. Each member of the team wrote a vision for their roles and responsibilities and will be asked to communicate those visions with their teams. Teachers were also asked to create a vision for their classroom, based on the direction we are headed as a campus. They were asked to display their vision and communicate it to the students so they understand the "why." As the principal, I will communicate this plan to our families in our parent meeting.	We began the process of buy-in for extended planning last year as teachers saw the value of really digging into the nine weeks with the big ideas prior to planning. Data should also inform the "why."	Through our PLCs we will look at data and have teachers identify their areas of need. They have to have ownership of their data in order to set goals for their students and push them all to at least as year's growth.
Desired Annual Outcome	By the end of the 2020-2021 school year, campus leaders will have felt empowered to lead their teams toward our shared vision. Teams will be cohesive and working toward a common goal of growth for themselves and for all students.	By the end of the 2020-2021 school year, our campus will complete extended planning sessions for each nine weeks in order to maximize planning (which is the most essential action in achieving data informed instruction).	By the end of the 2020-2021 school year, data informed instruction will be utilized in all classrooms.
District Commitment Theory of Action	If the district will help me recognize the hard work and shift that has already happened on our campus, then our leadership team will be affirmed of the fruits of their efforts.	If the district can help us address the lack of time we now have from the calendar shift or help provide us with substitutes for extended planning, we will have more quality time dedicated to this important action.	If the district supports our interventionists and instructional coaches in best practices of using formal and informal data, our PLCs will be more robust and effective.