

### 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.

<b>District Name</b>	College Station ISD	<b>Campus Name</b>	Spring Creek	<b>Superintendent</b>	Mike Martindale	<b>Principal</b>	Laura Casper-Teague
<b>District Number</b>	TX-021901	<b>Campus Number</b>	021901111	<b>District Coordinator of School Improvement (DCSI)</b>	Molley Perry	<b>ESC Number</b>	6
<b>Is this a Turnaround Implementation Plan?</b>	No	<b>What Year was the TAP first implemented?</b>	NA	<b>Was TAP Implementation Ordered or Voluntary?</b>		<b>ESC Support</b>	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.

<b>DCSI</b>	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
<b>Principal Supervisor</b> <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
<b>Principal</b>	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 Casper-Teague
<b>Board Approval Date</b>		

### 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>

	<p>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>	<p>Domain 1: Student Achievement (81) Domain 1 score was an 80, and in order to increase overall and other domain performance, this needs to increase. Rationale: This was determined by the score received on STAAR Reading and Math for the 2018-2019 school year. This will allow the campus to meet the overall accountability set by the state.</p> <p>Domain 2B: School Progress (70) Domain 2B score was a 58, and in order to increase to a C, this score needs to increase. Rationale: This was determined by the scores received on STAAR Reading and Math for the 2018-2019 school year. This will allow the campus to meet the School Progress domain.</p> <p>Domain 3: Closing the Gaps (70) Domain 3 score was 65, and in order to increase to a C, this score needs to increase. Rationale: This was determined by the scores for Hispanic, White, and Economically Disadvantaged sub groups received on STAAR Reading and/or Math for the 2018-2019 school year.</p>
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<b>Data Analysis Questions</b>	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Student Achievement Maintain a score of at least 80 on Student Achievement. We need to focus on data driven lesson plans and differentiation since STAAR performance rates on the meets grade level or above for Hispanic and White children decreased markedly from 2018 to 2019. Economically disadvantaged students STAAR performance decreased at the meets grade level or above in all assessed subjects for fourth grade.</p> <p>Domain 2B: School Progress Increase score in the School Progress Domain from 58 to 70. We are prioritizing our Hispanic, White, and Economically Disadvantaged populations and their achievement for all tested subjects.</p> <p>Domain 3: Closing the Gaps Meet targets set by the state for Hispanic, White, and Economically Disadvantaged sub groups. We are targeting our Hispanic, White, and Economically Disadvantaged populations for Domain 3. The TELPAS target was set at 36% and the progress rate was exceeded (58%).</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.	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.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Beginning Implementation
5.3 Data-driven instruction.	2 - 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://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
<b>Essential Action</b>	<b>5.1</b>	<b>5.3</b>	
<b>Rationale</b>	Lesson plans have traditionally been generic and not differentiated based on data. Plans have not included formative assessments and have not employed a campus lesson plan template. Teachers will continue to be supported to develop the skills to create lesson plans that include evidence of language objectives, differentiation for learning differences and ELs. This was a focus during the last school year but was interrupted due to the COVID-19 shutdown. Common planning takes place weekly with grade level teams, special education teachers, and members of the leadership team to design differentiated lesson plans based on data. A lesson plan template and common planning agenda are provided to support lesson planning.	In the past, teachers did not have access to assessments such as MAP, which is in the second year of implementation in CSISD. MAP is a norm referenced assessment that supports teachers and parents to pinpoint where students are in their learning. This information supports teachers to provide differentiated instruction to ensure students master the curriculum and academically grow as expected. Teachers made marked progress during the last school year using MAP data to monitor and adjust instruction. During the 2020-2021 school year, teachers will continue to be supported to disaggregate data to track and monitor progress. A common planning model will continue to be utilized to provide evidence-based feedback to teachers. Teachers are becoming more skilled to use planning processes to implement corrective actions based on data. PLCs are structured into the master schedule and protected time is built into the schedule to allow for members of the leadership team and grade level teams to plan together. Intervention blocks have been structured into each grade level to support intervention.	
<b>How will the campus build capacity in this area? Who will you partner with?</b>	Teachers will continue to be supported through common planning and PLCs to use a common planning agenda and lesson plan template to create differentiated lessons based on data (e.g. MAP). Members of the campus leadership team and district leaders such as the Chief Administrative Officer and the Chief Academic Officer will be part of the team carrying out and supervising improvement plans.	Teachers will continue to be supported through common planning, PLCs, and campus based professional development to analyze data (e.g. MAP). They will work collaboratively to design differentiated instruction based on students' needs. Members of the campus Leadership Team and district leaders such as the Chief Administrative Officer and the Chief Academic Officer will be part of the team carrying out and supervising improvement plans.	
<b>Barriers to Address throughout this year</b>	Lack of time to plan and a lack of tools or skills for creating small group differentiated lessons which include adaptations such as enrichment activities and plans for reteaching. Unwillingness to change practices.	Not taking the time to review data and use it to plan instruction, not using curriculum resources, people not willing to change current practices. Fixed mindsets.	
<b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b>	Buy-in and communication will be facilitated through faculty meetings, leadership team meetings, PTO meetings, PLCs, campus professional development, Schoology posts, and a public TIP meeting. PLCs are structured into the master schedule to provide protected time for teachers to meet with their grade level teams and with support staff to plan and create objective driven lessons using formative assessments. Formative assessments are designed to provide data to assist teachers to adjust instruction to meet the needs of all learners. Common planning and PLCs support teachers to develop their skill to design lessons that include clear learning objectives with all learning activities aligned to the rigor of the TEKS. Administrators conduct walkthroughs and observations to include consistent implementation of expectations.	Buy-in and communication will be facilitated through faculty meetings, leadership team meetings, PTO meetings, PLCs, campus professional development, Schoology posts, and a public TIP meeting. After each MAP assessment, teachers and support staff will meet to review data, track and monitor student progress, and design corrective action plans to support the needs of students struggling to master content. Common planning and PLCs will provide protected time and a structure to analyze data, identify trends in student misconceptions, determine the reasons why students did not master the content, and to create plans to reteach. Support staff will collaborate with teachers to have in-depth conversations about student data, identify effective instructional strategies, and they will support teachers to plan for adjustments to instruction to meet the needs of struggling students as well as students needing acceleration. Teachers who have students who have been identified as having learning gaps will be supported to utilize the campus RtI system to ensure that students receive interventions.	

<b>Desired Annual Outcome</b>	By the end of 2020-21, weekly lesson plans will include plans for formative assessment and show evidence of differentiation (e.g., adjusting rigor, accommodations, modifications, process adaptations, content adaptations, product adaptations).	By the end of 2020-21, teachers will plan at least weekly with their grade level team and/or with members of the leadership team using a common planning document and MAP data to differentiate instruction for students.		
<b>District Commitment Theory of Action</b>	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 common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; for assessments that are district provided and graded the district ensures that schools receive detailed reports within two instructional days; for district policies and practices to support effective instruction in schools then objective-driven daily lesson plans with formative assessments and data-drive instruction will become common practice.		