

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	Smithville ISD	Campus Name	Smithville Elementary	Superintendent	Cheryl Burns	Principal	Stephanie Foster
District Number	001904	Campus Number	101 & 102	District Coordinator of School Improvement (DCSI)	Cheryl Burns	ESC Number	13
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?	2019-2020	Was TAP Implementation Ordered or Voluntary?	Ordered	ESC Support	Kendra Monk
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.				Cheryl Burns 10/12/20	
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.				Cheryl Burns 10/12/20	
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.				Stephanie Foster 10/12/20	
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/tap/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 2020/2021 school year, our campus will increase our percent Approaches to 76%, Meets to 40%, and Masters to 18%. This will support our campus in achieving an overall C rating for 2021. Rationale: This goal would be an increase for all grade levels in all areas of testing, and for all scoring areas.</p> <p>Domain 2B: We will be focusing on Domain 2B. Our goal is to reach a raw score of 71 (scaled 74) specifically for our econ dis students in 2021. Rationale: Students missed a lot of instruction in the Spring of 2020. Students are returning to school with larger than normal gaps in learning. Our focus this year needs to be on meeting students where they are and growing them as much as possible.</p> <p>Domain 3: We will increase our Domain 3 score of 63 to a score of 70 in 2021. Rationale: Students who are economically disadvantages experienced a greater impact of COVID-19.</p>				
	What changes in student group and subject performance are included in these goals?		<p>Domain 1: All Student Groups and All Subjects Domain 2B: All Student Groups and All Subjects Domain 3: Economically Disadvantaged</p>				
	If applicable, what goals has your campus set for CCMR and Graduation Rate?		NA				
CAMPUS FOCUS AREAS							
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> 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.				2 - 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.				4 - Partial 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	5.1	5.3	3.1
Rationale	Lower assessment scores are directly impacted by the quality of the lesson plans.	Information teachers gather about data must be used to directly impact lesson plans and instruction.	Brown Primary and Smithville Elementary are combining to be one campus under the leadership of one principal this year. All staff PK-5 needs to align in focus and continuity within the mission and vision to create strong vertically aligned instructional practices.
How will the campus build capacity in this area? Who will you partner with?	Grade levels will focus on this area in Professional Learning Communities. Teams will plan together under the guidance of the Instructional Coach and the campus administration.	Grade levels will participate in enrichment days where evaluating data is a focus. After initial data is reviewed, it will be continually brought up and applied to planning conversations in Professional Learning Communities. The campus instructional coach and campus administration will participate in this process.	Grade level teams will discuss instructional practices related to the vertically aligned campus mission and vision during Professional Learning Communities.
Barriers to Address throughout this year	Teachers concern around the time required to lesson plan due to the number of skills covered within the subject. Teacher requirement to plan both virtual and face to face learning.	Teachers don't trust the data, but instead rely on "gut feeling" of how students performed. Fear of adjusting based on data due to previous requirements of a STAAR driven focus.	Having multiple building within the elementary campus may cause challenges with creating a consistent vertically aligned mission and vision throughout the campus. COVID-19 restrictions prevent staff from coming together and discussing/problem solving campus positives/questions/concerns as frequently as normal.
How will you communicate these priorities to your stakeholders? How will create buy-in?	-Public Meeting regarding TIP -Weekly Staff Newsletter Updates when appropriate. -Parent Newsletter Updates when appropriate.	-Public Meeting regarding TIP -Weekly Staff Newsletter Updates when appropriate. -Parent Newsletter Updates when appropriate.	-Public Meeting regarding TIP -Weekly Staff Newsletter Updates when appropriate. -Parent Newsletter Updates when appropriate.
Desired Annual Outcome	Teachers develop daily objective based lesson plans and formative assessments that are reviewed collaboratively with campus administration.	To develop a year long data driven instructional plan and implement the plan throughout the year.	All staff PK-5 have a shared mission and vision and all work toward the highest level of achievement for all students.
District Commitment Theory of Action	If the district has effective systems for lesson planning and formative assessment, then teams will be able to target student strengths and weaknesses and provide appropriate interventions and enrichment.	If the district has effective systems for viewing and evaluating data, then teams will be able to target student strengths and weaknesses and provide appropriate interventions and enrichment.	If the campus as a strong vertically aligned mission and vision, then the campus could ensure that students have adequate experience and performance with grade level TEKS.