

| 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 was voluntary. | | | | | | | |
| District Name | Priority Charter Schools | Campus Name | Cove Charter Academy | Superintendent | Dr. Scott Moger | Principal | Cher M. Nickerson |
| District Number | 014803 | Campus Number | 014803003 | District Coordinator of School Improvement (DCSI) | Dr. Christie Bledsoe | ESC Number | 12 |
| Is this a Turnaround Implementation Plan? | No | What Year was the TAP first implemented? | No | Was TAP Implementation Ordered or Voluntary? | | ESC Support | David Hamilton |
| ASSURANCES | | | | | | | |
| Enter the name of the person in each role below and the date this tab was completed. Please update row 13 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. | | | | Dr. Christie Bledsoe 08/28/2020 | |
| 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. | | | | Dr. Scott Moger 08/28/2020 | |
| 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. | | | | Cher M. Nickerson 09/24/2020 | |
| Board Approval Date | Please update Board Approval date here. TIPs must be Board approved by the December 18th submission. | | | | | | |
| 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 which 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 2020/2021 school year, our campus will increase our Domain 1 component score by increasing percent Approaches from 67% to 75%, Meets from 29% to 40%, and Masters from 11% to 20%. This will support our campus in achieving an overall B rating (75 C in 2019) for 2021. Rationale: Our campus will utilize student intervention strategies and effective instructional support from our instructional leadership team to help meet this goal. Our campus will refer to our Effective School Framework's (ESF) Reflective Prioritization Activity (RPA) interventions to guide us through the process. CCMR: Our campus achieved a score of 87.5% which we will increase to 95% for 2021. Rationale: Our students are attaining industry-based certifications, participating in dual credit, and Advance Placement courses.</p> | | | |
| | What changes in student group and subject performance are included in these goals? | | | <p>Domain 2B: Academic Growth. Our goal is to increase our Academic Growth from 75 to 85, resulting in an A rating. Rationale: We believe that this is an attainable growth for us as we increased from a 68 in 2018 to an 75 in 2019. We will need to focus heavily on our current 6th graders who as 4th graders in 2018 only had 50% Approaches in math and 67% in reading, as well as the current 5th graders who were the next lowest group.</p> | | | |
| | | | | <p>Domain 3: Closing the Gap - We will increase our Domain 3 score of 62 to a score of 70. Rationale: Our SpEd population scored 36% and our Economic Disadvantaged population scored 66% for all subjects all grades. Our campus special programs department will utilize differentiated instructional strategies along side additional targeted support from general education teachers. Our Economic Disadvantaged population will receive tiered instruction.</p> | | | |
| | | | | <p>Domain 1: We are prioritizing tier 1 instruction (all students) for student Achievement and starting our CCMR progress with all 9th graders (reviewing data periodically). Domain 2: We are prioritizing our focus on the current 5th graders (and progress monitor 4th grade) , focusing on Tier 1 instruction in math and reading. Domain 3: We are prioritizing Special Education and Eco-Disadvantaged subpopulations for in person and remote learning. We will increase our focus on reading instruction school wide and focus on growing students from Approaches to Meets.</p> | | | |
| | If applicable, what goals has your campus set for CCMR and Graduation Rate? | | | Our campus goals for CCMR and Graduation Rate are both set at 95%. | | | |
| CAMPUS FOCUS AREAS | | | | | | | |
| Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic</i> (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. | | | | 3 - Beginning 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. | | | | 3 - Beginning Implementation | | | |
| 5.1 Objective-driven daily lesson plans with formative assessments. | | | | 4 - Partial Implementation | | | |
| 5.3 Data-driven instruction. | | | | 2 - 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 will 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 may 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 an 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 | 4.1 | 5.3 | |
| Rationale | The year prior, the campus introduced TEKS Resource system as a curriculum and reference resource. There was not a completion of the implementation process due to campus closure after March 2020. Additional Learning Management Systems were purchased for the 2020-2021 school year. Time will be needed for staff to acclimate themselves to the platforms. | The campus has not fully demonstrated mastery of utilizing data to drive instructional practices and student progress. Campus administrator reflection resulted in the need to restructure data meetings and monitoring procedures. | |
| How will the campus build capacity in this area? Who will you partner with? | We will partner with the National Institute for Excellence in Teaching (NIET) to build capacity in our Teacher Leaders. Teacher Leaders are being trained to assist teachers in curriculum delivery through observations and feedback, modeling, and facilitating professional development. CCA will also partner with Region 12's TIL Action Coaching to clearly define the roles and responsibilities of all campus leaders and instructional support. | We will partner with CORE Math with partial data review process. Data sessions will be scheduled to determine tiering, interventions and effective first-instruction strategies. The campus Instructional Leadership Team (ILT) will provide DMAC training on Portfolios, review data reports from LMS, and work with campus interventionist in reading and math. Parents will receive student progress in 3-week intervals (2 progress). | |
| Barriers to Address throughout this year | COVID-19 limited in-person training sessions on TEKS Resource Systems. The sessions would have benefitted returning and new staff with navigating the system. Additional Learning Management Systems (LMS) were implemented this school year and teachers and administrators are spending additional time familiarizing themselves with the platforms. Our campus restructured our Teacher Leader program (through NIET) by changing a team member. Teacher leaders coaching and support time may be restricted due to incorporating time in the day to provide. | Teachers will need assistance disaggregating their data, grouping students through our Multi-tiered Support System (MTSS), and determining which interventions will yield best results for their specific classroom learning challenges. | |
| How will you communicate these priorities to your stakeholders? How will create buy-in? | The instructional leadership team (Teacher Leaders (2), Instructional Coach, Assistant Principal, and Principal) will provide weekly cluster and PLC meetings to coach teachers and support staff. Quarterly town-hall meetings (virtual) will be utilized to provide parents and other stakeholders information. Their participation will include receiving 100% of teachers will have access and are trained/review of the TEKS Resource System, Edgenuity, HMH, Envisions and other district platforms. | Consistent meetings/discussions around data will assist in it being a campus norm. Staff will receive coaching to assist in their being able to articulate their classroom and some individual students' data. Parents will receive frequent updates on student progress and are encouraged to engage in their student's learning experience. | |
| Desired Annual Outcome | Our desired annual outcome is that 80% of the teachers will be able to utilize these resources for planning effective lessons with all required components, especially task performances to increase student-centered classrooms. The outcome will also include time for the instructional leadership team to observe classroom instruction, provide immediate | 90% of teachers and support staff are able to disaggregate their data, lead data discussions, and determine interventions to meet the needs of their classrooms. Teachers will utilize the pre-determined agendas, review progress and create action steps during data meetings. | |
| District Commitment Theory of Action | If the district provides opportunities for National Institutes of Excellence in Teaching (NIET) and CORE math, TEKS Resource Systems, and Region 12....then, campus leaders will build capacity of teacher leaders. If the district provides time for professional development at the campus level,then the training will be differentiated to meet the campus needs. | If the district provides staff positions for interventionists and time for ILT meetings, then the campus will build capacity to implement data-driven instruction. If the district provides training for Texas Instructional Leadership - Action Coaching, then administrators and leaders will build capacity for suggesting and demonstrating actionable behaviors for improvement in teaching. | If....then, |