## 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 | Priority Charter Schools | Campus Name | Cedar Park Charter Academy | Superintendent | Dr. Scott Moger | Principal | Adrian M. Tristan, M.Ed. |
|---|---|---|---|---|---|---|---|
| District Number | 014803 | Campus Number | 014803104 | 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? | | 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 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. | Dr. Christie Bledsoe, 8/28/2020 |
|---|---|---|
| Principal Supervisor *Only necessary if the DCSI is NOT the Principal supervisor.* | 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 8/28/2020 |
| 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. | Adrian M. Tristan, M.Ed. 9/21/2020 |
| 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 Achievment: For the 20-21 school year our campus will increase domain 1 from 81 to 85. By increasing tests scores (all grades/subjects) Approaches from 73% to 78% (state average), Meets 42% to 50%, Masters 18% to 24%. This will support our campus in mainting a B or moving towards an A for 2021.<br>Rationale: goal to meet or exceed state for 2019 STAAR results for Math & Reading. We wanted to match or exceed state average.<br><br>Domain 2B: Academic Growth. Our goal is to maintain Academic Growth at 91.<br>Rationale: We were pleased with our rating in the student progress 91 (A) in domain 2. Our goal is maintain the growth score. We have a small population of economically disadvanteg students, however we are looking at supporting our students from 66% passing to 73% for campus all grades and subjects.<br><br>Domain 3: Closing the gaps: In the 2020-2021 school year our campus will increase domain 3 from 80 to 85.<br>Rationale:Our campus has 34% economically disadvantaged and our goal is to increase all grades/subjects from 66% (2019 eco-dis pass rate) to 73% (campus pass rate) |
|---|---|---|
| | What changes in student group and subject performance are included in these goals? | We will focus on reading instruction school wide and focus on growing students from meets to masters.<br>We are prioritizing Eco-Dis and White subpopulations for in person and remote learning. We did not meet our target in Closing the Gaps. |

| | If applicable, what goals has your campus set for CCMR and Graduation Rate? | Our goal for graduation rate is to increase from 93% to 95%. Our CCMR goal is to increase from 68% to 82%, by focusing on all ethnicities. |
| --- | --- | --- |

## 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. | 2 - Beginning 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** | 4.1 | 5.1 | |
| **Rationale** | 1) TEKS Resource System was implemented recently however, limited training was provided to instructional staff. Given the experience of our teachers (2.5 years), we recognize the need for training on curriculum on a regular, consistent basis. 2) With remote learning in mind, we purchased Edgenuity for high school courses, but there is a need to align the lessons with the TEKS and EOC. 3) With the adoption of HMH for reading curriculum, teachers need to become familiar with the new textbook. 4) The math program for the district depends on Pearson's Envisions and Digits programs. | Over a year ago, we implemented Fundamental 5 (instructional model) into our classrooms. Fundamental Five inlcudes 1) Framing the Lesson, 2) Work in the Power Zone, 3) Frequent Small Group Purposeful Talk, 4) Recognize and Reinforcement, and 5) Write Critically. Implementation was not consistent due to limited feedback and follow through. This year we are implementing it into our lesson cycle with fidelty and providing specific feedback using TIL's Action Coaching. | |

| | | | |
|---|---|---|---|
| **How will the campus build capacity in this area?**<br>**Who will you partner with?** | We will meet bi-weekly as a leadership team (Elementary teacher lead, secondary teacher lead and dean) to develop to address the curriculum and assessments with support from NIET. Our teacher leaders will meet weekly in cluster PLC to discuss goals. CORE Math will provide professional development and embedded coaching to support math instruction and lesson planning. | The principal will set weekly calendar time to review lesson plans and provide feedback to the teachers. I will partner with Academic Dean to assist in reviewing and providing lesson plan feedback. Administrators and coaches will particpate in Texas Insrtrucional Leadership-Action Coaching (ESC 12). | |
| **Barriers to Address throughout this year** | Implementing new curriculum (Edgeunity, HMH) with limited remote training and hands-on experience and new database (TxEIS). Teachers are overwhelmed with new resources. | Technology issues such as internet and plan book website under maintenance.Although there are multiple teachers across the district, the physical locations of campuses provides barriers to collaboration. | |
| **How will you communicate these priorities to your stakeholders? How will create buy-in?** | Provide differentiated professional development for teachers in cluster PLC for targeted curriculum. Involve teachers with data collection and analysis during PLC with the support of teacher leaders for targeted discussions. Parents are important stakeholders and will receive information via newletters, emails and websites. Additionally, parents will have the opportunity to provide input through conferences and Title 1 meetings. | Weekly lessonplan feedback communicates to the teachers the importance by prioritizing. We communicate learning objectives in communication to parents through email, Schoolmessenger, and learning management systems. | |
| **Desired Annual Outcome** | 100% of teachers will be utilizing the subject area resources and assessments for instruction in an appropriate scope and sequence using the Year-at-a-Glance (YAG). Math teachers will utilize the Pearson Envisions and Digits program with fideltiy.      Reading teachers will utilize HMH program with fidelity. Teachers will utilize formative assessments from Renaissance and FrogStreet. The TEKS Resource System is a resource for instructional planning and curriculum alignment using the IFD (Instructional Focus Document) and VAD (Vertical Alignment Document). | Teachers are consistently submitting lesson plans with learning objectives and activities that reflect the Fundamental Five process.   Faculty meetings and PLCs will incorporate components of Fundamental Five. | |
| **District Commitment Theory of Action** | If the district provides opportunities for National Institutes of Excellence in  Teaching (NIET) and CORE math….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 access to high quality formative assessments….then, teachers will have data alligned to the state standards. | If….then, |