

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	Temple Charter Academy	Superintendent	Dr. Scott Moger	Principal	Devera Shipp
District Number	014803	Campus Number	014803101	District Coordinator of School Improvement (DCSI)	Dr. Christi Bledsoe	ESC Number	12
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	n/a	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	
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	
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.					Devera Shipp	
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/apr/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: Student achievement for 2020-2021 will demonstrate increase of combined performance of overall subjects and grade levels, from 80 to 85. Rationale: A 5 point increase was chosen as a goal for all students to show achievement on STAAR/EOC assessments; however, there is concern regarding COVID gaps and the ability to implement successful, valid instruction in a remote setting.</p> <p>Domain 2B: Academic growth for 2020-2021 will demonstrate an increase from 80 to 85, across all subjects and grade levels. Rationale: While a 5 point gain is the goal, there is concern regarding COVID gaps and the ability of students to show valid progress while receiving instruction remotely.</p> <p>Domain 3: Close the gaps between subpopulations to show growth from the grade to 72 to 75. Rationale: The subpopulations of hispanic, african american, and low socio-economic perform at a lower level than other populations. It is our goal to have all children learning, and performing, at high levels. Though we think we can increase, our goal is a stretch goal due to numbers of remote learners who are struggling.</p>			
	What changes in student group and subject performance are included in these goals?			<p>Domain 1: Show an increase in all groups, across all grade levels, with an emphasis on tier 1 instruction. Domain 2B: We will focus on growth in reading, in all groups, because there has been a turn over in instructional programs and materials that have previously shown a detriment to student progress. Domain 3: Reading is a focus for all groups due to changes in reading instructional materials.</p>			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			To align with the state, and surrounding district, our goal for CCMR preparation is 100% by having every high school junior take the TSI Those who do not meet standards will enroll in the appropriate college prep course in their senior year. The 2020-2021 seniors will take the TSI in the fall of 2020. The 2020-2021 graduation rate will be 100%.			
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.				3 - Beginning 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.				3 - Beginning Implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				2 - Planning for Implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				2 - Planning for 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 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	<p>*TEKS Resource System was introduced with limited training to instructional staff. Given the experience of teachers (average of 2/5 years), we recognize the need for training on curriculum on a regular, consistent basis. *Keeping remote learning in mind, Edgenuity was purchased for high school courses, but there is a need to show alignment with TEKS and EOC assessments. *The adoption of HMH RLA resources brought a year at a glance directly implemented in the material. Elementary teachers will use this for RLA instruction/alignment.</p>	<p>*Lesson plan expectations were presented in district and campus training; however, teachers continued to struggle to follow these expectations. *Each teacher received a copy of The Fundamental Five, training on its components, and models of objective driven lesson plans, with assessment, in the Fundamental Five format, but implementation of these models was approximately 50% as evidenced by weekly lesson plan checks conducted by principals.</p>	
How will the campus build capacity in this area? Who will you partner with?	<p>We will meet, bi-weekly, as a leadership team to address the curriculum and assessment. With support from NIET (in all subject areas), our teacher leaders will meet weekly to discuss goals in regards to curriculum delivery. CORE math will provide professional development and embedded coaching to support high quality curriculum delivery in math instruction and lesson planning.</p>	<p>*Every staff training will be laid out in the expected lesson plan format. At the end of each training, we will review each component as well as its purpose and how it fits into the expected format. *We will partner with National Institute for Excellence in Teaching, and Region 12 personnel to work with teachers on planning their instruction that revolves around specific, TEK-based, objectives that align with formative and summative assessments.</p>	
Barriers to Address throughout this year	<p>As a result of teacher turnover, COVID learning gaps, and changes in leadership, remote learning, limited time for teacher training, new instructional materials learning curve have an effect on the success of curriculum delivery.</p>	<p>Teacher turnover has demanded repeated training, repeated modeling, and repeated support. There are numerous first year teachers on our campus, who required additional support. In addition to new teacher support, there is evidence of resistance in following a common lesson plan format as adopted by the campus.</p>	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	<p>Priorities will be shared at a staff meetings, the annual Title I meeting, Parent Panel meetings, monthly newsletters. Commitment will be gained through support, observations, and feedback for staff. For parents and community members, commitment will be gained through conferences, meetings, and public announcements via social media and the school website.</p>	<p>Priorities will be shared at a staff meetings, the annual Title I meeting, Parent Panel meetings, monthly newsletters. Commitment will be gained through support, observations, and feedback for staff. For parents and community members, commitment will be gained through conferences, meetings, and public announcements via social media and the school website.</p>	
Desired Annual Outcome	<p>100% of teachers are implementing the appropriate training for effective utilization of their curriculum and instructional materials. Implementation of the training is noted in lesson plans and classroom observations.</p>	<p>100% of teachers are creating high quality lesson plans with formative assessments, as well as utilizing formative assessments in instructional planning that support quality, observable instruction. All lessons are TEKS based, objective driven lesson plans, in the Fundamental Five format. Submitted lesson plans reflect the training, modeling, and support received throughout the year from administration and instructional coach.</p>	
District Commitment Theory of Action	<p>If the district provides the campus with a standards-aligned, guaranteed and viable curriculum and scope and sequence...then, teachers will attend and implement training on curriculum delivery in their lesson plans and classroom instruction as evidenced in classroom observations.</p>	<p>If the district provides policies and practices that support effective instruction in school...then, teachers will implement said policies and practices in a way that effective planning, delivery, and assessment is evidenced by lesson plans, walkthrough data, and growth in assessment data.</p>	