

## Coggin Elementary

### Targeted Improvement Plan (TIP) Public Meeting Information

#### ESF Diagnostic Focus Areas as of November 7, 2023

##### Essential Action 1.1 – Strong School Leadership and Planning

Campus instructional leaders have scheduled weekly meetings, as evidenced by submitted artifacts and the administrator focus group. In both the pre-visit and administrator meetings, it was observed that these weekly sessions primarily focus on reviewing behavior data and teacher observation. The campus leadership team relies heavily on the district instructional coaches for data disaggregation of district common assessments. Currently, there is little evidence that the leadership team meets weekly to focus on student progress and formative data. Furthermore, there is no evidence that the campus leadership team carves out time for job-embedded professional development consistent with best practices for adult learning, and observation/feedback.

##### Essential Action 5.1 – Professional Development for Effective Instruction

From the artifacts submitted, teacher and administration focus groups, and the campus visit, it is evident that campus-wide procedures are well-established, and there are high expectations for students. However, there is a lack of evidence indicating consistent professional development tailored to the specific needs of the campus and grounded in research based instructional strategies, such as RBIS for Reading and Language Arts (RLA) and Math. This suggests an opportunity for targeted and ongoing professional development to enhance effective classroom instruction aligned with the unique requirements of the campus.

##### Essential Action 5.2 – Build Teacher Capacity Through Observation and Feedback Cycles

The feedback provided by leadership to teachers is self-reflective in nature, lacking coaching that includes a specific action step and practice. Additionally, there is evidence indicating that teachers are not required to upgrade lessons based on the feedback received. This highlights an opportunity for improvement in observation debrief conversations, with a focus on setting action steps or goals, providing follow-up on those goals, offering clear models, and creating opportunities for teachers to practice and refine their instructional techniques.

#### Based on these findings, Coggin Elementary focused on the following goals for 2023-24:

##### 1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

By June 2025 the principal at Coggin Elementary will have completed 80% of district core leadership tasks as outlined in the district job description for elementary principals as evidenced by calendared meetings, meeting protocols, agendas and minutes, and formative data tracking tools. Prioritized goals for the principal will be to consistently track all student progress and formative data, and lead effective PLC meetings that focus on growth for all students.

##### 1.2 Compelling and aligned vision, mission, goals, values focused on safe environment, high expectations, and rigorous instruction.

By June 2025 all staff observation and feedback documentation will show that 80% of action step goals that represent high expectations, rigor, engagement, high leverage teaching practices, and curriculum alignment will have been met, as evidenced by the district walk-through documentation protocols for elementary

Coggin Elementary has continued to focus on these goals for the 2024-25 school year. Coggin is no longer a Targeted Improvement Campus; they are continuing to focus on these goals as part of the ESF-Focus Support Grant that required interventions for two years. ESC 15 will continue to support the campus through June of 2025.

TIL Observation/Feedback training through ESC 15 was completed by the principal in September of 2023. Principal O/F goals continually provide teachers professional development based on individual needs to meet campus expectations for rigorous instruction and student success.

The campus implemented Amplify RLA in August 2024. The principal has attended Amplify training through ESC 15, and supports RLA teachers through observation/feedback cycles that support internalization and lesson delivery. PLC meetings include Amplify lesson internalization and data from Amplify formative assessments. High expectations for instructional rigor, student engagement, and research-based teaching practices have contributed to successful implementation of the Amplify RLA program.

\*\*\*TIP 24-25 Reallocation Statement: To address the gaps identified in our ESF Diagnostic, completed in November of 2023, the principal of Coggin Elementary completed Observation/Feedback training in fall of 2023 and Amplify RLA training in fall of 2024 through ESC 15 to support reallocation of principal priorities toward quality PLC protocols, student engagement, high leverage teaching practices, and staff implementation of a rigorous curriculum.