



# Georgetown Charter Academy

302 Serenada Drive  
Georgetown, TX 78628  
(512) 863-9236

## Georgetown Charter Academy Campus Improvement Plan 2020/21

**Vision/Mission:** The primary mission and vision of Priority Charter Schools is to implement a public charter school in partnership with parents and the community that offers a multicultural, safe and friendly environment in which students can successfully learn basic skills and core academic content, develop and demonstrate their special talents and gifts, and develop social competencies that demonstrate citizenship and character.

The secondary mission and vision of the schools is also committed to empowering others who possess like visions and missions to carry out their distinctive callings. PCS does not intend to control others in their endeavors, but to help lighten their load of providing assistance and training in the area of personalized education.

At Priority Charter Schools, the administration attempts to teach its staff that parents and students are our customers. We further endeavor to instill within each staff member, from the teachers to the cook to the custodian that “people do not care what you know until they know you care.”

### **TEA COMMISSIONER’S STRATEGIC PRIORITIES:**

- 1 Recruit, support, retain teachers & principals
- 2 Build a foundation of reading and math
- 3 Connect high school to career and college
- 4 Improve low performing schools

**Goal 1:** All students will attain maximum student achievement through relevant and rigorous instructional program.

**Objective 1:** By May, 2021, the percentage of all students who attain **Meets and Masters** will increase by at least 5% from the 2018/19 school year.

**Objective 2:** By May, 2021, the gap between performance, in all state tests, of Economically Disadvantaged students and Non-Economically Disadvantaged students will decrease by 5% from the 2018/19 school year.



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Activity / Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Consistently implements strategies, expectations, and classroom practices that foster higher level of academic rigor.	2	Core subject teacher Principal	Evaluated every 9 weeks	Local	Lesson plans, walk through data, informal observations	Improved performance on assessments, Student Survey, T-TESS
Lessons in student skills for academic success	3	Teachers Principal	Evaluated each semester	Local	Lesson plans, walk through data, student planners	Passing/failure data, student surveys

**Goal 2:** GCA teachers will receive on-going, embedded professional development opportunities to learn from and/or train other teachers, to grow professional skills, and to more closely align campus practices and exceptions to achieve common goals.

**Objective 1:** All GCA teachers will have opportunity to take on leadership roles on campus.

**Objective 2:** All GCA teachers will have opportunities to learn from each other, capitalizing on teacher strengths and building campus capacity and teacher skills.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide substitute teachers or cover classes to allow time for teachers to observe other teachers in the classroom	1	Principal Teachers	Reviewed every 9 weeks	Local	Substitute records, lesson plans, email communication and scheduling	Teacher survey Walkthrough data- observing ne practice T-TESS
Teachers will be given opportunities to lead weekly trainings, provide resources and	1	Principal Teachers	Reviewed every 9 weeks	Local	Lesson plans, email communication,	Teacher survey, T-TESS



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ideas throughout the year						
Vertical alignment team meetings conducted during in-service and each semester, allowing teachers to address any gaps, reinforce needs, and share strategies and ideas	1,2	Principal Teacher	Review each semester		Substitute records, lesson plans, email communication/scheduling	T-TESS State achievement scores Walkthrough data

**Goal 3:** All students will have training and opportunities to apply their learning in character development and social emotional needs.

**Objective 1:** By September 2020 all students will participate in character development lesson and social emotional training using the Positivity Project

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Embedded lessons in character, healthy relationships, social emotional development	3	Teacher Principal	Evaluate every 9 weeks	Local	Course curriculum, lesson plans, walkthrough observations	Student survey
Provide PCS student handbook which includes expectations of behavior and campus rules	2,3	Teacher Principal	Frist 3 weeks of school	Local	Internet link, parent signature of receipt	Reduction in PEIMS discipline referrals

**Goal 4:** Parents and community will be partners in the education of students at GCA.

**Objective 1:** By May 2020, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren) and will sign the School-Parent Compact.

**Objective 2:** Increase parent education and communication



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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide state assessment results to parents in language they understand	2,4	Principal	Within 10 days of receipt of reports	Local	Copy of reports, Conference agenda/sign in sheet	Parents receive reports of assessment results
Beginning of school year Town Hall Meeting to share information for the new school year	2,4	Principal	During third week of school	Local	Calendar	Parent survey
Provide and advertise a Parent Bootcamp where educational and parenting information can be shared	2,4	Principal Teachers	1 <sup>st</sup> .9 weeks	Title 1, Local	Website, Social Media, flyers, calendar	Documentation of resources used. Parent survey
School-Parent Compact signed and understood by all parents.	2,4	Principal	Within first three weeks of school	Local	Signed compacts	Parent survey and level of involvement
Host award assemblies, celebrate student achievement, inviting parents and community	2,3	Principal Teachers	Each semester	Local	Calendar, website, Social media	Parent Survey
Provide ongoing information via website and social media		Principal Secretary District staff	On-going	Local	Website, social media	Parent Survey

**Goal 5:** Improve student and teacher use of technology to support teaching and learning.

**Objective 1:** Teachers will receive professional development in the effective use of technology in instruction and learning and will implement one technology-based project per semester.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Teachers receive specific training in technology tools to support classroom products and learning	2	Principal Teachers	September 2020	Local	Weekly meetings	Lesson plans, walkthrough data
Technology tools and resources shared and support for classroom projects available	2	Principal IT department	Ongoing	Local	Weekly meetings, email communications	Lesson plans, walkthroughs, teacher survey



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Complete at least 1 technology project per semester that allows students to create a product that demonstrates or constructs learning	2	Teacher Principal	Every semester	Local	Lesson plans, Walkthrough data	Student survey
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**Goal 6:** Create STEAM related projects in every subject/class every 9 weeks.

**Objective 1:** Teachers will incorporate at least one STEAM project into their lesson plans every 9 weeks.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Every teacher will incorporate a STEAM oriented project into their lesson at least once every 9 weeks.	2,4	Teacher Principal	Every 9 weeks	Local	Lesson plans, Walkthrough data	Student survey

**Goal 7:** Early Childhood Literacy Progress Measure will have students improve #% to #%

**Objective 1:** All early childhood students will be part of a long-term progress measure. Testing tools will mClass and TPRI. Student % will increase to “Developed” as minimum as listed below.

	2020	2021	2022	2023	2024
<b>District KG</b>	NA	Baseline	#	#	#
<b>GCA KG</b>	NA	Baseline	#	#	#
<b>District 1<sup>st</sup></b>	26%	28%	30%	32%	32%
<b>GCA 1<sup>st</sup></b>	44%	44%	46%	46%	48%
<b>District 2<sup>nd</sup></b>	53%	53%	53%	54%	55%
<b>GCA 2<sup>nd</sup></b>	40%	41%	42%	44%	45%



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**Goal 8:** Early childhood Math Outcome Goal for 3<sup>rd</sup> graders increase by #%

**Objective 1:** The percent of 3<sup>rd</sup> grade students that score “meets” grade level or above on STAAR math will increase from #% to #% by June 2024.

	2020	2021	2022	2023	2024
District	42%	43%	44%	45%	46%
GCA	38%	39%	40%	43%	45%

**Goal 9:** Early childhood Math Outcome Goal for 1st graders increase by #%

**Objective 1:** The percent of 1<sup>st</sup> grade students that score “at or above grade level” on Renaissance Star 360 will increase form #% to #% by June 2024

	2020	2021	2022	2023	2024
District	81%	81%	82%	82%	82%
GCA	85%	85%	86%	86%	87%

**Goal 10:** Early childhood Math Outcome Goal for 2nd graders increase by #%

**Objective 1:** The percent of 2<sup>nd</sup> grade students that score “at or above grade level” on Renaissance Star 360 will increase from #% to #% by June 2024

	2020	2021	2022	2023	2024
District	60%	61%	62%	63%	64%
GCA	87%	87%	88%	88%	90%

Oral translations are available. Contact Priority Charter Schools – 254-206-2013

Tenemos traducciones orales disponibles. Contacte Priority Charter Schools – 254-206-2013