

Priority Charter Schools
Georgetown Charter Academy
2021-2022 Campus Improvement Plan



Mission Statement

To cultivate a challenging, learning environment that communicates high expectations for success through development-appropriate instruction and a focus on individual needs. Our school embraces an orderly, caring, and supportive environment that values the uniqueness of others, being responsible members of the school community and working together to accomplish common goals. We will foster a partnership with parents, teachers and community members to be actively involved in the students' education.

Vision

To empower and inspire every child to reach their full potential in building a lifestyle of character, achieving academic success, developing their unique talent and embracing servant leadership.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Georgetown Charter Academy is an open-enrollment charter school located in Georgetown Texas. The campus serves students PreK through 8th grade. The current enrollment is 130 students, with the campus having the capacity of serving a total of 150 students. Georgetown Charter Academy serves about 90% of caucation, 6% of Hispanic, and 4% of African American students. GCA serves special education students, gifted and talented, and provides 504 accomodations. Services such as OT, PT, speech and hearing support are provided by third party vendors.

The campus is located in northern Georgetown and made up of one main building and two modular building. The main building houses the kitchen, cafeteria and all student restrooms. The modular buildings house four classrooms. Two play scapes are located on the school property. There is no gym or multipurpose room available.

The district, Priority Charter Schools, is made up of four campuses. Temple Charter Academy, Georgetown Charter Academy, Cove Charter Academy, and Cedar Park Charter Academy. The district office is located in Morgan's Point resort. The district does provide transportation for their students with the exception of GCA, who does not have a bus driver at the moment.

The staff is made up of the following position:

1 recetionist

1 secretary/registrar

1 cook

1 PE coach

1 music/art teacher

1 PK teacher

1 KG teacher

1 1st grade teacher

1 2nd grade teacher

1 3rd grade teacher

2 middle school teachers

1 instructional coach

1 4th grade teacher

The parents of GCA come from a wide spectrum of economic back ground.

The Georgetown Community has grown over the last few years. Residence from Austin are moving into this area in order to get out of the city, but still be close to it. With this a broader clientel is availabe to the GCA.

GCA works early on community projects in order to support the community and create awareness.

Demographics Strengths

As a smaller campus Georgetown Charter Academy has a positive school culture and climate. Every student is known to each staff member, which brings a familiarity and strong trust to the classrooms. All teachers, who are not currently ESL certified are in the progress to receive their certification through a program sponsored by the regional service center.

The para-professionals are required to attend all trainings alongside the teachers, so they are also familiar with all procedures, curriculum, and lesson content.

Constant learning is encouraged at the campus and weekly professional development is presented to all staff. Teachers are invited to share their knowledge by presenting development as well.

Georgetown Charter Academy is transparent and pro-active in parent communication.

Problem Statements Identifying Demographics Needs

Problem Statement 1: GCA currently serves a vast majority of white students and employs a majority of white staff. **Root Cause:** The cause for this is unknown since we consider ourselves all inclusive.

Student Learning

Student Learning Summary

Coming out of a year where about 40 % of all students were either remote the entire year, or patially of the year we are facing an uphill battle. Assessments were taken throughout the last year on campus students and some remote students, most of the being in 3rd grade and up. TPRI and mClass were given to students on campus, but proved to be a challenge to our remote students. The data was not consistent in 2nd grade and below.

STAAR test results from last

Priority Problem Statements

Goals

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional program to include HB4545 tutoring as well as RTI.







Performance Objective 1: Objective 1: By May, 2022, the percentage of all students who attain Meets and Masters will increase by at least 5% from the 2020/21 school year.

Objective 2: By May, 2022, the gap between performance, in all state tests, of Economically Disadvantaged students and Non-Economically Disadvantaged students will decrease by 5% from the 2020/21 school year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Interim tests, STAAR results, Unit tests,







Strategy 1 Details	Reviews			
<p>Strategy 1: HB4545 - Students who did not achieve "approaches" on the 2020-21 STAAR test, or did not take it, are required to participate in 30 hours of additional tutoring.</p> <p>Strategy's Expected Result/Impact: Students will close the COVID gap and summer slide by the end of the 2021-22 school year.</p> <p>Staff Responsible for Monitoring: Mrs. Ferguson (instructional coach) Mrs. Capraun (principal) Ms. Barth (teacher leader)</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

Performance Objective 1: 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.







Evaluation Data Sources: Staff meeting and Professional Development Agenda and Meeting minutes

Strategy 1 Details	Reviews			
Strategy 1: Teachers are encouraged to participate lead sessions during PLC. Strategy's Expected Result/Impact: Teacher empowerment and recognition of value. Staff Responsible for Monitoring: Mrs. Capraun (principal) TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
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Goal 3: All students will have training and opportunities to apply their learning in character development and social emotional needs (Boy's Town curriculum)

Performance Objective 1: Objective 1: By September 2021 all students will participate in character development lesson and social emotional training using the Positivity Project

Evaluation Data Sources: Walk through and observation of Boy's Town presentations, conversation with students







Strategy 1 Details	Reviews			
<p>Strategy 1: Starting August 2021 GCA will implement Boy's Town curriculum on a daily basis in each grade level. A pacing plan has been developed for teacher to follow along with videos and other tools to be used in the classroom.</p> <p>Strategy's Expected Result/Impact: Student behavior will improve along with decrease of student discipline problems.</p> <p>Staff Responsible for Monitoring: Dr. Barrow Mrs. Capraun (principal)</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Objective 1: By May 2022, 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







Evaluation Data Sources: Sign in sheets of events and activities

Strategy 1 Details	Reviews			
<p>Strategy 1: GCA will host several events throughout the year and invite parents and community to help with planning, set up and attendance.</p> <p>Strategy's Expected Result/Impact: Parents and community will form a positive relationship with the school, teachers, and administration. The community will learn more about GCA and see its value.</p> <p>Staff Responsible for Monitoring: Staff members are assigned to different events.</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 5: Improve student and teacher use of technology to support teaching and learning

Performance Objective 1: 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.







Evaluation Data Sources: Classroom walk throughs, teacher meetings with principals

Strategy 1 Details	Reviews			
<p>Strategy 1: Have continuous support for technology training, to include devices such as computers, Chromebook, and smart boards as well as digital learning platforms.</p> <p>Strategy's Expected Result/Impact: Teachers will show high confidence in the use of technology.</p> <p>Staff Responsible for Monitoring: Ms. Ferguson (instructional coach) Mrs. Capraun (principal) Ms. Barth (teacher leader)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 6: Create STEAM related projects in every subject/class every 9 weeks.

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

Evaluation Data Sources: Objects displayed around campus, student presentations,

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers are required to incorporate a "project" every nine weeks into a subject. The project should challenge the students on an appropriate developmental level as well as a sense of achievement.</p> <p>Strategy's Expected Result/Impact: Students will proudly present their work to other students, parents, and staff on campus. With hands-on practice will come a deeper understanding of the learned skills.</p> <p>Staff Responsible for Monitoring: Teachers Ms. Ferguson (instructional coach) Mrs. Capraun (principal)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 7: Early childhood progress measure will improve across the board as the year progresses.

Performance Objective 1: 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.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: mClass and TPRI results







Strategy 1 Details	Reviews			
<p>Strategy 1: After each testing cycle students will receive targeted intervention. Tools used in such are mClass interverntion, TPRI intervention, as well as FCRR.org.</p> <p>Strategy's Expected Result/Impact: Students will show growth in reading and math at the end of the 2021-22 school year.</p> <p>Staff Responsible for Monitoring: Teachers Ms. Ferguson (instruction coach) Mrs. Capraun (principal)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Early childhood math outcome goal for 3rd grades will increase by 2%

Performance Objective 1: Objective 1: The percent of 3rd grade students that score "meets" grade level or above on STAAR math will increase from 62% to 75% by June 2022

Targeted or ESF High Priority

Evaluation Data Sources: STAAR test results







Strategy 1 Details	Reviews			
<p>Strategy 1: STAAR tutoring for all students Additional tutoring for low performing students Additional support for on target students to bring them to the next level</p> <p>Strategy's Expected Result/Impact: Students will learn how to navigate the STAAR testing website Staff Responsible for Monitoring: Ms. Griffin (3rd grade teacher) Ms. Ferguson (instructional coach)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy</p>	Formative			Summative
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Goal 9: Early childhood math outcome goal for 2nd grades will increase by 2%

Performance Objective 1: Objective 1: The percent of 2nd grade students that score "at or above grade level" on Renaissance Star 360 will increase from 62% to 63% by June 2022

Targeted or ESF High Priority







Evaluation Data Sources: Renaissance Star results

Strategy 1 Details	Reviews			
<p>Strategy 1: STMath will be used daily for at least 20 minutes to help students with spatial and visual understanding of math. Freckle will be used daily for at least 20 minutes to help students with reading and comprehension of different genres of texts.</p> <p>Strategy's Expected Result/Impact: Increase in student overall performance. Staff Responsible for Monitoring: Mrs. Sanchez (teacher) Ms. Ferguson (instructional coach)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 10: Early childhood math outcome goal for 1st grades will increase by 2%

Performance Objective 1: Objective 1: The percent of 1st grade students that score "at or above grade level" on Renaissance Star 360 will increase from 81 to 82% by June 2022

Evaluation Data Sources: Renaissance Star 360

Strategy 1 Details	Reviews			
<p>Strategy 1: STMath will be used daily for at least 20 minutes to help students with spatial and visual understanding of math. Freckle will be used daily for at least 20 minutes to help students with reading and comprehension of different genres of texts.</p> <p>Strategy's Expected Result/Impact: Increase in student overall performance. Staff Responsible for Monitoring: Mrs. Arldt (teacher) Coach Ferguson (instructional coach)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Addendums