Date: 10.20.21

Name of Charter School	The GREAT Academy		School State ID Number	
Head Administrator	Jasper Matthews		School Years	2021-22

GENERAL

Monitoring tool: Reports to PEC/CSD	The school will report on the progress of the CAP at the October, 2021 meeting and January, 2022 meeting
Process for failure to complete the CAP	

Organizational CAP Requirement	Improvement Needed	Notes	Person(s) Responsible	Date of Completion	Evidence	CSD Review and Follow-Up Date	CSD Review and Follow-Up Notes
DASH Plan	Increase student academic growth and proficiency.	All five (5) steps of the Dash Plan will be complete by November 30, 2021. The 5 steps are: 1) Build Core Team 2) Set Student Achievement Goals 3) Data and Identify Performance Challenges 4) Conduct Root Cause Analysis & Select Focus Areas 5) Create Annual Plan	School Administrator, Principal, or Director	30-Nov-21	Provide the components of the Dash Plan at the January and May PEC meetings.	1/10/22	All five components are included in the DASH plan submitted.
DASH Plan	Increase student academic growth and proficiency.	TGA will utilize the NM DASH (Data, Accountability, Sustainability, and High Achievement), a web-based action-planning tool identified for developing school improvement plans and identifying evidence-or research-based interventions over the course of the 2021-2022 school year. The Dash tool will be updated quarterly to support the school's action planning efforts.	School Administrator, Principal, or Director	TGA will provide a report out on this goal at the January and May PEC meetings.	The following are action steps from the Dash Plan, most of which will focus on students who are not yet proficient. (These are including, but not limited to as the plan is continuously updated throughout the year): The use of Professional Learning Communities - TGA will use Professional Learning Communities for all instructional staff, meeting twice each month during the school year. TGA will log attendance and topics discussed/addressed at PLC meetings. PLC meetings shall address each month the progress of students not yet identified as proficient or meeting growth via NWEA MAPS testing, and strategies for student academic improvement. MLSS (Multi-Layered Systems of Support) - TGA will continuously use the State's MLSS Response to Intervention framework throughout the school year to continuously address student performance, focusing especially on those TGA students who are not testing as 'proficient' or above on NWEA MAPS testing, or who are not meeting annual growth goals. There will be an MLSS site visit sometime during the school year by the State's MLSS Implementation Team, and the School will report out to PEC the results of that site visit at the PEC's next meeting following the School's receipt of MLSS site visit results. Double Dose Reading & Math Interventions - TGA will intensify the level of interventions that all TGA students receive in reading and math: all middle and high schoolers	1/10/22	The school did not include MLSS information in the DASH Plan, but provided evidence of conducting a self assessment, participating in training and implemenging systems of support.
PLC Training & Implementation	Evidence needed of relevant and meaningful professional development to help teachers to increase student academic growth and proficiency.	All GREAT Academy teachers will have 75 hours of Professional Development completed by May 27, 2022 (per charter contract). TGA instructional staff will participate in PLCs twice monthly.	School Administrator, Principal, or Director	TGA will provide a report out on this goal at the January and May PEC meetings.	PLC agendas and documentation will be provided to PEC during the report outs. TGA will log attendance & topics discussed/addressed at PLC meetings. PLC meetings shall address the progress of students not yet identified as proficient or meeting growth via NWEA/MAPS testing and various strategies for student academic improvement.	1/11/22	TGA submitted agenda and sign-in sheets for beginning of the year and montly PD
Governing Body: Training	Board observations conducted February 2021 indicate the board functions need improvement. Board understanding of roles and responsibilites do not align with PEC/CSD expectations.	3 of 5 Board members will complete 100% of training hours by February 1, 2022.100% of TGA Board members will complete their required training by June 30, 2022	School Administrator, Principal, or Director	6/30/2022 TGA will provide a report out on the completion of this goal at the February and May PEC meetings.	Provide evidence each Board member has completed GC Training--provided by the Charter Schools Division staff. See training schedule with several training dates HERE. TGA will provide an update on Board training completion in January and May.	This will be reviewed in February, however progress check was conducted 1/11/22	The school is NOT on track to complete the board training by February, unless the three members with zero hours this year register and complete training that is offered this month and next. The other two members have 5 and 7 hours and are on-track.
EL Subgroup Performance	English Learner progress falls below state and local rates, evidence of student support show need for improvement.	40% of FAY EL students will score in the Level 3 range for reading by the Spring administration of the NWEA/MAP assessment. 40% of FAY EL students will scorei in the Level 3 range for Language Usage by the Spring administration of the NWEA/MAP assessment. (Currently, 60% of EL students are testing in the Level 1 range, 20% are testing at the Level 2 range and 20% are at Level 3 range on the Reading MAP. For Language Usage, 60% of students are testing at Level 1, 27% are testing at Level 2 and 13% are at the Level 3 range on the MAP test. There are currently 15 EL students)	School Administrator, Principal, or Director	TGA will provide a report on growth for this sub group in February and May.	TGA will provide an analysis of the growth for this subgroup at the February and May PEC meetings. (This subgroup will be analyzed in the Dash Plan and will be one of the focus areas.)		
Graduation Rate	Graduation rate is substantially below local district and state averages for 4-year, 5-year and 6-year rates	TGA will graduate at least 8 of the 10 seniors by May 27, 2022 (This goal focuses on currently enrolled seniors.)	School Administrator, Principal, or Director	TGA will provide a report out on this goal at the January and May PEC meetings.	A report out will be provided on how many students are on track to graduate at the January meeting. A report on whether or not the goal was met will be provided at the May PEC meeting. A detailed plan of how students will be supported to graduation is in the Dash Plan. The following steps included in the Dash Plan to support seniors (including, but not limited to): 1) The senior case manager provides seniors with weekly progres reports/monitoring on course progress/completion. 2) Monthly Progress Monitorning meetings will be held with seniors/parents (guardians) at the end of January, February, March & April again in April for all seniors. 3) Next Step Plans will be completed for each senior by the end of November.	1/10/22	Report out Snapshot provides details of where the seniors are in credit completion. No Concerns

SPED Services - graduation rate	2019-2020 Local Education Agency (LEA) Annual Determination Data, while the target is 77.40%, the school's rate was 16.31% **	Of the 3 currently enrolled Seniors who are classified as SPED, TGA will graduate no less than 2 out of 3, which would be 66% by May 27, 2022	School Administrato r, Principal, or Director	TGA will provide a report out on this goal at the January and May PEC meetings.	TGA's plan for meeting this goal for SPED graduation success will be include in the Dash Plans focus areas (Step 4: Conduct Root Cause Analysis & Select Focus Areas).	1/10/22	
Next Step Plans	Repeat non-compliance with fully implementing Next Step Plans for students.	The School will: • Ensure that all Next Step Plans are signed as required. • Complete 100% of 12th grade Next Step Plans by the end of November, 2021. • Complete 100% of 11th grade Next Step Plans by the end of January, 2022. • Complete 100% of Grades 8-10 NSPs by April 1, 2022. All Next Step Plans will be complete and contain the necessary components. CSD shall review NSPs as part of its Annual Site Visit; School shall report to CSD on NSP completion as each grade level NSPs are completed.	School Administrato r, Principal, or Director	TGA will provide a report out on this goal at the January and May PEC meetings.	TGA will provide an analysis of the completion of the Next Step Plans at the January and May PEC meetings.	1/10/22	Senior Next Stp Plans included in the documents submitted. Grades 8-11 still pending.
STARS reporting	Staff reporting within STARS needs to align with actual contracts and services provided.	100% of staff data in STARS will align with actual contracts and services on all applicable reporting periods.	School Administrato r, Principal, or Director	TGA will provide a report out on this goal at the January and May PEC meetings.	An analysis of STARS staff reports and personnel contracts will be provided as evidence of completion of this goal.	1/12/22	STARS Snapshot provided and verified. One staff member who is the Attendance Coach /Dean of Students.
Foundation Staff and Board Membership	TGA school employees cannot hold officer positions with the foundation	Currently, no school employees hold officer positions on TGAF's board.	School Administrato r, Principal, or Director	Completed on Oct. 7th	Provide list of foundation staff and foundation board members, with contact information to include no employees as board members or staff of the Foundation. See attached Foundation	1/11/22 Please provide current list of TGA Foundation Board Members	