

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	Improvement Needed	Notes	Person(s)	Date of Completion	Evidence	CSD Review	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	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	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 implementing 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	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 responsibilities do not align with PEC/CSD	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.	2/14/21	3 of the 5 members have completed the GC training as of today.
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 score 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	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.)		

