

**Priority Charter Schools**  
**Cedar Park Charter Academy**  
**2020-2021 Campus Improvement Plan**



# Mission Statement

Oral translations are available in Spanish. Please contact Priority Charter Schools at 254-206-2013.

## Our Mission E3

Establish a blended learning environment for diverse learners through effective teaching practices, strong parental involvement, and integration of morals and community involvement.

Employ rigorous and differentiated instruction, administered through technology resources, team projects, and enrichment activities; giving students positive self-esteem and creating “Learners” in pursuit of their purpose.

Empower each student to accomplish goals, supported with a variety of research-based practices, and social and emotional support systems to lay a foundation of responsibility and commitment.

## Vision

Cedar Park Charter Academy’s vision is to build relationships, rigor, and relevance with our students to prepare them to navigate the ever-changing future.

## ESF Targeted Improvement Plan

This campus improvement plan also serves as the Effective Schools Framework TARGETED IMPROVEMENT PLAN. The ESF components are labeled throughout the plan and can be printed without the rest of the CIP, if desired.

### ESF TIP COMPONENTS

- **Prioritized Focus Area 1**
  - Essential Action #:
  - CIP Performance Objective #:
  - Page number in this CIP:
- **Prioritized Focus Area 2**
  - Essential Action #:
  - CIP Performance Objective #:
  - Page number in this CIP:
- **Prioritized Focus Area 3**
  - Essential Action #:
  - CIP Performance Objective #:
  - Page number in this CIP:

## DISTRICT COMMITMENT THEORY OF ACTION

- Page number in this CIP:

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: By June 2021, 70% of all students and each student group, including special program students tested, will pass all portions of the state assessment in reading, math, science and social studies.	12
Goal 2: By June 2021 90% of our Seniors will be College, Career, and Military Ready	14
Goal 3: Secure and retain an effective staff that is reflective of and responsive to the diverse campus' student body.	15
Goal 4: Students will reach high levels of academic achievement and make at least a years growth in a years time. (Addendum: HB3 Goals)	16
Goal 5: PCS will promote cooperative relationships among students, faculty, parents, and community members.	25
Comprehensive Support Strategies	28
RDA Strategies	29
Title I Personnel	30
Addendums	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Learning how to better serve the demographics of this growing area

<b>Priorities</b>
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<b>Ethnic Distribution:</b>		
African American	17	8.9%
Hispanic	41	21.6%
White	108	56.8%
American Indian	0	0.0%
Asian	13	6.8%
Pacific Islander	0	0.0%
Two or More Races	11	5.8%
Economically Disadvantaged	65	34.2%
Non-Educationally Disadvantaged	125	65.8%
Section 504 Students	25	13.2%
English Learners (EL)	11	5.8%
Students w/ Disciplinary Placements (2017-18)	0	0.0%
Students w/ Dyslexia	8	4.2%
At-Risk	92	48.4%

### Demographics Strengths

Cedar Park Charter Academy has many strengths. Some of the most notable demographics strengths include:

- Diverse student population, diverse distribution of socio-economic students
- 100% highly qualified teaching staff
- Staff diversity reflects student body

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Cedar Park Charter Academy celebrates diversity and seeks to build a diverse student body. **Root Cause:** Marketing and strategic targeting to diverse

population at Cedar Park.

# Student Learning

## Student Learning Summary

- Special Education and economically disadvantaged students need remediation in core content subjects

Priorities
<b>What are the priorities for the campus, including how federal and state program funds will be used?</b>
Encourage and challenge students to meet their full potential and demonstrate exemplary performance by the implementation of targeted tutoring; to demonstrate exemplary performance in reading, writing, math, science, and social studies by unilaterally implementing additional project-based curricula.

## Student Learning Strengths

Cedar Park Charter Academy has a population of hard-working, high-achieving students. The campus is proud of many different student achievement strengths, including:

- Met or exceeded the state averages on STAAR

## School Processes & Programs

### School Processes & Programs Summary

Increase collaborations between grade level clusters to focus on vertical alignments of TEKs of qualified staff and need for ongoing professional development

Support for special education inclusion, 504 plans, and RTI

Collaboration with parents/guardians to increase students learning

Increase collaborations between grade level clusters to focus on vertical alignments of TEKs

Professional development to assist teachers with various programs.

Priorities
<b>What are the priorities for the campus, including how federal and state program funds will be used?</b>
Develop a variety of communication options to enable a clear, concise and accurate exchange of information, and understanding and implementations of policy to our parents; and increase parent activities. We will participate in community events and do community service by grade level.
Pay scale and stipend based on certification and education to entice highly qualified applicants; PD opportunities will be offered throughout the school year to meet individual staff needs
Provide staff data and resources for all personnel to identified populations and meet their needs in order to increase student
Implementation of systematic and intentional PLCs
Provide staff development opportunities for all personnel to meet identified needs in order to increase student performance

### School Processes & Programs Strengths

Cedar Park Charter Academy has identified the following strengths:

- Individualized instruction and small groups utilizing technology resources, team projects, and enrichment activities
- Growing community involvement
- Single grade classrooms from Pre-K through 12th grade
- Providing students with technological experiences through student and teacher use of technology in various learning activities



# Perceptions

## Perceptions Summary

Improve communication from the school to home and visibility in the community

Collaboration with parents/guardians to increase students learning

Priorities
<b>What are the priorities for the campus, including how federal and state program funds will be used?</b>
Develop a variety of communication options to enable a clear, concise and accurate exchange of information, and understanding and implementations of policy to our parents; and increase parent activities. We will participate in community events and do community service by grade level.
Encourage parent involvement through staff communications and school programs related to inclusive parent involvement.

## Perceptions Strengths

Cedar Park celebrates the following strengths:

- CPCA has a family atmosphere giving students a safe and positive environment to learn in
- Growing community involvement

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

## **Student Data: Behavior and Other Indicators**

- School safety data

## **Employee Data**

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

# Goals

**Goal 1:** By June 2021, 70% of all students and each student group, including special program students tested, will pass all portions of the state assessment in reading, math, science and social studies.





**Performance Objective 1:** Cedar Park Charter will demonstrate an increase in achievement of students' academic proficiency and growth on specific STAAR assessments from 88% to 92% by June 2021.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 STAAR results for Reading, Writing, Math, Science and Social Studies

**Summative Evaluation:** None

<p><b>Strategy 1:</b> PD for staff to train in best practices to effectively provide instruction.</p> <p>We will provide Fundamental 5 training for all grade levels pertaining to STAAR. The training will include strategies to increase rigor in all subjects in all grade levels.</p> <p>We will provide Math training for all grade levels, K-12. This will involve Core Math, provide YAG's, support with our curriculum, and extension activities to engage and connect the students to math.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of ELAR staff will incorporate Fundamental Five lesson planning process and instruction            Consistent feedback and coaching support from classroom observations will result in 80% of targeted staff achieving T-TESS Proficient rating or higher.            100% of Math staff will incorporate the YAG and strategies from Core Math into their Fundamental Five lesson plan and instruction. Consistent feedback and coaching support from classroom observations will result in 80% of targeted staff achieving T-TESS Proficient rating or higher.            2021 STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Academic Dean            Instructional Leadership Team            Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy</b></p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





<p><b>Strategy 2:</b> By June 2021, 45% of 4th, 7th, English I &amp; II students will achieve Meets or Masters on STAAR Writing.</p> <p>We will provide Writing training for all grade levels pertaining to STAAR. The training will include Fundamental 5, Texas Reading Academy and Blended Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of ELAR staff will incorporate Fundamental Five lesson planning process and instruction Consistent feedback and coaching support from classroom observations will result in 80% of targeted staff achieving T-TESS Proficient rating or higher. 2021 STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach/Dean Instructional Leadership Team Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> By June 2021, 47% of 3rd-12th grade students will achieve Meets or above on the STAAR Math assessment</p> <p>We will provide Math training for all grade levels, K-12. This will involve Core Math, provide YAG's, support with our curriculum, and extension activities to engage and connect the students to math.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Math staff will incorporate the YAG and strategies from Core Math into their Fundamental Five lesson plan and instruction. Consistent feedback and coaching support from classroom observations will result in 80% of targeted staff achieving T-TESS Proficient rating or higher. 2021 STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach/Dean Instructional Leadership Team Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** By June 2021, 70% of all students and each student group, including special program students tested, will pass all portions of the state assessment in reading, math, science and social studies.

**Performance Objective 2:** 32% of our Special Ed population will be at meets, currently 29% of SPED population was at meets in math

**Evaluation Data Sources:** BOY, MOY, and EOY interim exams, Report Cards, Semester Exams and grade level STAAR

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Training for teachers in Pearson, Ready Up and Renaissance</p> <p><b>Strategy's Expected Result/Impact:</b> That we will move students from 53% of our SPED students that approached last year to the 32% meets category through the use of face to face tutoring and effective use of Pearson, Aleks, and Renaissance.</p> <p><b>Staff Responsible for Monitoring:</b> SPED and Gen Ed teachers, principal and academic dean</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** By June 2021 90% of our Seniors will be College, Career, and Military Ready

**Performance Objective 1:** 100% of students will be TSI ready

**Evaluation Data Sources:** Sylvan data and TSI scores

**Summative Evaluation:** None

<b>Strategy 1:</b> Connect high school to career and college <b>Strategy's Expected Result/Impact:</b> Transcript review and updates Personal Graduation Plan updates Update Online Courses Course sequence for endorsements Coordinate with IHE Schedule ASVAB PTECH Dual Credit courses <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Principal Academic Dean <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Secure and retain an effective staff that is reflective of and responsive to the diverse campus' student body.

**Performance Objective 1:** A well -planned staff development program that includes Action Coaching will result in increased student performance and a reduction in the at-risk student population, special education, LEP, and low performing groups.

**Evaluation Data Sources:** By June 2021, a sound, focused staff development plan is in the place to enhance effective curriculum delivery that improves the performance of all students including, special education, LEP and those identified as at risk.

**Summative Evaluation:** None

<b>Strategy 1:</b> Recruit, support, retain teachers and principals  Build a foundation of reading and math <b>Strategy's Expected Result/Impact:</b> Provide Professional Development opportunities for teachers Weekly campus cluster meetings <b>Staff Responsible for Monitoring:</b> District Curriculum and Instruction Team Campus Leadership Academic Dean <b>Title I Schoolwide Elements: 2.5 - TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue



**Goal 4:** Students will reach high levels of academic achievement and make at least a years growth in a years time. (Addendum: HB3 Goals)

**Performance Objective 1:** The percent of all students and each student group, including special program students tests, will pass all portions of the state assessment in reading, math, science and social studies will increase from 72% to 75% by August 2024.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** None

**Summative Evaluation:** None

**Goal 4:** Students will reach high levels of academic achievement and make at least a years growth in a years time. (Addendum: HB3 Goals)

**Performance Objective 2:** The percent of 3rd grade students that score "meets" grade level or above on STAAR Reading will increase from 33% to 41% (established by Region 12 performance for 2020) by June 2024. Sub-populations will also be analyzed.

**HB3 Goal**

**Evaluation Data Sources:** STAAR

**Summative Evaluation:** None

**Goal 4:** Students will reach high levels of academic achievement and make at least a years growth in a years time. (Addendum: HB3 Goals)

**Performance Objective 3:** In order to determine a five year goal, PCS will establish a baseline score in 2021 for PreK students in Reading using Frog Street assessments.

**HB3 Goal**

**Evaluation Data Sources:** Frog Street software

**Summative Evaluation:** None

**Goal 4:** Students will reach high levels of academic achievement and make at least a years growth in a years time. (Addendum: HB3 Goals)

**Performance Objective 4:** The percent of 1st grade students that score "developed" in Reading on the TPRI will increase from 26% to 32% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** TPRI

**Summative Evaluation:** None

**Goal 4:** Students will reach high levels of academic achievement and make at least a years growth in a years time. (Addendum: HB3 Goals)

**Performance Objective 5:** The percent of 2nd grade students that score "developed" in reading on TPRI will increase from 53% to 55% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** TPRI

**Summative Evaluation:** None

**Goal 4:** Students will reach high levels of academic achievement and make at least a years growth in a years time. (Addendum: HB3 Goals)

**Performance Objective 6:** The percent of 3rd grade student that score "meets" grade level or above on the STAAR Math will increase from 42% to 46% (Region 12 performance for 2020) by June 2024.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR scores

**Summative Evaluation:** None

**Goal 4:** Students will reach high levels of academic achievement and make at least a years growth in a years time. (Addendum: HB3 Goals)

**Performance Objective 7:** In order to establish a five year goal for PreK students, PCS will establish a baseline score for math using the Frog Street software.

**HB3 Goal**

**Evaluation Data Sources:** Frog Street

**Summative Evaluation:** None

**Goal 4:** Students will reach high levels of academic achievement and make at least a years growth in a years time. (Addendum: HB3 Goals)

**Performance Objective 8:** The percent of 1st grade students that score "at or above" grade level on the Renaissance Star 360 will increase from 81% to 82% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** Renaissance Star 360

**Summative Evaluation:** None



**Goal 4:** Students will reach high levels of academic achievement and make at least a years growth in a years time. (Addendum: HB3 Goals)

**Performance Objective 9:** The percent of 2nd grade students that score "at or above" grade level on the Renaissance Star 360 in Math will increase from 60% to 64% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** Renaissance Star 360

**Summative Evaluation:** None

**Goal 5:** PCS will promote cooperative relationships among students, faculty, parents, and community members.

**Performance Objective 1:** Improve relationships with parents.

**Evaluation Data Sources:** parent survey

**Summative Evaluation:** None

**Goal 5:** PCS will promote cooperative relationships among students, faculty, parents, and community members.

**Performance Objective 2:** Improve relationships with community members

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	PD for staff to train in best practices to effectively provide instruction. We will provide Fundamental 5 training for all grade levels pertaining to STAAR. The training will include strategies to increase rigor in all subjects in all grade levels. We will provide Math training for all grade levels, K-12. This will involve Core Math, provide YAG's, support with our curriculum, and extension activities to engage and connect the students to math.
1	2	1	Training for teachers in Pearson, Ready Up and Renaissance
2	1	1	Connect high school to career and college

# RDA Strategies

Goal	Objective	Strategy	Description
1	2	1	Training for teachers in Pearson, Ready Up and Renaissance

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aimee Jordan	Academic Dean	Title 1	Title 1

# Addendums