

Priority Charter Schools
Cedar Park Charter Academy
2021-2022 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:

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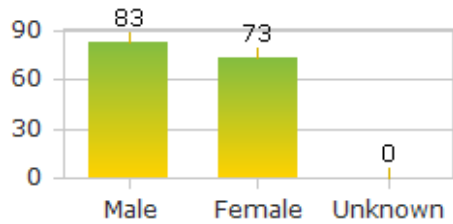
Comprehensive Needs Assessment

Revised/Approved: October 15, 2021

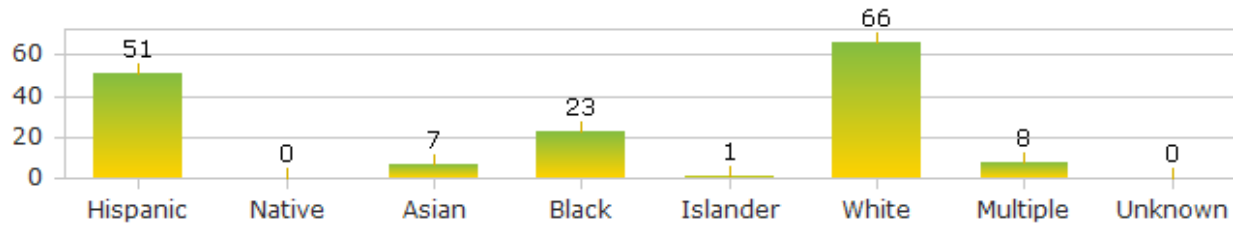
Demographics

Demographics Summary

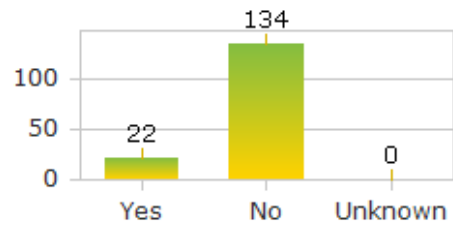
Gender



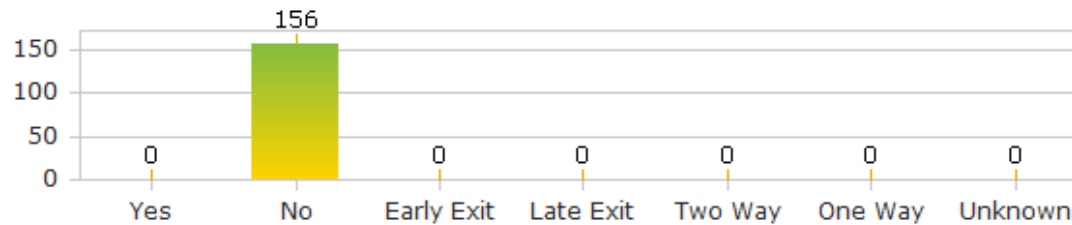
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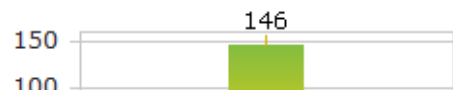
At Risk



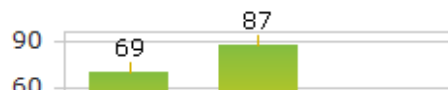
Bilingual



Dyslexia

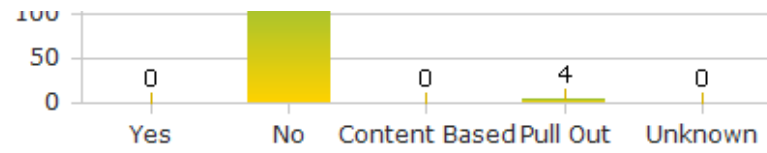
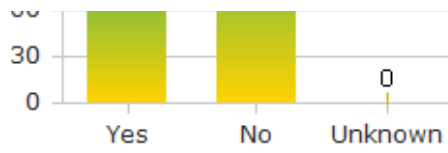
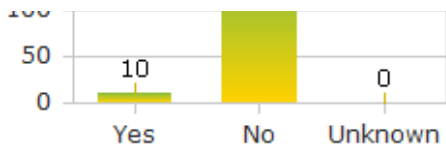


ECD

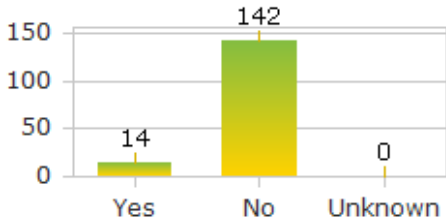


ESL

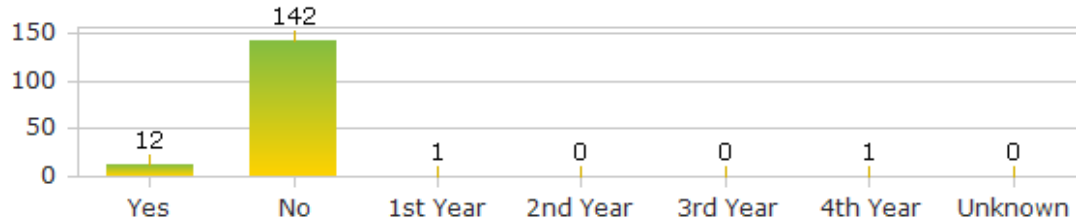




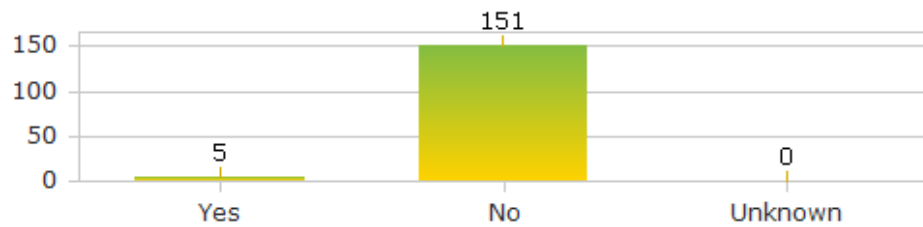
GT



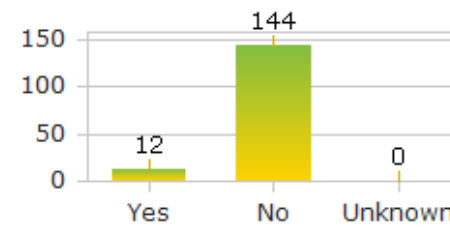
LEP



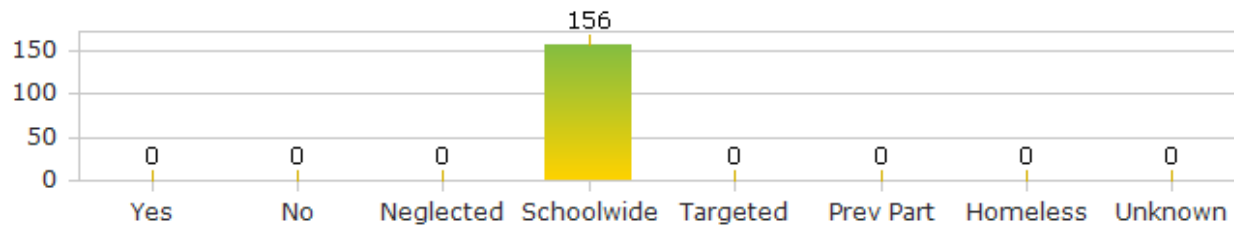
Migrant



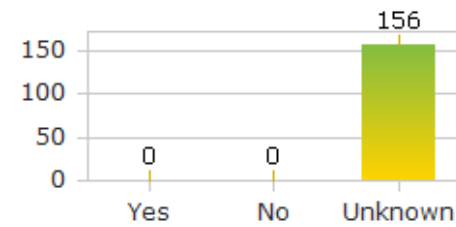
Special Education



Title I



504



Demographics Strengths

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

1. Diverse student population with diverse distribution of socio-economic students
2. 100% highly qualified teaching staff
3. Staff diversity reflects student body

Problem Statements Identifying Demographics Needs

Problem Statement 1: Cedar Park Charter Academy celebrates and encourages diversity and is constantly looking to diversify even more with more equal representation. **Root Cause:** Marketing and strategic targeting to diverse communities including apartment complexes in various areas around Cedar Park and Leander.

Student Learning

Student Learning Summary

Student Achievement: For the 21-22 school year our campus will increase domain 1. This will support our campus in maintaining a B or moving towards an A for 2022. Rationale: goal to meet or exceed state for 2019 STAAR results for Math, Reading and Science. The data table below shows our results from 2019 and 2021 with our goals for 2022.

Subject	Reading			Mathematics			Science		
	2019	2021	2022	2019	2021	2022	2019	2021	2022
Approaches	70	77	79	84	71	78	65	79	80
Meets	44	54	55	48	43	45	32	38	40
Masters	19	26	27	23	23	24	0	21	25

Student Learning Strengths

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

1. STAAR scores increased in the area of Reading in all areas: Approaches, Meets, and Masters while we offered both in-person and Asynchronous learning in the 2020-2021 school year.
2. STAAR scores increased in the area of Science in all areas: Approaches, Meets, and Masters while we offered both in-person and Asynchronous learning in the 2020-2021 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Closing the gaps: In the 2021-2022 school year our campus will focus on closing the gaps with our SpEd population based on the 2021 data table that is listed below. The gap is a priority focus for our campus due to the rise in that sub-population category and the change in qualifications for STAAR ALT 2. With focused and high-quality TIER 1 along with support from our special programs staff our go **Root Cause:** The change from STAAR ALT 2 qualifications and remote asynchronous instruction provided multiple challenges to meet the need of the SPed students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals


Goal 1: By June 2022, 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 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR results for Reading, Writing, Math, Science and Social Studies

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Instructional Coach Academic Dean Instructional Leadership Team Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: By June 2021, 45% of 4th, 7th, English I & 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Instructional Coach/Dean Instructional Leadership Team Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Instructional Coach/Dean Instructional Leadership Team Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: By June 2022, 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: 42% of our Special Ed population will be at meets, currently 36% of SPED population was at meets in math

Targeted or ESF High Priority

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

Summative Evaluation: Some progress made toward meeting Objective






Strategy 1 Details	Reviews			
<p>Strategy 1: Training for teachers in Pearson, Ready Up and Renaissance</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: SPED and Gen Ed teachers, principal and academic dean</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: By June 2022 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: Some progress made toward meeting Objective






Strategy 1 Details	Reviews			
<p>Strategy 1: Connect high school to career and college</p> <p>Strategy's Expected Result/Impact: Transcript review and updates Personal Graduation Plan updates Update Online Courses Course sequence for endorsements Coordinate with IHE Schedule ASVAB PTECH Dual Credit courses</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Principal Academic Dean</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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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 Observation Feedback 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 2022, 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: Some progress made toward meeting Objective

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted intervention and support to teachers and students</p> <p>Strategy's Expected Result/Impact: Effective teaching strategies</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

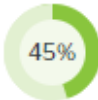




Goal 4: Students will reach high levels of academic achievement and make at least a years growth in a years time. (Addendum: HB3 Goals)

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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide support and professional development to target gaps from COVID with fidelity. Strategy's Expected Result/Impact: Increase growth Staff Responsible for Monitoring: Leadership team Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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: 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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted differentiated instruction to identify gaps from COVID. Strategy's Expected Result/Impact: Promote balanced literacy Staff Responsible for Monitoring: Leadership team Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






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 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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted differentiated instruction to identify gaps from COVID. Strategy's Expected Result/Impact: Promote balanced literacy Staff Responsible for Monitoring: Leadership team</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted interventions and high-rigor instruction with support from math consultants.</p> <p>Strategy's Expected Result/Impact: Growth in math</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






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 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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted small group instruction with differentiation support. Strategy's Expected Result/Impact: Increase in literacy and math foundational skills. Staff Responsible for Monitoring: Leadership team</p> <p>Title I Schoolwide Elements: 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
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






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: 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: Some progress made toward meeting Objective






Strategy 1 Details	Reviews			
Strategy 1: Provide instruction with support from math consultant to increase math skills using research-based curriculum. Strategy's Expected Result/Impact: Increase in math skills Staff Responsible for Monitoring: Leadership team Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 5: PCS will promote cooperative relationships among students, faculty, parents, and community members.

Performance Objective 1: Improve relationships with parents by including events such as meet the teacher, awards assemblies, etc.

Evaluation Data Sources: parent survey






Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Send survey to families for input and suggestions. Strategy's Expected Result/Impact: Align school goals with needs identified by parents. Staff Responsible for Monitoring: Leadership team Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Improve relationships with community members by adopting a park to keep clean and clear of trash.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Build partnerships with community businesses and local government. Strategy's Expected Result/Impact: Collaboration with community Staff Responsible for Monitoring: Leadership team</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

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

Addendums