**Date: 9.23.21**

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| Name of Charter School | The GREAT Academy | | School State ID Number |
| Head Administrator | Jasper Matthews | | School Years |

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| 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 | | | |
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| **Organizational CAP Requirement** | **Improvement Needed** | **Notes** | **Person(s) Responsible** | **Date of Completion** |
| **DASH Plan** | Increase student academic growth and proficiency. | The school will develop a school improvement plan in DASH this year to develop academic improvement strategies. | | October 12--plan completed |
| **Professional Development** | Evidence needed of relevant and meaningful professional development to help teachers to increase student academic growth and proficiency. | The school offers all teachers and instructional staff no less than 75 hours of professional development during the school year. The professional development topics will include, but not be limited to the following: academic success in the online learning environment, classroom management, supporting students with learning differences, and more. | School Administrator, Principal, or Director | -Prior to first day of SY 2021-22<br>-40Day 10/13/21<br>-80D 12/1/21<br>-120D 2/9/22 |

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| **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. | 10 hours for new and 8 hours of continuing governing board member training to include:<br>One (1) hour on public official/charter school governing body ethics and responsibilities<br>Three (3) hours on fiscal requirements<br>Two (2) hours on understanding and evaluating academic data<br>One (1) hour on open governing and requirements regarding free public school education along with understanding and overseeing organizational performance<br>One (1) hour on Equity & Culturally and Linguistically Responsivenes | School Administrator, Principal, or Director | One week prior to the Feburary 2022 PEC meeting. |
| **EL Services** | English Learner progress falls below state and local rates, evidence of student support show need for improvement. | 5 MS and 7 HS students are EL | School Administrator, Principal, or Director | Contract by 8/1/21 and Schedule 9/12/2021 |
| **SPED Services** | History of repeat noncompliance in protecting the rights of students with special needs. | | School Administrator, Principal, or Director | Contract by 8/1/21 Plan to address SPED item as report is developed for 2021-22 |

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| **Graduation Rate** | Graduation rate is substantially below local district and state averages for 4-year, 5-year and 6-year rates | The school currently has 12 seniors (3 of which are special ed). 2019 grad rates were 33,38, 27% whereas the district rates were 70, 73, 76%. | | Plan by October 2021; Results of the plan implementation by EOY |
| **SPED Services** - graduation rate and student discipline | 2019-2020 Local Education Agency (LEA) Annual Determination Data, while the target is 77.40%, the school's rate was 16.31% | | School Administrator, Principal, or Director | Special Ed review and school plan within 2 weeks of SPED review Progress toward meeting benchmarks on 1/15/22 and 6/1/22 |
| **Next Step Plans** | Repeat non-compliance with fully implementing Next Step Plans for students. | | School Administrator, Principal, or Director | 10/12/2021 and 4/30/2022 |
| **STARS reporting** | Staff reporting within STARS needs to align with actual contracts and services provided. | | School Administrator, Principal, or Director | -40Day 10/13/21<br>-80D 12/1/21<br>-120D 2/9/22 |
| **Foundation Staff and Board Membership** | TGA school employees cannot hold officer positions with the foundation | Ron Shorter currently is a foundation board and a staff of the school. | School Administrator, Principal, or Director | October 12, 2021 |
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TGA Academic Organizational CAP

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| **Evidence** | **CSD Review and Follow-Up Date** | **CSD Review and Follow-Up Notes** | | | | |
| Plan competed by October and report out on the resulsts as they are completed | | | | | | |
| Provide the Professional Development plan for the school year 2021-22 and evidence of completion. Report on the implementation of the plan should include PD dates, topic and names of staff in attendance. | | | | | | |

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| **Evidence** | **CSD Review and Follow-Up Date** | **CSD Review and Follow-Up Notes** | | | | |
| Provide evidence each Board member has completed GC Training--provided by the Charter Schools Division staff. See training schedule with several training dates HERE. | | | | | | |
| Provide direct services contract and EL class schedule | | | | | | |
| Provide contracts for direct services providers and a plan to address all items identified by the Special Education Division's review of the school's program in the 2021-22 SY. | | | | | | |

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| **Evidence** | **CSD Review and Follow-Up Date** | **CSD Review and Follow-Up Notes** | | | | |
| Provide a detailed plan for how students will be supported toward graduation, to include: 1) timeline, 2) success benchmarks, and 3) responsible parties. | | | | | | |
| Develop a Special Ed Graduation Rate improvement plan and a plan for tracking and reporting special education discipline, to include 1) timeline, 2) success benchmarks, and 3) responsible parties. | | | | | | |
| Provide detail plan, policies and procedures for grades 8+, for implementing Next Steps Plan that includes 1) timeline, 2) success benchmarks, and 3) responsible parties, | | | | | | |
| Provide detailed plan for accurately and timely reporting student and staff data, that includes 1) timeline, 2) success benchmarks, and 3) responsible parties, | | | | | | |
| Provide list of foundation staff and foundation board members, with contact information to include no employees as board members or staff of the Foundation. | | | | | | |
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