

## **HCCA Annual Plan**

### **I. Academic Performance Standards**

#### **CCRPI**

According to the Georgia Department of Education's College and Career Ready Performance Index, CCRPI is the tool used for annually measuring how well schools, districts, and the state are helping students achieve their goals. CCRPI, in addition to measuring such things as financial efficacy and school climate, also evaluates four distinct components of a school's academic performance. These components are:

- Content Mastery,
- Progress,
- Closing the Gap, and
- Readiness.

The primary academic outcome Georgia seeks from its local charter schools is that they increase their College and Career Readiness Performance Index (CCRPI) score each year until they reach 90% in each grade band. The School Performance Gap Closure standard measures growth in CCRPI and its major academic components, including Content Mastery, Progress, and Closing Gaps scores within each grade band served. Our plan is to:

- a. Increase (within each grade band served) the CCRPI, Content Mastery, Progress, and/or Closing Gaps scores until it reaches 90% and maintain each respective score at 90% or above once it reaches 90%.

HCCA has experienced growth in each area with the exception of Readiness, which is an indicator of our ability to prepare students for college and career. Our response to this data is to enhance our relationship with Atlanta Technical College, Georgia Military College, and seek to add institutions to provide more opportunities for our students.

During COVID period, we experienced a decline in the number of students utilizing Atlanta Technical College for dual enrollment due to some programming concerns as well as barriers related to effective communication. Our plan for SY 2024 is to meet or exceed enrollment in Dual Enrollment programs as compared to pre-pandemic enrollment numbers.

To achieve this, HCCA will market our dual enrollment program more intentionally to include far more touch points with the participating schools and our currently enrolled students as well as when recruiting new students to be sure they are well aware of the benefits of being dually enrolled. Additionally, we will increase the number of parent meetings in both spring and fall semesters with a specific focus on dual enrollment.

### **Content Mastery**

According to the Georgia Department of Education's College and Career Ready Performance Index, Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies.

According to the Georgia Department of Education's College and Career Ready Performance Index, Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students. English Language Proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.

### **Accountability**

Over the years, several programs have proven to be effective in promoting increased achievement. While the school has not employed any one specific intervention program, numerous instructional strategies and best practices are being employed to improve students' academic achievement including offering Extended Day Learning and Saturday School tutorial sessions, minimizing teacher to student ratio, and maximizing use of test preparation programs to acclimate students to the new assessment system. HCCA will continue intervention programs that address the pre-existing learning gaps of our students to ensure that the students are college and career ready.

For mathematics, HCCA will continue to implement the state-based curriculum by infusing standards-based lessons on a daily basis. Systematic procedures and processes changes have been made to address students' learning gaps. These processes include ongoing professional learning for

classroom teachers around remediation for struggling students, weekly collaborative planning during which teachers are able to enhance their content knowledge through sharing different instructional strategies, review assessment data and planning how to remediate and accelerate, as well as receiving coaching from the instructional coach.

Our growth in math is attributed to Geometry in which the educator is very competent and has been promoted to department chair. All of these efforts are aimed at improving students' conceptual understanding of the math content. There is evidence, through classroom observations and debrief of teachers, of the gradual release model and effective teaching in a 90 minute block by chunking the time into three 30 minute segments. These segments, equivalent to a standards-based lesson, are viewed as an opening, work session, and closing. This strategy allows for increased engagement of students as well as ample time for teachers to consistently check for understanding and adjust their lesson based on how well students are meeting the learning targets for the day.

Although we are a charter school, we consistently utilize resources provided by Fulton County Schools and GaDOE to develop learning targets, pacing guides, assessment calendars, and daily lessons. We also use research-based technology resources such as IXL, USA Test Prep, and FEV Tutor, to help students acquire foundational mathematics skills and to help students build conceptual understanding of math. These supports have been used to remediate students that are in need of skill building and enhancement to ensure success in mastering standards as well as to assist accelerated students to go deeper into the standard.

Our teachers work hard to expose our students to real world application problems in order to deepen conceptual understanding. A barrier to this endeavor is content knowledge. We need to continue to develop our teachers in their content and expose them to examples wherein they can relate their content to real world applications.

Mathematics teachers have been exposed to the *8 Effective Mathematics Teaching Practices* as outlined in Fulton County's Secondary Numeracy Framework. Implementing these practices with fidelity and creating a way to measure what impact these practices have on our students is still a work in progress. Our mathematics teachers utilize an appropriate blend of whole group, small group, and self-discovery investigation mathematics lessons to introduce students to new concepts. Teachers

provide sufficient time for students to deepen their conceptual understanding by using application tasks that promote reasoning and problem solving. Data collection in order to effectively group students continues to be an area of concern.

To plan for instruction in Science and Social Studies, we use GaDOE and FCS resources to develop standards aligned to learning targets, pacing guides, and assessment calendars. With student mastery of the learning targets as our end goal, we collaboratively design lessons that utilize a blend of whole and small group instruction to provide students foundational knowledge. To promote inquiry and critical thinking skills in Science, hands-on activities such as labs, Science Fair Projects, and Project-Based Learning (PBL) have been utilized.

In Social Studies, we incorporate Advanced Placement Strategies and Document Based questions. In addition, Extended Day Learning and Saturday School tutorials as well as online platforms such as USA TestPrep and FEV Tutor have been used to provide additional support to our students. Student academic progress is frequently assessed through formal and informal formative assessments and summative assessments. We use USA TestPrep, Illuminate, and GaDOE released test items to create assessments. With the help of our instructional coach, we use the Illuminate data reports, student work samples, and Atlas Protocol to compare and analyze data.

Based on this, we make instructional decisions and develop remediation and enrichment plans, as needed. Additionally, students are provided opportunities to self-assess and multiple opportunities to show mastery. Over the years, we have seen an increase in our Biology Milestone Scores. Because of the learning progressions, all 9<sup>th</sup> graders take Environmental Science which prepares them for Biology.

In English Language Arts, HCCA implemented Extended Day Learning and Saturday School tutorials to maximize student performance. ELA uses online standards-based learning platforms such as USA TestPrep, FEV Tutor, CommonLit, and NewsELA to differentiate reading and writing instruction based on a student's reading level through analyzing Lexile scores. In addition, we maximize our time through Professional Learning Communities (PLCs) to plan rigorous lessons using the FCS Standards Mastery Framework and Curriculum Maps.

Learning Targets are developed from Georgia Standards of Excellence and measured through formative and summative assessments such as FCS Fastbridge benchmarks , WriteScore, Project-Based Learning (PBL), research and literary reviews, CommonLit, and teacher created assessments through Illuminate. ELA teachers conducted Professional Developments on implementation of reading strategies for cross-curriculum.

## **II. Financial Performance Standards**

Hapeville Charter School shall demonstrate its financial viability and stability by achieving all five of the following financial performance standards.

- a.** Have a Current Ratio (Working Capital Ratio) that is 1.0 or greater and a one-year trend that is positive;
- b.** Have a Debt to Asset Ratio that is less than 95 percent;
- c.** Have Unrestricted Days Cash (Total Expenses/365) greater than 45 days with a one-year positive trend;
- d.** Be neither in default of loan or bond covenant(s) nor delinquent with debt service payments;
- e.** Submit to GaDOE by November 1 an annual independent audit with an opinion of the auditor as regards the accuracy of the Charter School's accounting records, financial position, change in financial position, compliance with rules of various governing entities, including GAGAS (Generally Accepted Government Auditing Standards (the "Yellow Book") or, for those schools not yet converted to GAGAS, compliance with GAAP (Generally Accepted Accounting Principles) that includes:
  - An unmodified audit opinion; An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses;
  - An audit that does not include a going concern disclosure in the notes or an explanatory paragraph; and
  - No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight.

Hapeville Charter School governing board members act in accordance with the Standards for Effective Governance of a Georgia Non-Profit School Governing Board as sworn to in the Effective

Governance Affidavit included in the Annual Report and as evidenced by the lack of any verifiable contrary information received by GaDOE and the authorizing district(s).

Hapeville Charter School shall implement all legal requirements included in federal and state law, rules, and regulations, and in this charter contract in all material respects, including but not limited to such things as the Georgia Open Meetings Act and open records requirements, charter school governing board members training requirements, implementation of the Teacher and Leader Keys Effectiveness System as verified by GaDOE, and implementing all Essential or Innovative Features included in Section 5 of this charter in all material respects.

Hapeville Charter School shall not do anything which results in GaDOE and the authorizing district(s) placing it on probation more than one time in any 12-month period or more than two times during the charter contract term.