



School Improvement Plan 2021 - 2022



Georgia Fugees Academy Charter School
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SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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| District | Georgia Fugees Academy Charter School |
| School Name | Georgia Fugees Academy Charter School |
| Team Lead | Janeya Hisle |

| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | |
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| <input checked="" type="checkbox"/> | Traditional funding (all Federal funds budgeted separately) |
| <input type="checkbox"/> | Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY |
| <input type="checkbox"/> | 'FUND 400' - Consolidation of Federal funds only |

| Factors(s) Used by District to Identify Students in Poverty (Select all that apply) | |
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| <input type="checkbox"/> | Free/Reduced meal application |
| <input type="checkbox"/> | Community Eligibility Program (CEP) - Direct Certification ONLY |
| <input checked="" type="checkbox"/> | Other (if selected, please describe below)The National School Lunch Program was not taking new sponsor applications for the 2020-2021 school year and we cannot participate in the program for 2021-2022 until we have a completed 2020-2021 audit. So we will distribute similar income surveys to our families. |

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | Facilitation of Family-Community-School connection, improvements in accessibility for families who may face challenges due to newcomer status, language, educational attainment, and/or work schedules. |
| Root Cause # 1 | The vast majority of our families are refugees. Not only is English not their first language, the languages they speak are dialects that are not often available in standard language translation programs and the parents are often only verbally literate in those languages. The need to communicate the urgency of attending school online, relay messages about the technology and school supplies we are distributing, explain student progress and student needs, and hear parents' thoughts and concerns about their children's needs is crucial to academic success. Our students and parents are navigating new language, a new country, new norms and new culture. Having to communicate with multiple people from the school for different reasons can be overwhelming and can discourage parents from sharing needs, suggestions, and concerns about their child's progress. |
| Goal | Increased and improved communication with parents |

Action Step # 1

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| Action Step | GFACS will employ a Parent & Family Engagement Coordinator who will 1) coordinate wrap around services that assist the family in supporting their child's academic success; 2) identify and engage cultural brokers to facilitate regular parent communication for every language group within our school that includes 5 or more families; and 3) assist with communicating Title I goals and activities to our parent community. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority |
| Systems | Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Principal will review Parent & Family Engagement Coordinator performance. Coordinator evaluation - semi annually Review of communication logs / Usage Comparison of parent contact frequency by language. Identification of family challenges by theme (employment/housing/health/transportation/etc.), analysis of interventions/supports offered for each, ranking of effectiveness based on whether problem has been solved. |
| Position/Role Responsible | Dean of Students |
| Timeline for Implementation | Yearly |

Action Step # 1

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| <p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p> | <p>The Coordinator will reach out to local community based organizations to build relationships and identify strong cultural brokers. We will also make use of our Educational Service Provider's contacts - such as US Together and Immigration Advocates, to find potential interpreters who can work with us virtually.</p> |
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Action Step # 2

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| <p>Action Step</p> | <p>The Coordinator with the assistance of the Dean of Students and the Cultural Brokers will spend no less than 5 hours weekly on family engagement tracking. This will consist of collecting and reviewing documentation for home visits, regular phone and What's App communication with parents, student attendance review, and coordination of language interpreter services between staff and parents. This regular review of family engagement activity will help School Leaders make ongoing improvements.</p> |
| <p>Funding Sources</p> | <p>Title I, Part A</p> |
| <p>Subgroups</p> | <p>Economically Disadvantaged English Learners Race / Ethnicity / Minority</p> |
| <p>Systems</p> | <p>Family and Community Engagement</p> |
| <p>Method for Monitoring Implementation and Effectiveness</p> | <p>The cultural brokers will submit family engagement coordination logs to the School Leader at the end of each marking period. We will also use year-end parent surveys</p> |
| <p>Position/Role Responsible</p> | <p>Dean of Students</p> |
| <p>Timeline for Implementation</p> | <p>Others : Marking Periods</p> |

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| <p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p> | |
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Action Step # 3

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| Action Step | Provide additional support to newcomer families and the families of students categorized as Entering English language learners based on ACCESS scores, in the form of quarterly school meetings, regular contact with refugee services liaisons, special resources for newcomer parents and special training for teachers around newcomer student support. |
| Funding Sources | Title III, Part A |
| Subgroups | English Learners |
| Systems | Professional Capacity Family and Community Engagement |
| Method for Monitoring Implementation and Effectiveness | Dean of Students Family Engagement Coordinator will ensure that meetings are happening and will build relationships with family liaisons. School Leader and Leadership Team will collect evaluative input from newcomer families at year end. |
| Position/Role Responsible | Dean of Students |
| Timeline for Implementation | Quarterly |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | |
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | English language acquisition support, Foundational Skill development and remediation as needed. |
| Root Cause # 1 | Many of our students are missing foundational skills due to interrupted schooling secondary to displacement, poverty and inappropriate prior placement. |
| Goal | During this school year, 80% of GFACS students will demonstrate more than 80% growth in reading and math skills as measured by NWEA/MAP tests administered (Fall - Spring) |

Action Step # 1

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| Action Step | Adopt high-quality, research-based curriculum designed to meet students at their current instructional levels and maximize student engagement. (Amplify Reading, Amplify Writing Skills, IXL and Primary Mathematics) Review fall MAP scores, set targets for progress accordingly, identify skill deficiencies in math and reading, involve teachers, students, school community in actively working towards goals, emphasis on repetition, practice, and internalization of new skills in a rigorous and joyful learning environment. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Weekly progress monitoring embedded in instructional time. Review progress monitoring scores |
| Position/Role Responsible | School Leader |
| Timeline for Implementation | Yearly |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | We are partnering with a dedicated team at Amplify Education to refine our approach to older EL students with foundational skills deficiencies. Their research department is assisting us with methodologies and analysis to evaluate effectiveness. |
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Action Step # 2

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| Action Step | Hire and onboard a new Language Support Specialist with expertise in Science of Reading to lead the instructional team in the utilization of these language support resources. |
| Funding Sources | Title I, Part A Title II, Part A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | According to our normal and customary processes, we will post openings, conduct interviews and performance tasks, and ultimately make offers to qualified individuals. We will compare growth made by students in the '20-'21 school year in the Amplify Reading program to the growth that they make with a dedicated teacher in place to support their work in this arena. |
| Position/Role Responsible | School Leader |
| Timeline for Implementation | Yearly |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | |
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Action Step # 3

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| Action Step | Provide an engaging afterschool program where students have the opportunity to use language and work in teams on STEM-based activities. The program will be led by the students' school day teachers. |
| Funding Sources | Title IV, Part A |
| Subgroups | Economically Disadvantaged English Learners Race / Ethnicity / Minority |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | The program will be monitored on a daily basis by the Dean of Students and Afterschool coordinator. The program will be evaluated on a semi-annual basis by the School Leader and Leadership Team |
| Position/Role Responsible | Dean of Students |

Action Step # 3

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| Timeline for Implementation | Weekly |
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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | |
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

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| <p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p> | <p>This plan was developed over a series of weekly team meetings (via zoom); drafts were circulated for feedback and discussion.</p> |
| <p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p> | <p>The vast majority of our students are from low-income refugee families, are English Learners and are minority children. GFACS makes efforts to ensure that all students within our school have equal access to effective teachers:</p> <ol style="list-style-type: none"> 1. Teachers collaborate often and work together across cohorts/sections 2. None of our teachers are teaching out of field. 3. We review schedules to ensure that no cohort of students has a new teacher (less than 2 years experience) for multiple core subjects. Our teachers with less experience receive more support from the School Leader and are paired with mentor teachers. |
| <p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p> | <p>GFACS is designed not only to meet refugee students' needs for equitable and effective public education, but to provide a sensitive and supportive holistic model to address their unique life experiences. Social-emotional learning, highly structured routines, intensive peer mentorship and organized soccer drive the learning and engagement of students. Fugees Family helps refugee learners have equal access to educational opportunities, graduate from high school, become prepared to enter the workforce, and break free of the cycle of poverty.</p> <ul style="list-style-type: none"> ● Curriculum: English-only small class sizes and individualized instruction anchored in Common Core standards. At-level instruction in literacy and math using high quality, research-based curriculum. Universally screening students and then implementing interventions for students struggling in math, literacy and language acquisition. Providing additional intervention and individualized support through Language Support classes (3 X per week), led by our Language Support Specialist. ● Wraparound Services: Health screenings, family engagement coordinator with family engagement tr, referrals, transportation, uniforms and supplies. ● Soccer: Students exercise, learn discipline, release stress and build relationships with other students and supportive adults outside the classroom. |

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| | <ul style="list-style-type: none"> ● Summer program: Students performing below grade level cannot afford to lose hard-earned gains. Our camp blends academics, arts, and athletics. ● Future planning: Students gain exposure to a range of post-secondary pathways through career days, internship and enrichment programs. Staff works closely with students, families, and college admissions and financial aid offices to complete the transition to higher education. |
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| <p>4 If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement mtiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p> | <p>N/A (Schoolwide Program)</p> |
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| <p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p> | <p>N/A (We serve grades 6 through 12)</p> |
| <p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p> | <p>Our Career and College Counselor will build relationships with local institutions of higher learning, trade/vocational schools, and employers; develop a schedule of job and college fairs for attendance by juniors and seniors; instruct a course geared toward preparation for college or career; serve as a credit and social skills counselor for students in grades 11 and 12.</p> |
| <p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p> | <p>GFACS provides training for staff in restorative practices, emphasizing disparities by race across American public schools in disciplinary actions, and discouraging the removal of students from the classroom or instructional setting. Teachers are assigned readings and participate in reflective, scenario based activities that illustrate institutional expectations and provide ways to effectively involve students in rectifying disruptive behaviors and restoring the school community.</p> |

ADDITIONAL RESPONSES

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8 Use the space below to provide additional narrative regarding the school's improvement plan

The Leadership Team will meet in the spring to assess the School Improvement Plan based on: 1) Whether or not CLIP goals were met; 2) amount of student growth in MAP and ACCESS scores; and 3) parent satisfaction as determined by survey results and townhall meeting feedback. Revisions to the school wide plan will be made annually.