

Prestige Academy Response to CSAC Formal Review Initial Report

May 21, 2015

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Prestige Academy Formal Review Initial Report Response (1)

The sole mission of Prestige Academy Charter School is to prepare young men in grades 5-8 for admission to and success in demanding college preparatory high schools. The leadership team is aware of their challenges, the urgency that must accompany the efforts to improve, and stand committed to provide the experiences and education these young men deserve.

In response to the concerns highlighted in the CSAC Formal Review Initial Report, this report will address the following:

- I. Achievement data on the school's special education population and classification within that population
- II. Documentation demonstrating that Prestige has moved forward with making changes in its academic performance, including current school year student data demonstrating academic growth
- III. Description of the school's revamped teacher selection model and presentation of early level data that demonstrates the selection of higher-quality teachers
- IV. Narrative of the school's upcoming transition to new leadership and related future institutional changes (Courtesy of Cordie Greenlea, Executive Director beginning July 1, 2015)
- V. Conclusion
- VI. Citations

## I. Special Education Population

Prestige Academy serves young men in grades five through eight using Common Core aligned textbooks and instructional techniques. The Special Education program at Prestige Academy is an inclusion model with primary instruction occurring in the general education setting for 80% of the school day. The number of students classified as requiring Special Education services prior to enrollment at Prestige Academy has substantially increased since Prestige’s first year of operation. **Table 1** demonstrates the growth in population from 2010 to present. In response, additional professional development and interventions have been created and modified.

Additional supports include pull out one-to-one and small group instruction by certified, highly-qualified Special Education teachers, four hours per week of small group remediation tailored to IEP goals, extended school year, and Saturday Academy. Since 2012, Prestige has contracted with a Behavior Specialist on the creation of Functional Behavior Assessments (FBAs), implementation of Behavior Intervention Plans (BIPs), and participation in Clinical Health Team initiatives. In 2014, the State of Delaware provided Prestige with a part time social worker who actively participates in Clinical Health Team initiatives.

**Table 1. Special Education Population and Classifications**

School Year	% SWD to Total Population	# SWD Labeled Basic	# SWD Labeled Complex	# SWD Labeled Intensive	Number of Learning Support Staff	Number of Instructional Paraprofessionals
2010-11	14%	37	3	6	3	2
2011-12	15%	40	2	12	3	4

2012-13	18%	36	1	15	3	5
2013-14	21%	49	3	2	4	4
2014-15	24%	40	2	7	4	4

II. Academic Performance

i. Overview of Curricular Program

In response to critically low academic achievement, the following curricula have been implemented from Fall 2014 to present:

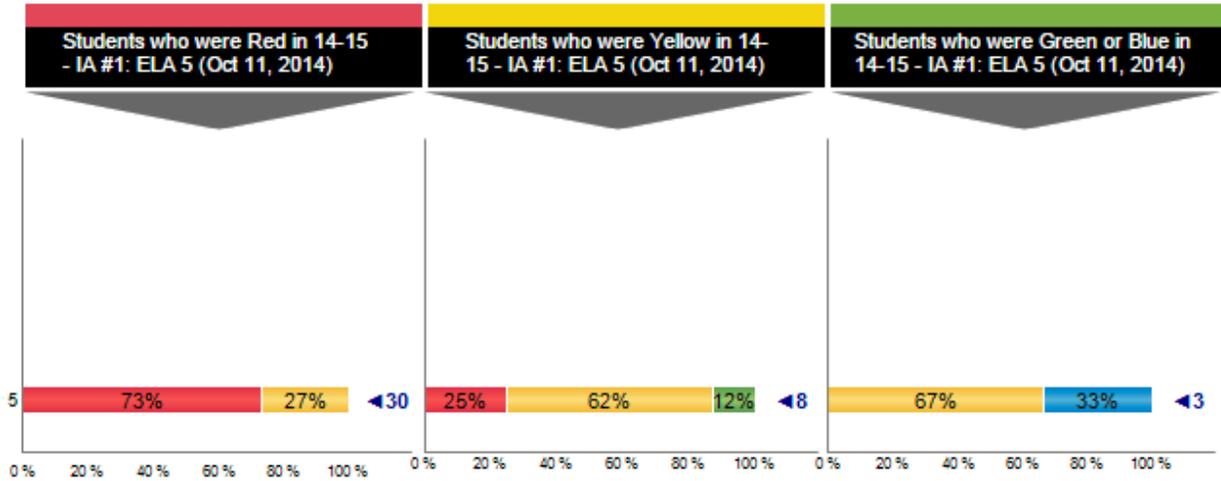
- 5<sup>th</sup> Grade Math: **EngageNY**
- 5<sup>th</sup> Grade ELA: **Scholastic Read 180**
- 6<sup>th</sup> – 8<sup>th</sup> Math: **Springboard Math**
- 6<sup>th</sup> ELA: **EngageNY (Pilot)**
- 7<sup>th</sup> - 8<sup>th</sup> ELA: **Holt McDougal Literature & Write Source**
- 5<sup>th</sup> – 8<sup>th</sup> Science: **Delaware Science Coalition**
- 5<sup>th</sup> – 8<sup>th</sup> Social Studies: **Delaware & CCSS-Aligned History Standards**
- School-Wide Sustained Reading: **DEAR & AR**

a.) Read 180 Program

Implementation of the READ 180 program in 5<sup>th</sup> grade, originally designed for special education students, has a proven track record of raising reading achievement for special education students through: Direct alignments to the Response to Intervention (RTI) approach; highly engaging instructional and classroom management tools; and differentiated instruction to accelerate individual students at their own pace. For the systematic screening and progress monitoring that is central to a RTI approach, READ 180 offers adaptive individualized instruction, customizable training, and professional development to ensure that educators can best serve all students. READ 180 is well suited for both Tier 2 and Tier 3 instruction but can also be implemented as a Tier 1 core instructional program where the majority of students are reading below grade level.

In our third year of implementation, READ 180 is positively impacting 5<sup>th</sup> grade Common Core-aligned writing scores. Beacon-Amplify Interim Assessments data shows that many scholars are advancing performance levels between October 2014 and April 2015. See **Table 2** below, where red is well below, yellow is below, green is proficient, and blue is advanced.

**Table 2. 5<sup>th</sup> Grade ELA IA#1 vs #3 Correlation Effectiveness Report**



b. ) Spatial-Temporal Math

Following school visits to high performing schools during the 2013-14 school year, Prestige Academy Charter School’s leadership team identified a math program to help address school math performance. MIND Research Institute’s visually-based Spatial-Temporal (ST) Math® instructional software programs provide an effective, research-based approach for intervention (Tiers 2 and 3). ST Math blends individualized, 1:1 student learning in the uniquely accessible digital content with conventional teacher-facilitated classroom instruction. Diagnostic assessments prescribe an appropriate learning path for each student. Self-paced and language independent, the Secondary Intervention software provides instruction on math standards prerequisite to mastering middle school math and algebra.

ii. Development of Teachers

Prestige Academy Charter School has invested in the development of their teachers by opting into several coaching and professional development opportunities.

Delaware Talent Cooperative Participation - Fall 2012 to Present

Prestige was part of a small contingent of schools that joined the Delaware Talent Cooperative (Co-Op) three years ago. The Co-Op is designed to place the most effective educators in schools and classrooms that need them most and to support schools that have high populations of traditionally underserved students.

The Co-Op encourages some of the state's most accomplished educators (teachers, specialists, and school leaders) to transfer to the highest-need schools or to continue working there. It includes awards and recognition for educators, professional development, leadership opportunities, and grant opportunities for participating schools. .

Retention awards between \$2,500 and \$10,000 over two years are available for eligible educators already working in participating schools. Educators can earn this award annually, for a total of up to \$20,000. Participating schools can also earn awards up to \$10,000. Since joining the Co-Op in 2012, Prestige has had a half dozen teachers qualify for the award and currently employs a 5<sup>th</sup> grade math Co-Op educator who transferred to Prestige this year.

Leverage Leadership and Driven by Data

The leadership team of Prestige Academy Charter School initiated and participated in a critical study of *Leverage Leadership and Driven by Data*, by

Paul Bambrick-Santoyo, during the summer of 2012. *Leverage Leadership* inspired the leadership team to commit to and implement a new and more targeted approach to teacher development and coaching at Prestige via frequent brief observation and consistent feedback meetings with teachers. *Driven by Data* has been equally influential in improving the strategies teachers use to assess student learning in order to quickly and effectively increase mastery.

#### Charter School Collaboration - 2013 to Present

Through a grant from the Rodel Foundation and charge from the Delaware Department of Education to research a more effective evaluation tool to develop and coach teachers, four schools- Prestige, East Side, Kuumba, and Thomas Edison were encouraged to form a partnership. The schools meet on a monthly basis in alternating schools in order to observe teachers and effectively norm their lens of observation. This partnership has also formulated discussion of a teacher pay for performance model to ensure the most effective teachers are adequately compensated for their efforts and remain at these schools.

#### Continuous Networking with High Performing Schools

Prestige Academy Charter School does not presume to have all the answers and constantly strives to learn in order to better serve their students and staff. Therefore, visits to high performing schools have become a high priority. In the past two years, the staff and school leaders have visited schools in Los Angeles, Washington DC, Connecticut, New York, Philadelphia, and Delaware in order to absorb best practices and increase student achievement and staff efficacy. Many of the curricular programs, relationships with consultants, and practices employed by Prestige Academy Charter School are a result of these visits to high performing schools serving similar populations.

Instructional Coach Engagement - February 2014 to present

Through the Charter Collaborative and financial support of the Rodel Foundation, Prestige has been able to engage the services of Rob LoPiccolo. Mr. LoPiccolo is an instructional coach that assists with the development of school leadership and teachers through classroom observation, professional development and leadership coaching. Mr. LoPiccolo visits once a month for approximately six hours. Mr. LoPiccolo has assisted with the development of Power Hour-intensive standards focused remediation time as well as professional development on lesson planning, data-driven instruction, and checks for understanding.

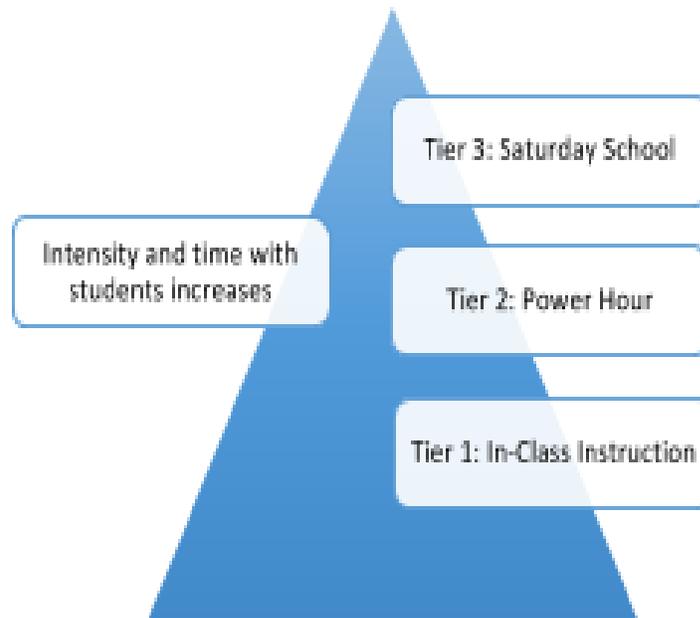
iii. Restructuring of Daily Class Schedule

In order to provide students with a school schedule more conducive to learning, the leadership team evaluated close to a dozen schedule samples from effective schools serving similar populations. These schedules included middle schools that were both single gender (all boys) and co-ed. The final draft resulted in a schedule that decreased class time by at least 20 minutes addressing staff concern that classes were too long leading to student disengagement, ensured each teacher was provided with a planning period of at least 50 minutes, provided time for ST Math, computer class and the implementation of Power Hour.

iv. Response to Intervention – Power Hour

Prestige Academy Charter Schools' extended school day, longer school year, innovative and rigorous curriculum, and dynamic engaging instruction may not be enough to prepare all students for entry into the best college-prep high schools. To this end, the school has implemented a new Response to Intervention (RTI) system

aimed directly at ensuring all students are able to access our high-quality curriculum.



In this RTI system, called “Power Hour,” students receive instruction with multiple tiers of support based on their particular needs. In this system, every Prestige student receives **Tier 1** instruction within our core classroom instructional time. An assessment and monitoring system identifies the needs of individual students and places them in a smaller **Tier 2** Power Hour group where instruction is targeted to specific skills. This same monitoring system determines when students move into or out of their Power Hour groups either to receive more targeted instruction on additional skills or to receive a deeper level of support.

Research shows that effective RTI models provide specific blocks of time each day devoted to tiered instruction. "Power Hour" occurs every day except Wednesday and is structured like a regular class with all necessary components, i.e. Do Now, I/We/You/exit ticket/ format.

Power Hour instruction flows in a 3-6 week cycle; much like 3-6 week mini courses. Assessments given in the first two weeks of school provide the data

needed to identify the skills requiring reinforcement, and the students requiring additional support. A summative assessment of the identified skills is given on the last day of each Power Hour cycle. The schedule assigns specific teachers to each group focusing on ELA and math skills, with general education teachers assigned mostly to students receiving Tier 1 and Tier 2 interventions, and learning support teachers assigned to students receiving Tier 3 interventions. In addition to core, content-specific instruction, students with IEPs are receiving an additional four hours per week of intensive small group instruction directly aligned to their IEP goals.

<b>Sample Month</b>					
	M	T	W	TH	F
<b>Power Hour</b> Week 3	29 *	30 *	1	2	3
<b>Power Hour</b> Week 1	6	7	8	9	10
<b>Power Hour</b> Week 2	13	14	15	16	17
<b>Power Hour</b> Week 3	20 *	21 *	22	23	24
<b>Power Hour</b> Week 1	27	28	29	30	31

<b>Power Hour Week 2</b>	3	4	5	6	7
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Another key component of providing effective tiered instruction involves a high degree of collaboration among all members of the teaching team. The Wednesday before the end of the cycle, Grade Level Professional Learning Community (GLPLC) meetings assess student performance and establish groupings for the subsequent 3 weeks. While the first groups are based on data from beginning of year assessments (SMI/SRI and beginning of year interim assessments) subsequent GLPLC meetings utilized data collected during Power Hour to identify additional skills and new groupings for the next round. Skills are selected based on results of the IA which will drive Power Hour instruction until the subsequent IA.

Content area teachers work collaboratively with non-content area teachers to design and implement plans that lead students to meet intended outcomes in the cycle. We will collect exit ticket data at the end of each session in order to inform future grouping decisions. The last session of each cycle is reserved for a summative assessment of the targeted skill(s) in each Power Hour group. Students scoring 75% or above on this test will be moved out of their Power Hour group and into either Enrichment Group (Book Presentations/DEAR/Make-up/Homework/ST Math/Khan Academy) or a new Power Hour group targeting a skill that needs reinforcement.

High quality and rigorous plans for Power Hour must be developed with the end in mind. Teachers utilize time during teacher orientation, two daily prep periods, and PLC meetings to create an abundance of high-quality assessment items and lesson plans for each standard identified. Teachers examine skills with a level of clarity required to breakdown the nuance of exactly what each standard requires of students. Aligned, high-quality practice items are an integral part of Power

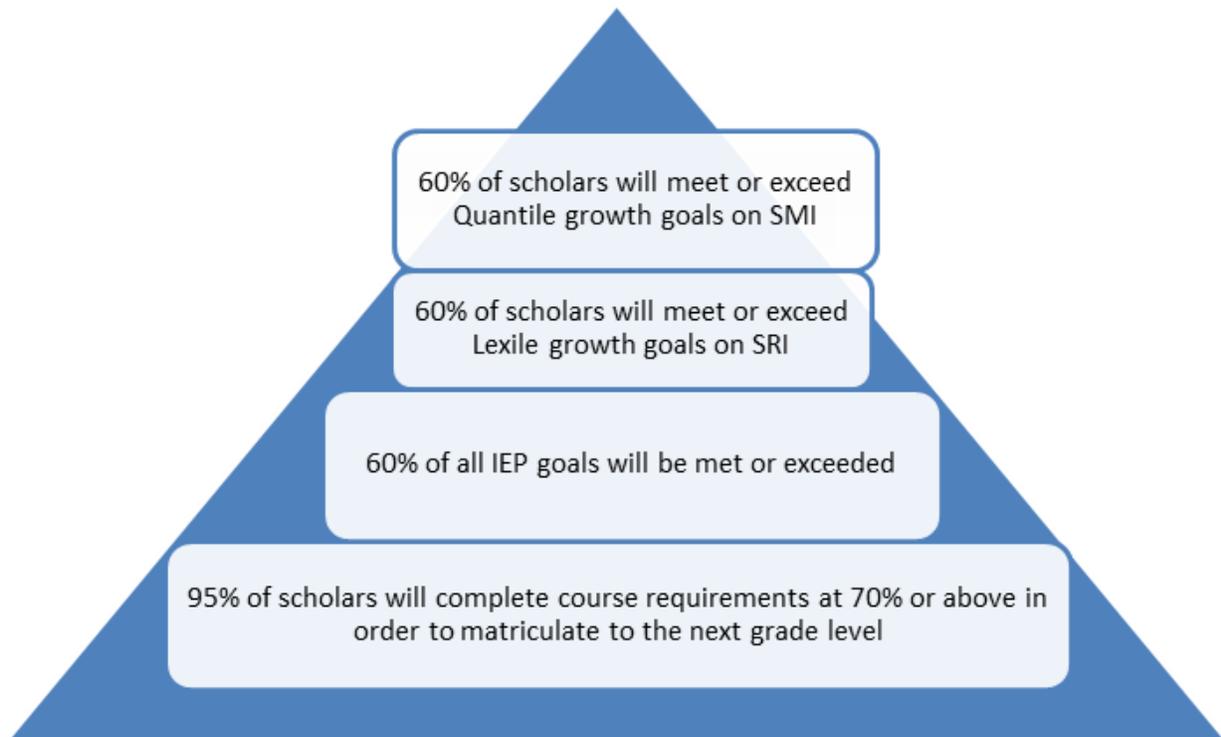
Hour curriculum development, and frequent assessment and data-analysis are key behaviors of excellent teachers.

v. Goals and Results

a.) Goals

The following school-wide academic goals were written in response to the DEDOE Academic Framework 2013-2014 Report. For the 2014-2015 school year, these goals were duplicated and content-specified for Component V Measure B recorded in Bloomboard. Detailed progress towards the first two Measure B growth goals (SMI and SRI) can be found in the following section.

**Table 3. School Wide Academic Goals**



b.) Internal Data Results and Trends from Fall 2014 to Winter 2015

Based upon 2014-2015 school wide goals, 60% of scholars should be on track to meet Scholastic recommended Quantile and Lexile growth as measured by the Scholastic Math Inventory (SMI) and Scholastic Reading Inventory (SRI). These norm-referenced, computer based assessments are administered in early September, early January, and mid-June. These assessments have replaced DCAS as a growth assessment and are a DEDOE approved Component V Measure B.

**Table 4a** illustrates Quantile growth in mathematics. Scholars are exceeding their growth goals in seventh and eighth grade math and are within 4% of their growth goals in fifth and sixth grade math. **Table 4b** illustrates the high percentage of Prestige Academy scholars entering on a Below Basic level, particularly in the Special Education population. Positive trends can be observed in **Table 4b**, including graduation from Below Basic to Basic or Proficient from fall to winter, specifically for seventh and eighth grade math. **Table 4b** also shows an increased number of scholars achieving Advanced in fifth grade math.

**Table 4a. Scholastic Math Inventory Fall 2014 to Winter 2015 Quantile Growth and Track**

2014-15 Prestige Academy  
SMI Math Assessments Fall-Winter-Spring  
Whole School/Special Education Quantile Growth On Track

**WHOLE SCHOOL**

	Avg Quantile Growth*	TOTAL TESTED	ON TRACK**		NOT on track	
Grade	Fall-Winter	Total # of students tested	# of students ON TRACK	% ON TRACK	# of student NOT on track	% NOT on track
5 <sup>th</sup>	90	34	19	56%	15	44%
6 <sup>th</sup>	101	43	24	56%	19	44%
7 <sup>th</sup>	141	41	31	76%	10	24%
8 <sup>th</sup>	117	36	25	69%	11	31%

**SPECIAL EDUCATION (SWD) ONLY**

	Avg Quantile Growth*	TOTAL TESTED	ON TRACK**		NOT on track	
Grade	Fall-Winter	Total # of students tested	# of students ON TRACK	% ON TRACK	# of student NOT on track	% NOT on track
5 <sup>th</sup>	60	3	1	33%	2	67%
6 <sup>th</sup>	173	11	5	45%	6	55%
7 <sup>th</sup>	71	7	4	57%	3	43%
8 <sup>th</sup>	112	10	7	70%	3	30%

\*Expected Growth in 5th Grade is 85Q.

\*Expected Growth in 6th Grade is 85Q.

\*Expected Growth in 7th Grade is 50Q.

\*Expected Growth in 8th Grade is 50Q.

\*\* ON TRACK = Fall to Winter growth > 47.5 Quantiles

\*\* ON TRACK = Fall to Winter growth > 47.5 Quantiles

\*\* ON TRACK = Fall to Winter growth > 25 Quantiles

\*\* ON TRACK = Fall to Winter growth > 25 Quantiles

**Table 4b. Scholastic Math Inventory Fall 2014 to Winter 2015 Performance Level Growth**

2014-15 Prestige Academy  
SMI Assessments Fall-Winter-Spring  
Whole School/Special Education Performance Level Growth

**WHOLE SCHOOL**

Grade	Below Basic			Basic			Proficient			Advanced		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
5 <sup>th</sup>	49% (17)	51% (18)		20% (7)	14% (5)		29% (10)	20% (7)		3% (1)	14% (5)	
6 <sup>th</sup>	60% (20)	60% (20)		31% (15)	25% (12)		8% (4)	15% (7)		0	0	
7 <sup>th</sup>	59% (27)	30% (14)		33% (15)	39% (18)		9% (4)	30% (14)		0	0	
8 <sup>th</sup>	72% (28)	36% (14)		23% (9)	51% (20)		5% (2)	13% (5)		0	0	

**SPECIAL EDUCATION (SWD) ONLY**

Grade	Below Basic			Basic			Proficient			Advanced		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
5 <sup>th</sup>	0% (0)	33% (1)		66% (2)	33% (1)		33% (1)	0% (0)		0% (0)	33% (1)	
6 <sup>th</sup>	69% (9)	85% (11)		23% (3)	8% (1)		8% (1)	8% (1)		0	0	
7 <sup>th</sup>	86% (6)	71% (5)		17% (1)	17% (1)		0%	17% (1)				
8 <sup>th</sup>	80% (8)	70% (7)		20% (2)	20% (2)		0	10% (1)		0	0	
Total SWD Tested	70% (23)	72% (24)		24% (8)	15% (5)		6% (2)	9% (3)		0	3% (1)	

**Table 5a** illustrates Lexile growth in reading. Scholars are exceeding their growth goals in sixth and eighth grade reading and are within 2% of their growth goals in fifth grade reading. More work is needed in seventh grade reading where teacher turnover has impacted student learning. **Table 5b** illustrates that most scholars are evenly distributed between Below Basic, Basic and Proficient levels. **Table 5b** shows that SWDs are slowly graduating in their levels from fall to winter.

**Table 5a. Scholastic Reading Inventory Fall 2014 to Winter 2015 Results**

2014-15 Prestige Academy  
SRI Reading Assessments Fall-Winter-Spring  
Whole School/Special Education Lexile Growth On Track

WHOLE SCHOOL

	Avg Lexile Growth*	TOTAL TESTED	ON TRACK**		NOT on track	
Grade	Fall-Winter	Total # of students tested	# of students ON TRACK	% ON TRACK	# of student NOT on track	% NOT on track
5 <sup>th</sup>	60	38	22	58%	16	42%
6 <sup>th</sup>	53	40	27	68%	13	33%
7 <sup>th</sup>	14	57	23	40%	34	60%
8 <sup>th</sup>	53	31	20	65%	11	35%

SPECIAL EDUCATION (SWD) ONLY

	Avg Lexile Growth*	TOTAL TESTED	ON TRACK**		NOT on track	
Grade	Fall-Winter	Total # of students tested	# of students ON TRACK	% ON TRACK	# of student NOT on track	% NOT on track
5 <sup>th</sup>	92	5	4	80%	1	20%
6 <sup>th</sup>	10	11	6	55%	5	45%
7 <sup>th</sup>	39	14	7	50%	7	50%
8 <sup>th</sup>	152	8	5	63%	3	38%

\* On average, students are expected to grow approximately 75-100 Lexiles/year.

\*\* ON TRACK= students who have grown > 37.5 Lexiles Fall to Winter

**Table 5b. Scholastic Reading Inventory Fall 2014 to Winter 2015 Results**

2014-15 Prestige Academy  
SRI Assessments Fall-Winter-Spring  
Whole School/Special Education Performance Level Growth

**WHOLE SCHOOL**

Grade	Below Basic			Basic			Proficient			Advanced		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
5 <sup>th</sup>	38% (15)	24% (9)		33% (13)	42% (16)		28% (11)	32% (12)		3% (1)	3% (1)	
6 <sup>th</sup>	18% (8)	18% (8)		55% (24)	43% (18)		23% (10)	25% (11)		5% (2)	14% (6)	
7 <sup>th</sup>	12% (7)	12% (7)		40% (23)	37% (21)		41% (24)	42% (24)		7% (4)	9% (5)	
8 <sup>th</sup>	13% (5)	18% (7)		35% (14)	33% (13)		35% (14)	38% (15)		18% (7)	13% (5)	

**SPECIAL EDUCATION (SWD) ONLY**

Grade	Below Basic			Basic			Proficient			Advanced		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
5 <sup>th</sup>	40% (2)	0		40% (2)	60% (3)		20% (1)	40% (2)		0	0	
6 <sup>th</sup>	50% (6)	58% (7)		33% (4)	25% (3)		8% (1)	16% (2)		8% (1)	0	
7 <sup>th</sup>	13% (2)	13% (2)		53% (8)	47% (7)		23% (4)	33% (5)		7% (1)	7% (1)	
8 <sup>th</sup>	29% (2)	29% (2)		57% (4)	57% (4)		14% (1)	14% (1)		0%	0	
Total SWD Tested	31% (12)	28% (11)		46% (18)	44% (17)		18% (7)	26% (10)		5% (2)	3% (1)	

### III. Staff Selection

Prestige Academy recognizes that a highly effective teacher is the single most important factor in a child's academic success. Providing a school with quality teachers demands a thoughtful approach to building human capital. Moreover, strong teachers will grow to become strong leaders. Strong leaders are strong instructional leaders, and whether that is an instructional coach, a grade level chair, or a school leader, Prestige is committed to finding and developing the talent necessary to build the school internally and externally.

In recent years, Prestige Academy has struggled to select and develop teachers in a way that would lead to sustained academic achievement. Attempts to correct this area have included a partnership with the Urban Charter Collaborative in the development and implementation of a more effective evaluation process and tool to develop and coach teachers as well as a teacher pay for performance model to ensure the most effective teachers are adequately compensated for their efforts and remain at Prestige Academy.

To provide a school of quality, it is critical to have a deliberate and focused strategy for identifying, recruiting, retaining, and developing talent at all levels. To hone efforts to work efficiently and identify mission-fit talent, both new and experienced, the organization will focus on three specific strategies:

**1. Deepen strategic partnerships as key levers for recruiting new talent.** Prestige will grow a deep and talented pipeline by deepening the partnerships with Delaware's best teacher training programs and education schools. The school must attract the best of Delaware's homegrown talent by striving to be a highly desirable placement for the top graduates of Delaware teacher training programs.

**2. Acquire funding to create a Teacher Fellows program in grades 5 and 6.** Great teachers can be developed through constant coaching; schools cannot simply hope to find

the “rock stars” urban schools need. Funding a partnership with local universities will allow Prestige to grow “rock star” teachers who will later serve as lead teachers and fill the leadership pipeline.

**3. Utilize social media and national marketing strategies to promote Delaware and Prestige.** While Prestige has begun to do this with more intentionality for student recruitment, there is always more to do in order to recruit a national talent pool. Prestige aspires to build a more diverse talent pool that represents the various backgrounds and experiences shared by scholars.

The attached Talent Management document clearly outlines the steps necessary to locate the best teachers for our scholars. Success of teacher selection strategies and coaching processes will be evidenced by student academic outcomes. Prestige Academy looks forward to sharing these outcomes with the Department once available.

**Table 6** provides early level data of higher-quality teacher recruitment and retention for the 2015-16 school year. Based upon this data, a priority for the 2015-16 budget will be financial assistance and professional development leading to 100% dual certification.

**Table 6. Early Level Data HQT Selection**

Selection of Higher-Quality Teachers for 2015-2016			
% of Current Staff Desired and Committed to Return	% with Advanced Degrees or Currently Enrolled	% Highly Qualified	% Dual Certified SpEd
100% (9)	78% (7)	78% (7)	33% (3)

#### IV. New Leadership

The following is a narrative from Prestige Academy Charter School's newly hired Executive Director for the 2015- 2016 school year detailing the upcoming institutional changes accompanying this shift in leadership.

As the new building leader of Prestige it is my priority to analyze data, evaluate and make research based decisions on the organization and structure at Prestige Academy. A critical area for evaluation is in the area of special education. As we move forward we will address the areas of concern for these students in the following ways: We will evaluate the current policies and procedures in place to effectively deliver meaningful instruction to our special education population. This includes the evaluation and hiring of related personnel, reviewing and reorganizing roles and responsibilities of the specialized support department, and evaluating every student's IEP to ensure compliance with federal and state guidelines. We will employ a full time Educational Diagnostician who will lead this department. Their sole responsibility will be to hold required meetings and maintain IEP compliance. We will hire specialized support specialists (special education case managers) whose responsibilities will be to facilitate the writing of IEP's, make sure the student's accommodations are being met, and to work with the regular education teacher to help modify lessons or assessments. These support specialists will also be the first point of contact for parents and advocates for students.

An initial priority will be to hold summer IEP meetings in July for each of our students and develop a plan on how we can best meet their instructional needs. During these meetings we will review how our students are classified and ensure they receive the appropriate supports. This will enable us to create a coherent schedule and hire the appropriate staff to provide support for these students.

We will also develop a consistent instructional delivery system that will help our students become highly engaged in their education and empower our students to take responsibility for their learning. We will develop systemic practices that are consistent in

every classroom. We will utilize effective Learning Focused Strategies intermixed with AVID strategies to provide consistent delivery throughout the curriculum. This will be advantageous to our students with specialized learning needs as they develop routines and learning strategies that are consistently implemented in all of our classrooms. We will also include opportunities for blended learning whereby technology will be integrated in our daily instructional practices to meet the needs of our 21<sup>st</sup> century scholars. This will allow our scholars to receive student - centered instruction that will engage all of the modalities of learning. We want to purchase Schoology and offer opportunities for professional development to support staff as we integrate technology with instruction in the classrooms. We will continue to offer remediation and support through our current Power Hour program as well as Saturday Academy to catch students up who are below grade level or in need of extra support. Currently, we have the READ 180 program in place for support but will investigate other research based products that are cutting edge and innovative in order to increase academic achievement. We will also offer workshops and training for parents to guide them so we can support student achievement on all levels.

Finally, we will provide ongoing professional development to support our teachers so that we are using current and effective research based practices. Our goal with the reorganization of staff is to have an Administrator responsible for Academic Instruction. We also plan to hire a full time guidance counselor to provide counseling services and support for our behavior modification program. This person will also be important in helping us to build community partnerships and a support system outside of the school. Lastly we plan to hire two instructional coaches to help support our teachers throughout the year. These coaches will work to ensure teachers are utilizing our school wide systemic practices as well as help evaluate our teachers. Instructional coaches deliver professional development to the staff and attend various conferences on effective teaching practices. We will have content area PLC's as well as grade level teams. Our goal is to support our teachers as we roll out our systemic practices and monitor them as they effectively delivery instruction. We hope to work with the Stetson Educational

Group, utilize PBS, and partner with a few other organizations to make sure we are using innovative strategies.

#### V. Conclusion

The School Leadership understands the implications of failing to meet the goals outlined in this document which could include loss of employment, continued poor academic performance, school closure, and most importantly, the failure to deliver on a promise to the many young men of Prestige deserving of the best education possible. The School Leadership is committed to improving the educational outcomes for Prestige's young men and looks forward to working with the DDOE, the Charter School Accountability Office, and others as we strive to implement the strategies outlined in this document.

Sincerely,

Jack L. Perry, Ed.D.  
Founder, Current Executive Director  
Prestige Academy

Cordie Greenlea  
Incoming Executive Director  
Prestige Academy

Dana Rae Davisson  
Academic Dean, Founding Teacher  
Prestige Academy

VI. Citations

Kagan, S. Kagan Structures: Research and Rationale. San Clemente, CA: Kagan Publishing.  
Kagan Online Magazine, Spring