



**Prestige Academy Response to Modification Request  
February 11, 2016**

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**Attn:  
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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:

1. Data representing Student Growth
2. Professional development plans

**Modification Narrative:**

Prestige Academy is in the process of undergoing a great deal of change. New leadership has taken over as well as a significant amount of new faculty that has been added to the Prestige family. As a result, we are adjusting to all of the change and are trying to create an educational component that is going to be beneficial for all of our students.

Prestige has also undergone somewhat of a demographic change in the type of student that was previously accepted to “The Academy”. As a result, students that have enrolled bring many more challenges and obstacles that get in the way of their educational experience. We at Prestige aren’t making excuses but are diligently working to ensure that we create an educational environment that embraces all types of learners. As a result, we are going through the process of rebranding ourselves. We have tried to offer a traditional educational setting to non-traditional students and the student performance has declined as a result of this. We are attempting to rebrand to find a more efficient way to engage our scholars. We also want to improve our instructional practices and course offerings to bring us in line with the twenty first century learner. This will help to stabilize the school and allow us to improve our recruiting efforts to bolster our enrollment.

Currently, we are in the process of reviewing this recent performance data to make the necessary adjustments to meet the needs of our students. We have moved some students around and placed them into smaller work groups to give them a little more individual attention and support. We have increased our ability to provide technology opportunities for our students and are beginning to engage them at higher levels than before. The goal is to increase student engagement which will ultimately lead to improved student performance.

As we move through the rest of the school year our focus is going to be on improving the Climate and Culture of the School. It is extremely important that we develop high levels of trust with our students so that they will engage themselves in the curriculum. Along with a positive

climate, it is important that we continue to develop and equip our teachers on how to effectively handle the type of student that is currently enrolled at Prestige. The support of teachers and staff will allow us to retain and recruit the best and most qualified teachers. When all of these entities are mixed together we will be able to transform this building into an outstanding academic institution for young males.

Below is our data from the first half or the year. Given all of the change and the shift in philosophy for our scholars we have made some small gains. We celebrate the fact that we are making some progress but look towards the end of the school year to see what impact we have truly had.

**2015-2016 Winter SMI**

**All students**

Gr	Below Basic			Basic			Proficient			Advanced		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
5	55%	44%		22%	16%		16%	22%		0	0	
6	58%	53%		25%	23%		10%	13%		0	2%	
7	73%	63%		23%	19%		3%	4%		0	0	
8	67%	47%		33%	44%		0	7%		0	0	

**Special Education Students**

**SMI Results Fall/Winter**

Gr	Below Basic			Basic			Proficient			Advanced		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
5	66% 	33% 		33% 	66% 		0	0		0	0	
6	73% 	63% 		26% 	31% 		0	0		0	0	
7	76% (19) 	52% 		24% 	44% 		3%	4% 		0	0	
8	43% 	56% 		56% 	31% 		0	6% 		0	0	

**SRI Reading Results**

**All students**

**206 students participated in the fall testing = 91%**

**216 students participated in the winter testing = 96%**

	Below Basic			Basic			Proficient			Advanced		
Gr	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
5	45%	30%		39%	39%		12%	30%		3%	0	
6	15%	26%		45%	45%		23%	26%		0	3%	
7	29%	24%		33%	38%		24%	24%		7%	8%	
8	24%	13%		31%	33%		29%	35%		17%	20%	

**Special Education Students**

**58 out of 61 students participated in the fall testing = 95%**

**58 out of 61 students Participated in the winter testing = 95%**

	Below Basic			Basic			Proficient			Advanced		
Gr	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
5	66%	33%		33%	66%		0	0		0	0	

6	42% ■	31% ■		57% ■	47% ■		0	16% ■		0	5% ■	
7	64% (16) ■	52% ■		36% ■	36% ■		0	12% ■		0	4% ■	
8	56% ■	25% ■		43% ■	56% ■		0	0		0	18% ■	

Here are the results of our tests for the fall and for the winter sessions. We have made some progress and are working to make more improvement. The data shows that many of our scholars started out well below the basic levels in math and reading. Our challenge has been to identify the abilities of our children as early as possible and make the necessary adjustments to foster student improvement. We have revamped our RTI services for all of our scholars and are offering different kinds of remediation opportunities as well. Currently we have a power hour that is designed for RTI intervention. This is a 35 minute block at the beginning of each school day and the students have been grouped based on the results from their first fall assessment scores. We have had 92% of our scholars exhibit growth in Reading since the beginning of the school year. 72% of our special education students have exhibited growth in reading since the beginning of the year as well. We have also had 84% of our scholars exhibit growth in math. 70% of our special education students have exhibited growth in math since the beginning of the year. We are making progress and with consistency and hard work will continue to make improvement in all tested areas.

Since receiving the results from the winter assessment our staff will be spending time analyzing this data and regrouping our students for the intervention block. We will have approximately 25 6<sup>th</sup> graders participate in a math intervention program that we earned a grant for. This grant was only awarded to K-5 students with a limited number of licenses. We also have a donor who has agreed to purchase 35 licenses for the Hip-Hop math remediation program. These 35 scholars will be participating after school on Tuesdays, Thursdays and Saturdays for math intervention. We are also offering extra help in all of our subject areas on Tuesday, Thursday and Saturday morning.

Finally, the focus for our staff instructionally will be to concentrate on reading across the curriculum. We are encouraging all of our scholars to read, their parents as well as staff. We are incorporating a DEAR (Drop Everything And Read) time period in the schedule. We also have purchased more Read 180 licenses to have our struggling readers get the necessary support they need to improve their reading skills. Strategies such as partner reading and close reading have been incorporated in our daily instructional practices. We also continue professional development opportunities for our staff to perfect and develop their craft.

### **Timeline for Professional Development**

The focus for our professional development must change for the rest of the school year. In order to rebrand ourselves it is important that we examine the culture, climate and practices that engage students at Prestige Academy. Prestige's reputation has taken a hit recently and since taking over my goal is to restore our name and help create a brand of education that serves the needs of all students. We will assess ourselves by examining our discipline system, Positive Behavior system, classroom management practices and strategies that we are utilizing to engage students and families so they can be successful here at Prestige. We will utilize our Staff meetings, Instructional Leadership Team and grade level PLC groups to conduct and monitor the work.

It is extremely important that we recreate our identity in order to attract scholars who want to come to this school and perform at high levels. The professional development sessions for the remainder of the school year will support teachers in dealing with the challenging population of students who are currently here. It also is important to help us develop a consistent instructional delivery system and provide support to our staff for retention.

It is our goal for the remainder of the school year to develop and cultivate relationships that will allow students and families to become engaged in the positive learning environment that Prestige has to offer.

**February Theme:** Classroom Management Climate/ culture

Focus: Becoming Asset Builders Presented by **Kim Graham Kuumba Academy**

The purpose of this workshop is to help teachers identify the strengths and positive qualities of the students in their classrooms. Teachers will become active participants in the workshop as they participate in the workshop.

**Goals for the month**

- A.** Reset the building culture
  - B.** Examine Discipline data
  - C.** Review Prestige Expectations with Staff, Students and Parents
  - D.** Revise Behavior Modification Program
  - E.** Examine Performance data from Benchmark II Assessments
  - F.** Review co-teaching expectations
1. **Staff Meeting** - Staff teambuilding and a complete review of cultural expectations for all. This will be held and integrated with the professional development session on February 9, 2016. Reset the building Culture, Examine discipline data and go through training with Kim Graham.
  2. **ILT Team Meeting** Develop common strategies and common language to be used in every classroom. Clarify PBS system and the utilization of Class Dojo for rewards. Finalize new rewards level behavior modification program. Develop and create alternative responses to remove students from class. Reset instructional goals. Discuss and review what coherent lessons look like. Identify what rigor looks like at Prestige.
  3. **PLC groups** – Develop consistent school wide practices (review), grade level and content area expectations. Define what the REAL Values mean and how are they being communicated to the scholars and their families? Identify what a Prestige Scholar looks like. What are our expectations and how do we get our scholars to perform above or beyond the expectations? What is the effective way to communicate with families? The goal is to improve parent participation and build a stronger relationship between home and school. We will discuss and evaluate the elements of a good lesson. We also will discuss and identify what rigor is at Prestige. Finally, we will review our special education practices around co-teaching and our push in pull out models.

**March Theme: Strategies to deal with students who have experienced Trauma Norwood Coleman**

Focus: Teachers will learn strategies that will help them identify situations when students are in crisis. Teachers will learn ways to deescalate students whom are in crisis and identify triggers that will keep students from having a meltdown.

**Goals for the month**

- A. Improve interactions between staff and students families.**
- B. Ensure that lessons are presented in a coherent manner and with fidelity.**
- C. Develop the abilities of teachers of to improve the design and delivery of student centered instruction.**
- D. Improve instruction for our Special education students**

**Staff Meeting** Teachers will identify who is in their classroom and how those students in the classroom learn. Monitor current instructional and behavioral goals and make any necessary adjustments. We will examine discipline and performance data.

**ILT Team-** Review and process learning inventory sheet. Evaluate instructional data for class and remediation groups. Refine academic support work for students during power hour, after school and Saturday academy. We also will evaluate a couple of sample lessons and watch a lesson on video to critique.

1. **PLC groups** – Assist Teachers will individually group their students by class and utilizing Red, Yellow and green. Teachers will create charts to group their students. Teachers will do a need assessment and develop areas of focus to strengthen the skills of our scholars. We will also introduce the close reading strategy and monitor our DEAR program to see if it is being Affective. Teachers will also look at model lessons and share effective practices and strategies. Our special education teachers will visit Delcastle to observe co-teaching and their portfolio based program.

### **April Theme: Strengthening Student/Teacher and Parent Interactions**

Focus: The staff and teachers will focus on our interactions with scholars and families. We will continue to monitor the progress of student achievement. We also will be examining the academic culture in the building. The goal is to increase meaningful instructional minutes in the classroom. We also aim to strengthen intellectual engagement of our scholars which will lead to improved academic performance.

#### **Goals**

- A. Reduce our number of referrals and behavior incidents**
  - B. Improve student engagement**
  - C. Continue to evaluate our instructional practices to ensure that we are teaching with fidelity.**
  - D. Improve Parent participation**
1. **Staff Meeting** – Examine data from the 3<sup>rd</sup> marking period benchmark tests, refocus our current student groups and review our instructional goals for alignment.
  2. **ILT Team** – Regroup our students for RIT groups. Review Academic binders for the scholars and monitor the progress in their goal setting. Set parent teacher conferences for students in danger of failing.
  3. **PLC groups** Staff will reexamine their data and goals for the students. They will also monitor their component 5 goals to see if they are on track for success. We will review final observation process and discuss ways to improve instruction. Set up parent teacher conferences Special education teachers will meet to discuss planning for multiple

learning models for next year. Spec ed staff will visit Chipman Middle school in Lake Forest to observe their practices.

**May Theme: Review of all Expectations**

Focus: The focus of our professional development during the month of May is to review all of our practices and analyze the data from things that we were good at and the things that we need to improve on.

**Goals**

- A. Evaluate current practices and expectations for effectiveness**
- B. Continue improving instructional practices and ensuring that we are making the appropriate adjustments for our scholars.**
- C. Introduce Blended Learning as well as discussing what individualized instruction looks like.**

**Staff Meeting**

Staff will participate in a professional development session on utilizing Schoology and other individualized instructional programs. The presentation will be done by Mrs. Adrienne Parker a staff member who has utilized the program.

**ILT Team**

The ILT team will examine some opportunities for blended learning. We will develop a couple of sample lessons where technology can be utilized in the classroom setting. We will also explore different technology programs to see if they will be a good fit for our scholars.

**PLC Groups**

Teachers will review their data from the final marking period and their component five goals. We will introduce blended learning to the staff and have them try different ways to better utilize technology in their instructional practices. We also will examine different types of technology to integrate in our instructional practices for next year. Finally, we will examine individualized instructional practices and begin discussing our transition to developing our own school wide model.



During the summer we will spend time participating in professional development to transition our school whereby we are all using an Individualized Instructional model. We will have faculty attending the next conference for Schoology, the annual AVID conference, STEM conference in preparation for our Engineering by Design course that will be offered. We also will be doing professional development with our regular education teachers and special education teachers to improve our co-teaching model. We will also be working together to plan and evaluate all of our learning options for students with special needs. We want to make sure that we are prepared to accommodate all types of learners as they enter in to our school

Respectfully Submitted,

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