# Kingsman Academy
## Public Charter School

# ESSA School Improvement Plan

June 6, 2019

LEA Name:  Kingsman Academy Public Charter School

School Name:  Kingsman Academy Public Charter School

## Overall Vision & Goals

### Vision

The vision for Kingsman Academy Public Charter School ("Kingsman Academy") is to help our students grow into "a community of learners who are prepared for success and engaged citizenship". We aspire to achieve this vision by ensuring that our graduates master traditional academic content, cognitive skills (e.g., generating conclusions, identifying common logical errors, presenting and supporting claims), and metacognitive skills (e.g., planning for goals and making adjustments, seeking clarity, resisting impulsivity) that are critical to post-secondary success.

A key component of our vision is our target population, which includes students who are overaged and undercredited, who have attendance or truancy issues, and who have emotional and behavioral challenges.

### Needs Assessment

In the 2018–19 school year, Kingsman Academy engaged in an extensive self-study, including a needs assessment, as part of our application for accreditation through the Middle States Association Commissions on Elementary and Secondary Schools ("Middle States"). Through this process, the school revisited its existing mission statement, vision statement, and target population.

During this process, the school also further developed the existing vision statement by identifying the skills our students need to attain and what they need to know and be able to do to become "a community of learners who are prepared for success and engaged citizenship".

In addition to informing the vision, the needs assessment resulted in school improvement goals that will help us achieve our vision.

### Stakeholders

Key stakeholders developed the vision statement during the school's strategic planning process, undertaken in 2016 and early 2017. As described above, the school revisited this vision in the 2018–19 school year as part of the school's accreditation self-study and school improvement planning process.

The Self-Study Planning Team, which completed the needs assessment and drafted the self-study, consisted of two school leaders,[1] six teachers, two student support staff members,

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[1] Kingsman Academy does not have a principal. Instead, there are program directors who share principal duties along with other team members. Two of the four program directors were members of the Planning Team.

and one administrative support staff member. The team included members of most of the school's teams: Academics, Behavioral Interventions, Engagement, and Operations. The team surveyed students and families and reviewed external surveys of Kingsman Academy students and families to get their perspectives on the school's needs. The Planning Team conducted its needs assessment and drafted the school improvement plan between May 2018 and January 2019.[2]

In addition, the Management Team assisted in the process throughout. The Planning Team was able to define its scope of work fairly independently. After members were selected and accepted their positions they had a formal discussion about how they would make decisions and what role school management would have in the process. The Management Team reviewed and edited the self-study to ensure the information was factual, up-to-date, compatible with the school's existing strategic plan,[3] and consistent in voice and tone.

After the release of the DC School Report Card and STAR Framework, Executive Director Shannon Hodge discussed Kingsman Academy's STAR Framework metrics and other accountability profiles with the school's Management Team and Faculty and Staff Advisory Council (FSAC), which is comprised of representatives from each of the schools programs and includes 6 teachers, 3 student support staff, and 1 support staff member.[4] These conversations informed the school improvement goals described below.

Because we were designated as a Comprehensive Support and Improvement School, type 2 (CS2), based on our graduation rate, we focused our school improvement plan on goals that provide evidence of student learning (Goal 1) and content mastery (Goal 2), both of which are integral to high school completion.

Meeting agendas, notes, and participant lists are attached.

## Analysis of STAR Framework Data

### Graduation Rate

Kingsman Academy received a CS2 designation because our five-year adjusted cohort graduation rate was below 67 percent. However, we believe this rate is not informative. First, our reported five-year adjusted cohort graduation rate (ACGR) graduation rate was determined in our third year of existence; therefore, although the rate has technical significance, we believe it is a premature metric for our school improvement purposes. Second, because our target

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[2]   The Planning Team met on the following dates: May 30, June 22, July 12, July 26, August 9, and December 14, 2018; and January 14, January 25, and January 28, 2019.

[3]   Kingsman Academy adopted a three-year strategic plan in 2017, following an extensive, facilitated needs assessment and planning process.

[4]   The FSAC discussed Kingsman Academy's performance on the STAR Framework and other frameworks on December 11, 2018, and developed school improvement strategies in meetings on January 22, February 28, March 26, and April 24, 2019.

population includes students who are overaged and undercredited, many of whom have been disengaged or practically disengaged from high school for years, a five-year cohort rate penalizes schools like ours and is misaligned with our mission and purpose.[5]

*Other Quantitative Data*

While we do not believe that a five-year graduation rate is informative for school improvement planning purposes, other elements of the STAR Framework help us understand areas of improvement. First, our secondary completion rate, which measures the percent of students who graduate with a diploma or certificate of completion in their terminal year of school, is 65%, which is lower than most other alternative schools. This suggests that twelfth grade students may need more support in earning the final credits needed for graduation.

Additionally, our PARCC median growth percentile, which compares the median academic growth of students at Kingsman Academy to those at other alternative schools in the District of Columbia, is relatively low for at risk students with disabilities[6] in English Language Arts (31st percentile). It is slightly higher in mathematics (39th percentile). While this is not necessarily indicative of overall school performance because our high school students do not have a growth metric, it does suggest there is room for improvement.

The percent of our students scoring 3+ on the PARCC in both English Language Arts (0.0%) and mathematics (0.0%) is low for at risk students with disabilities when compared to other District of Columbia alternative schools. While our weighted index scores are slightly higher when compared to those same schools, at  1.12 and 1.36 respectively, there is room for improvement.[7]

Our attendance growth rate, which exceeds most other District of Columbia alternative schools and was the second highest overall in the city, suggests that we are able to increase students' engagement in school over time. This provides a potential avenue for increasing academic performance.

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[5]    An eight-year graduation rate is more meaningful and reflective of our mission. (See National Association of Charter School Authorizers (2017), *Anecdotes Aren't Enough: An Evidence-Based Approach to Accountability for Alternative Charter Schools*, pp. 16-17, available at https://www.qualitycharters.org/wp-content/uploads/2017/08/AnnecdotesArentEnoughNACSAReport.pdf).

[6]    The subgroup of at risk students with disabilities is the population that provides us with the most meaningful comparison to other alternative schools. Data disaggregated by additional characteristics (e.g., special education level) would allow us to consider even more nuanced comparisons of our students to those at other alternative schools.

[7]    We know from our 2017-18 school year administration of the Accuplacer diagnostic assessment that our students are, on average, 6.6 grade levels behind in reading and 6.5 grade levels behind in mathematics. This information suggests that our students likely struggle to access grade-level assessments such as the PARCC.

## School Improvement Goals[8]

Based on our needs assessment, self-study, and school improvement process, Kingsman Academy has selected two overarching school improvement goals[9] under the Every Student Succeeds Act (ESSA):

1. *By 2023, the 2-year rolling average percentage of students scoring at Levels 2, 3, 4, and 5 on the English Language Arts annual state assessment will improve from year to year from the current baseline of 23.3 percent until the school maintains a 2-year rolling average of at least 30 percent.*

   *1a. By 2021, the percentage of students scoring at Levels 2, 3, 4, and 5 on the English Language Arts annual state assessment will be at least 27 percent.*

   This goal is directly related to the following STAR Framework metric: "Median Growth Percentile - English Language Arts All Students".

2. *By 2023, student mastery of content as measured by the credit earning rate will increase from year to year from the current baseline of 74 percent until the school maintains a 2-year rolling average credit earning rate of at least 79 percent.*

   *2a. By 2021, student mastery of content as measured by the credit earning rate will be at least 77 percent.*

   This goal is related to the following STAR Framework metrics: "Secondary Completion All Students" and "Five-Year Graduation Rate All Students". To obtain a high school diploma, students must earn credits and, at Kingsman Academy, students must demonstrate mastery of content to earn credits.

## Critical Categories

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[8]   Although Kingsman Academy received a CS2 designation because of our five-year graduation rate, we have decided not to include a graduation rate goal because focusing on improving a five-year rate would likely mean excluding students we are designed to serve.

[9]   For all school improvement goals, only students designated as "full academic year" (FAY) for Kingsman Academy (the school, not the LEA), as defined by the Office of the State Superintendent of Education (OSSE), will be included in the calculations. In 2018, school-level FAY students had to be enrolled in the school for at least 85 percent of the instructional days between the official enrollment audit date of October 5 and the first day of the school's assessment window.

People

*Theory of Action*

Kingsman Academy believes that effective leadership is critical to improved student learning outcomes.[10] If leaders demonstrate effectiveness in executing their job responsibilities, then teachers and other educators will receive the support they need to effectively execute their job responsibilities. If teachers and other educators effectively execute their job responsibilities, then they can ensure that students receive effective instruction. If students receive effective instruction, they can demonstrate content mastery and improved learning outcomes.

*Effective Leadership*

In 2016, Kingsman Academy consulted with EdFuel to develop competency maps for key positions. Over the past three years, we have gradually grown our leadership team to cover the competencies included in these maps, and the 2019-20 school year will be the first where we fully implement the maps. Although job titles have changed since the initial development of those mape, we continue to use those competencies to highlight areas of strength and concern and to fill gaps in leadership execution. Moving forward, we will continue to use those competency maps to ensure that leadership responsibilities are clear and coordinated.

In addition to using the personalized competency maps, Kingsman Academy provides ongoing leadership coaching, support, and feedback for school-level leaders. Beginning with the 2019-20 school year, the school's primary leaders (i.e., Managing Director, Director of Behavior Interventions, Director of Integrated Comprehensive Services, and Director of Special Education) will each be matched with a member of the Management Team who will provide ongoing leadership coaching, support, and feedback.

Finally, the school will formally evaluate leaders and teachers at least twice per school year and include student learning outcomes in those evaluations. In addition, leaders will receive annual 360-degree evaluations to help them understand how others, including those who report directly to them, perceive their leadership.

*Retention*

Based on the needs assessment, Kingsman Academy identified several action steps to ensure the retention of effective, retainable educators. The school will begin implementing the following steps in July 2019:

- Develop hiring profiles by identifying the skills, traits, values, and attitudes Kingsman's most effective team members possess and begin using the profile in hiring efforts;

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[10]  *See* Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, and Stephen E. Anderson, *Investigating the Links to Improved Student Learning* (2010), available at https://www.wallacefoundation.org/knowledge-center/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf. OSSE is focusing on school leadership as a lever to improve student learning outcomes as part of its Model DC School Leadership Standards and Supports project.

- Generate a competitive compensation report to evaluate how Kingsman compares to local schools;

- Recognize and reward 100% of effective team members;

- Assess the effectiveness of retention initiatives and revise as necessary;

- Administer exit surveys for departing team members;

- Develop a hiring process that allows for the screening of shared values, identity and other aspects of the hiring profiles; and

- Develop partnerships with targeted universities and teacher training programs that have a strong culture-fit with Kingsman and could potentially be feeder programs.

*Evidence-Based Strategies for Educator Development*

Kingsman Academy will implement the following evidence-based strategies to support educator development:

- Professional learning communities (PLCs) in the form of growth groups, working groups, and advisory councils to "establish teacher agency and ownership" of the school's vision and overarching goals,[11] which will address the needs assessment finding that overall improvement is dependent upon "[c]hanging the mindsets of traditionally minded teachers to adopt the PCBE instructional methods to improve student's learning and academic outcomes";

- A data inquiry cycle process to enable teachers to engage in action research to identify effective strategies to address instructional problems of practice,[12] which will address the needs assessment finding that "data literacy is important to help staff establish standards for determining academic growth"; and

- Research-based micro-credentialing "to personalize professional learning" and demonstrate to teachers how to address a problem of practice, which will address the needs assessment finding of "majority of students stated that there could be improvements in the learning environment".[13]

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[11]  Massachusetts Department of Elementary and Secondary Education, *2016 Massachusetts Turnaround Practices Field Guide* (2016), p. 9, available at http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-field-guide.pdf.

[12]  *2016 Massachusetts Turnaround Practices Field Guide*, pp. 31-32; *An Introduction to the Instructional Improvement Cycle: A Teacher's Toolkit* (REL Central), September 4, 2015, available at https://ies.ed.gov/transfer.asp?sec=true&location=youtube.com/watch?v=MbB0Hebj7dY.

[13]  *Micro-credentialing and Teacher Professional Learning* (REL Northeast and Islands, October 17, 2018), available at https://ies.ed.gov/transfer.asp?sec=true&location=youtu.be/zSzv_5b5-l8.

Instruction

*Theory of Action*

Kingsman Academy believes that personalized professional development in evidence-based instructional strategies improves student learning outcomes.[14] If educators receive personalized, professional development in evidence-based instructional strategies, they can gain and hone the knowledge and skills needed to provide effective instruction. If teachers gain and hone the knowledge and skills needed to provide effective instruction, students will benefit from improved instructional delivery. If students benefit from improved instructional delivery, they can demonstrate content mastery and improved learning outcomes.

*Capacity*

Kingsman Academy partners with the Marzano Research framework for support with personalized competency-based education (PCBE) and instructional delivery. The partnership provides proprietary educational services and academic achievement products to support public schools in their pursuit of high-quality, research-based educational improvement solutions. Based on the needs assessment, KIngsman Academy identified several priorities for new interventions to improve instructional capacity.

Beginning in July 2019, the school's Deputy Director and Senior Director of Teaching and Learning will work with PLCs, working groups, and Marzano Research to implement and evaluate the following instructional interventions[15] and supports:

- Measurement Topics and Proficiency Scales: All core and elective course content is articulated as measurement topics with accompanying proficiency scales.

- Classroom Assessment: Classroom assessments track students' growth and determine their current status on each measurement topic.

- Reporting and Grading: *Empower* learning management system supports standards-referenced or competency-based instruction.

- Cognitive and Metacognitive Skills: Teachers receive coaching and support in direct instruction in cognitive and metacognitive skills.

- Blended Instruction: Teachers, instructional leaders, and Marzano coaches work together to designs online instruction in such a way that any student can receive virtual instruction independently at any time.

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[14]  *See* Jenny DeMonte (2013), High-Quality Professional Development for Teachers: Supporting Teacher Training to Improve Student Learning, available at https://www.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf.

[15]  Marzano, Robert J. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. 2007.

- Vocabulary: Teachers, instructional leaders, and Marzano coaches work together to design curriculum to support Tier I, II, and III vocabulary terms.

- Inspiration: Teachers, instructional leaders, and Marzano coaches provide activities and events that are designed to inspire students.

- Student Agency: Students develop and experience a sense of agency.

- Personal Projects: Personal projects provide opportunities for students to pursue goals of their own design and demonstrate cognitive and metacognitive skills.

- Cumulative Review: Cumulative review is a strategy that teachers employ to provide students with systematic opportunities to review and revise their understanding of critical content.

- Knowledge Maps: Knowledge maps are employed by teachers as a framework for reading comprehension and coherence in writing.

- Collective Responsibility: Collective responsibility involves teachers operating from the perspective that every teacher has shared responsibility for every student.

- Instructional Model: Teachers follow an instructional model that is based on decades of research regarding effective instructional strategies in the traditional classroom. These strategies have been adapted and studied in the context of competency-based classrooms.

- Planning and Preparing: Teachers, instructional leaders, and Marzano coaches work together to plan and prepare in a manner that is geared toward competency-based education.

*Scaling Instructional Approach*

The school adopted the Marzano Research (PCBE) model where the content (standards) and lesson targets guide a rigorous instructional content and promotes academic growth and proficiency for all students. In this model, content is clearly defined and meaningful, focusing on fundamental and relevant knowledge and skills necessary to succeed in a global community. The framework facilitates high expectations for all students, and content and skills are sequenced appropriately and taught effectively.

Across all content areas students have multiple opportunities to learn and show mastery within specific academic content. In addition, student's voice, choice, and pace allow them to take ownership of their learning and make informed decisions to improve their academic outcomes.

In planning for the instructional approach to be scaled across the school for maximum impact and sustained over time, Kingsman Academy adopts the seven Marzano Research design principles for educational program improvement:

1. What content will be addressed?

2. How will the learning environment support student agency?

3. How will instruction support student learning?

4. How will teachers measure student proficiency?

5. How will scheduling accommodate student learning?

6. How will reporting facilitate student learning?

7. How do schools and districts transition to the PCBE system?

*Evidence-Based Strategies*

Kingsman Academy will implement the following evidence-based strategies related to instruction:

- The Marzano Building Basic Vocabulary[16] program is an instructional resource that enables teachers to introduce vocabulary in a meaningful way. An adaptive assessment indicates which cluster each student should work on first, and printable resource packets provide images, descriptions, and activities for each cluster. Online videos provide scaffolding and support while empowering students to investigate and learn new terms independently. Implementing the program will address the needs assessment finding that teachers need support "understanding and adopting the assessment criteria and proficiency scale to teach specific skills".

- Rachel's Challenge[17] (RC) is an evidence-based, supplemental education program that provides speakers, workshops, assemblies and enrichment materials to K-12 schools. Marzano Academies' researchers and trainers collaborate with RC's staff to create age-appropriate, systemic methods for creating a school culture that is based in kindness and respect. When RC is fully implemented, partner schools achieve statistically significant gains in community engagement, faculty/student relationships, leadership potential, and school culture. Improving school culture will improve classroom culture, which is critical to instruction as evidenced by the Danielson Framework for Teaching and identified as a concern with the needs assessment finding that the "majority of students stated that there could be improvements in the learning environment".

- The Writing to Win[18] language arts program challenges students to use writing as a tool to become critical thinkers and active, lifelong learners. The model is used in conjunction with other Marzano instructional models as part of a complete, critical thinking-

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16   Marzano, R.J. (2012), *Building Basic Vocabulary.*

17   *See* https://rachelschallenge.org/.

18   *See* http://www.writingtowin.com/.

instructional approach within a PCBE program. Implementing the program will address the needs assessment finding that .

## Structures

### *Theory of Action*

Kingsman Academy believes that two key structures facilitate knowledge building and practices for instructional delivery: learning management systems[19] and progress monitoring.[20] Learning management systems facilitate rigorous personalized, competency-based learning. They also enable educators and students to collect  work, provide real-time evidence of content mastery, and data and tools for progress monitoring. Finally, progress monitoring in the form of collaborative accountability helps leaders and educators identify gaps and action plan to improve student learning outcomes.

### *Evidence-Based Strategies*

During the 2019-20 school year Kingsman Academy will implement the following evidence-based strategies related to structures:

- The High Reliability Schools Framework,[21] based on 40 years of educational research, defines five progressive levels of performance that a school must master to become a high reliability school, which is a school where all students learn the content and skills they need for success in college, careers, and beyond. Implementing the framework will address the needs assessment finding that students not meeting learning targets was an area for improvement.

- The Data Wise Project[22] supports educators in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students. Kingsman Academy will implement the project's online courses that teach a step-by-step process and habits of mind for using a wide range of data sources to improve instruction. Implementing the project will address the needs assessment finding "data literacy is important to help staff establish standards for determining academic growth".

## Goals and Continuous Improvement

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[19]   *See* Royce Kimmons (2015), Online System Adoption and K-12 Academic Outcomes, *Journal of Computer Assisted Learning* 31(4): 378-391.

[20]   See Nancy Safer & Steve Fleischman (2005), How Student Progress Monitoring Improves Instruction, *Educational Leadership* 62(5): 81-83.

[21]   *See* https://www.marzanoresearch.com/hrs/high-reliability-school.

[22]   *See* https://datawise.gse.harvard.edu/.

Kingsman Academy will engage in ongoing progress monitoring to determine whether the School Improvement Plan is having its intended outcomes. Specifically, we will utilize a School Improvement Working Group to evaluate the school's progress on this and other improvement plans.

*Internal Routines*

The SIWG will consist of represents from each of the school's program and job functions (i.e., management, school leadership, faculty, student support staff, and support staff). The SIWG will meet at least monthly to review the metrics associated with this and other school improvement plans. Members of the SIWG will be trained on the Data Wise improvement cycle to ensure a common understanding of and approach to their work.

*Routines with Stakeholders*

At least once per school year, the SIWG will hold an open meeting to engage key stakeholders, including students, families, and board members, in their work.

*Annual Review*

Once per year, within one month of the school's submission of its annual report to the District of Columbia Public Charter School Board (DC PCSB), the SIWG will submit an annual review of the the school's progress on this and other improvement plans. The annual review must include any recommended revisions to this and other improvement plans.

The annual review will be shared internally, presented to the board, and summarized for students, families and external stakeholders.

*Structuring for Sustainability*

By June 2020, Kingsman Academy's Management Team will develop a sustainability plan that:

1.  Identifies all current improvement and strategic plans;

2.  Identifies all federal, state, local, and authorizer services, resources, programs, and obligations that may affect or improvement the school's ability to meet its goals under this school improvement plan; and

3.  Ensures that the activities in this improvement plan are aligned with the federal, state, local, and authorizer services, resources, programs, and obligations.

# DESIGNING OUR FUTURE
## 2016 Edition

## A Self-Study for Accreditation by the Middle States Association

# Kingsman Academy Public Charter School Washington, D.C.

## March 10-13, 2019

## Shannon Hodge
## Co-Founder & Executive Director

## Stevenette Sayeh
## Internal Coordinator

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# ORGANIZATION FOR GROWTH AND IMPROVEMENT

In this section of the school's Self-Study, the school is asked to ensure it has the organizational elements and processes that are necessary for the school to be successful in achieving its Plan for Growth and Improvement. The school has or has developed the organizational elements and processes described below:

## Leadership for Growth and Improvement

The primary role of the leadership and governing body of the school—those in positions of authority and influence within the school—in the school improvement process is to serve as the "champions" for developing a planning ethic and the growth and improvement process. Strategic planning experts have long held that champions are extremely important to the success of planning for growth and improvement in any organization. Because the major goal of the Self-Study and accreditation process is to ensure that the school has a vision and a plan to achieve the vision that is accepted and supported by all, leaders must communicate publicly, clearly, and often that:

- The planning process is important for the future of the school and its students; and,
- They will provide the leadership, resources, and support needed to make the process and the plan successful.

This critical role for leaders also applies to the heads and governing bodies of larger organizations of which the school may be a part of. It is very difficult for an individual school within a larger system to plan strategically for improving student performance without the clear support and assistance of its parent organization. They, too, must "champion the cause."

It is also important for the head of the school and at least one representative of the governing body to serve, when appropriate, on the Planning Team. However, in this role, the leaders should serve as "equals among equals" by serving on the Team as members with the same authority and influence as all other members of the Team. This is often a difficult role to take, because education organizations are typically organized as hierarchies, and the leaders are often expected to make the decisions in a "top down" manner. However, if the goal is to identify a mission and a plan to achieve it that is "owned" by all the stakeholders of the school, the mission and plan must be developed through a grass roots level—bottom up, rather than top down.

## The Planning Team

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing the action plans developed by the stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:

- Develop the vision for the school by creating or reaffirming a statement of mission;
- Develop a set of beliefs to serve as the ethical code for the institution;

- Develop a profile of the knowledge, skills, and qualities the institution expects of its graduates;
- Identify the areas of student performance that are the priorities for growth and improvement;
- Identify the areas of organizational capacity that are the priorities for growth and improvement;
- Oversee development of the action plans to achieve the growth and improvement objectives;
- Monitor implementation of the action plans; and,
- Conduct periodic reviews of the progress being made to achieving the objectives.

The protocol requires that the Planning Team includes a varied spectrum of the school's community of stakeholders. Because Middle States' member institutions are so varied in type and situation, Middle States does not prescribe what groups constitute a school's stakeholders. This is a local decision. However, the school's leadership and the Planning Team will be expected to provide a rationale for the composition of the Planning Team.

Because the school is committing itself to developing a planning ethic and a culture of continuous improvement, the Planning Team should be institutionalized. The institution must find ways to integrate the work of the Planning Team into the culture of the school and the work of the school. In most cases, this will require a concerted effort and the opening to examination of how the institution thinks about institutional growth and improvement and who is responsible to lead it.

**The members of the Planning Team are:**

| Name | Role in the Institution[1] |
|---|---|
| Stevenette Sayeh | Co-Director of Academics & Odyssey Program Director |
| D'Amber Barnes | Logistics Manager |
| Alexandra Bowen | Teacher (separated in November 2018) |
| Vanessa Brancato | Teacher |
| Ma Wencilita Brown | Teacher |
| Shanise Butler | Student Services Coordinator |
| Taurean Cartwright | Teacher |
| Katrina Foster | Bridging the Gap / R.IS.E. Program Director |
| Monica Henderson | Teacher |
| Rosaline Ngole | Teacher |
| Corey Williams | Intervention Specialist |

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[1] Examples: Teacher, student, parent, administrator, district central office staff, community member, etc.

**What charge was given to the Planning Team? What authority was it given to oversee, monitor, and make decisions regarding the school's planning for growth and improvement in student performance and organizational capacity?**

The Planning Team was able to define its scope of work fairly independently. After members were selected and accepted their positions they had a formal discussion about how they would make decisions and what role school management would have in the process.

In its initial stages the Planning Team set norms and expectations for themselves and for management's role in this process. The Planning Team performed the majority of its work without the direct influence or participation of management or directors. This was intentional to allow open and free discussion where ideas and challenges could be explored and formalized before approaching management. The Planning Team collected materials and formed preliminary action plans that were presented to management. The Planning Team submitted decisions and drafts to the Management Team for approval.

An example of this iterative process can be seen in [Expectations of Directors and Management](#), which the Planning Team prepared to communicate how it wished to work with school-level directors and the school's Management Team, The Management team responded to the Planning Team's expectations in writing in the document.

While this Self-Study was read and edited by school management, this was to ensure the information was factual, up-to-date, compatible with the school's existing strategic plan, and consistent in voice and tone, rather than for substance or meaning.

The Planning Team was able to directly view all documents except individual performance review and individual salaries.

**How does the membership of the Team reflect the diversity within the school's community of stakeholders?**

The Planning Team includes members of most of the school's teams: Academics, Behavioral Interventions, Engagement, and Operations. The Management Team assisted in the process throughout.

Parents were not included as members of the Planning Team due many of the barriers to parent engagement discussed throughout the Self-Study. Some of these barriers include prohibitive work hours of parents and changes in home setting of students. Instead parents were involved through their feedback to the Planning Team and the school. Similarly, students and other stakeholders were interviewed or surveyed but due to time constraints not directly at Planning Team meetings.

It is a goal of Kingsman Academy to continue to try non-traditional strategies to engage our stakeholders. The school also recognizes that ensuring meaningful family participation will be an ongoing challenge given competing demands on families and, often, their own difficult experiences in schools.

**How were the members of the Planning Team selected?**

The school's Leadership and Management Teams identified 12 candidates who might be strong members of the Planning Team. The teams also decided that only the Internal Coordinator would be from the formal Leadership and/or Management Teams.

The prospective Planning Team members were contacted about the opportunity and voluntarily accepted the role. Eleven of the 12 prospective members were available to participate in the self-study process over the summer and accepted the invitation to be a part of the Planning Team. One was the Internal Coordinator who was not assigned to a subcommittee but participated throughout the process.

One member of the team participated in the self-study process throughout the summer and early fall but left the school in November 2018.

The school's other leaders were involved but not directly members of the Planning Team.

**How does the Planning Team function and make its decisions?**

During the Planning Team's first full meeting the members decided and voted on the method by which they would approve decisions. Final approval of decisions had to be granted by at least 8 of the 10 members Planning Team members, the Internal Coordinator and, when necessary, the Management Team.

Primarily subcommittee chairs were given the ability to make decisions on the content of their sections. If disagreements arose between subcommittees that could not be agreed upon between the two these could be brought to the larger group.

Capacity and time limited the Planning Team, especially during the school year, which made it important that decisions could be made regarding the Self-Study quickly and efficiently.

The Internal Coordinator and External Facilitator often discussed decisions with the subcommittees to ensure that challenges were addressed and the process moved forward on time.

**How often did the Planning Team meet? (Provide a list of the Team's meetings and minutes for the meetings as an appendix to this Self-Study Report or in the evidence provided in the Team's workroom.)**

The Planning Team met in several ways throughout the process. During the summer months the Planning Team met as a full group monthly. Subcommittees met weekly with the Internal Coordinator and External Facilitator but completed much of their work independently by gathering documents, communicating with staff and students, and completing sections of the Descriptive Summaries.

During the subcommittee meetings with coordinators members compiled documents, asked questions, addressed any challenges and discussed progress.

During full Planning Team meetings every month the full group completed sections involving the school's foundation documents, reviewed their subcommittee's progress, shared overlapping documents and approved the final decisions made by each subcommittee.

During the school year, the subcommittees met individually and with the Internal Coordinator as needed. The full Planning Team met less often due to competing schedules. Phone calls and emails were used more often during this period.

Subcommittee Work Meetings: These meetings were not tracked by Internal Coordinator or External Facilitator but occurred often between the two subcommittee members.

Planning Team Meetings occurred on the following dates: May 30, 2018; June 22, 2018; July 12, 2018; July 26, 2018; August 9, 2018; December 14, 2018; January 14, 2019; January 25, 2019; and January 28, 2019.

**What is the Planning Team's relationship to any other groups in the school that are involved in planning for growth and improvement, if any?**

Primarily at this stage in Kingsman's development the Management Team takes a strong leadership role in all planning for growth and improvement. This happens throughout the year but there is significant planning and adjustment done during the spring and summer and retraining that occurs in August each year. That retraining and orientation occurs during a three-week preservice professional development program called Summer Institute.

The Planning Team worked closely with the Management Team throughout the process but due to the timeline for the Self-Study it was not possible to incorporate the ideas and targets developed into the 2018-2019 summer training. Some small changes can be made in the remaining months of the 2018-2019 school year. The Planning Team and the Management Team will work together to coordinate on the more significant changes for the 2019-2020 school year and beyond.

**What is the Planning Team's plan for rotating membership of the Team and identifying new members? What is the plan for training and orienting new members to the work of the Team?**

The Planning Team plans to address membership at the beginning of each school year (barring loss of significant portions of the team, which may necessitate mid-year replacement). The school has a system of "Plus Ones" that allows staff members to volunteer for various tasks outside of their primary responsibilities .(Because the Self-Study process began before the implementation of Plus Ones, it was not initially included as one of the possible Plus One assignments.)

The Planning Team members recommend adding the Planning Team to the Plus One list, which will allow others the opportunity to become members of the team. The current Planning Team members can remain on the team if they choose. The Management Team assigns all Plus One responsibilities based on employees' expressed interests and with the

goals of ensuring that there is diversity of expertise on teams and that members' specific talents are used effectively.

Once identified and appointed, new members will meet with Internal Coordinators and their subcommittee chairs for training and orientation. This document and all of the planning documents will serve as a resource for the continuation of this work.

**How will the Planning Team function after the accreditation visit and during the implementation of the Plan for Growth and Improvement?**

This phase will be markedly different from the Self-Study phase in the content of the work, but the process will remain similar. The subcommittees will continue to have discussions with management regarding the objectives. They will act as advocates for their subcommittee content and liaisons for the staff. Planning Team members now have a unique view of the school that allows them to see beyond their individual roles to the larger school, which can assist other staff in understanding changes or improvements.

The objectives and action plan work will be integrated into the improvement work that happens annually at the school, including review and execution of the strategic plan. This is currently led by the Management Team with feedback and input from stakeholders, including the Faculty and Staff Advisory Committee. With the Planning Team now operational and with the Self-Study to guide its work, the Management Team will be able to rely on it throughout the school's continuous improvement cycle.

**Provide a summary of comments by members of the Planning Team regarding their experience as a member of the Team and what was accomplished by the Team.**

The Planning Team was surveyed as the process came to a close. The responses showed that Planning Team members generally felt that the process was successful but responses varied depending on the success of their subcommittees.

## Role of the School's Leadership and Governance

**What role has the school's leadership and governance played in the Self-Study process and the planning for growth and improvement in student performance?**

The Internal Coordinator, Stevenette Sayeh, is a member of the school's Leadership Team, which is comprised of program directors and other school-level directors. Ms. Sayeh served as the primary connection point between the Planning Team, the Leadership Team, and the Management Team, which is comprised of the Executive Director, two Deputy Directors, and two Senior Directors. Per the Planning Team's request, the school's leadership, management, and governance did not regularly attend Planning Team meetings or influence the process directly. This was intentional to ensure this document was a useful and new viewpoint to add to the improvement work of the Management Team.

The External and Internal Coordinators met regularly with members of the Management Team and attended board meetings to present information regarding the Self-Study and its progress.

The Management Team played a greater role in developing the school's Plan for Growth and Improvement, which was informed both by the Self-Study process and ongoing improvement work documented in annual reports and the school's strategic plan. This was intentional, because the Planning Team wanted to align its recommendations, where possible, to other stated goals and improvement priorities to ensure that the school does not have competing goals.

**How has the leadership provided support for the Self-Study and accreditation processes?**

The Management Team engaged an External Facilitator to provide structure and guidance throughout the process. This ensured that while the Management Team provided support, it did not interfere with or unduly impact the Self-Study. Additionally, the school provided stipends to all the Planning Team members as many were 10-month employees who were asked to attend meetings throughout the summer. The school also provided individual leadership coaching to all Planning Team members so that they could gain professional skills as they served the school in this capacity.

**If the school is part of a larger system of schools, what role did the leadership and governance of the system play in the planning process? What kind of support did that leadership and governance provide for the school's planning efforts?**

Kingsman Academy is not part of a larger system of schools.

## Internal Coordinators

A required component of the protocol is the appointment of one or more Internal Coordinators. The primary functions of the Internal Coordinators are to:
- Coordinate the institution's planning process and development of a plan for growth in student performance.
- Oversee planning and preparation for the Visiting Team visit.
- Provide the energy, enthusiasm, and expertise to move the process forward.
- Prepare the Mid-Term Report and preparations for a mid-term visit, if applicable.

**The Internal Coordinators for the Self-Study and accreditation process are:**

| Name | Role in the Institution |
|------|-------------------------|
| Stevenette Sayeh | Program Director<br>Co-Director of Academics |

**How and why were the Internal Coordinators selected?**

Stevenette Sayeh, a member of the school's Leadership Team since the founding of the school, was selected due to her understanding of the school and its improvement process, her relationships with teachers and students, and her understanding of the academic priorities of the school. Additionally, she participated in the accreditation process with a previous school and was able to lend her understanding of the previous process.

**How did the Internal Coordinators fulfill their role and responsibilities?**

Ms. Sayeh fulfilled her role extremely well. She learned quickly, added her expertise, and delegated power to the subcommittees whenever possible. She has been critical to Kingsman for many years and was a natural fit for this role. Additionally, she served as the primary contact for the External Facilitator throughout the process.

**What kinds of support and assistance were provided to the Internal Coordinators to enable them to fulfill their responsibilities?**

The Internal Coordinator was provided with time and resources including personnel, budget for food for meetings, and the ability to take time to act as a visiting team member herself. Additionally, the Internal Coordinator worked closely with the External Facilitator, who provided organizational, logistical, and coaching support for the Planning Team and Internal Coordinator.

## Role of the External Coordinator (if used)

The use of an External Facilitator to assist with the planning process is an optional part of the *DOF* protocol. The following services are typically available from most External Facilitators:

- Organizes and orients the Planning Team so it can work more effectively.
- Facilitates the development of Mission, Beliefs, Profile of Graduates, student performance objectives, and sometimes action plans.
- Provides training for members of the Planning Team and their subcommittees prior to the development of plans.
- Facilitates the Annual Review process.

**The External Facilitator for the Self-Study and accreditation process is:**

| Name | Kate Christman |
|------|----------------|

**How and why was the External Facilitator selected?**

Kingsman worked with Kate Christman on projects before the accreditation Self-Study. She helped to make an operational plan in 2017 using the strategic plan that had been previously written. Given her knowledge and contact with Kingsman she was brought on board to assist with this process.

**What role did the External Facilitator play in the Self-Study process?**

Kate Christman's work was primarily organizational. She provided structures and timelines as well as team building and various team support. She provided one-on-one leadership coaching to each Planning Team member and attended meetings to set goals and assess progress.

## Communication and Awareness Activities

An important factor in increasing the likelihood that a school will achieve its Plan for Growth and Improvement is to ensure broad ownership. Therefore, an important element of the planning process is communication. The communication process should include the means for obtaining from the members of the school's stakeholder community input and feedback regarding the products of the planning process (i.e., Mission, objectives, action plans). Stakeholders cannot support and take ownership of what the school is doing unless they first know about it and are invited to join in the process.

The primary purpose of communication is to develop a critical mass within the school's community of stakeholders with knowledge about, understanding of, and support for the Self-Study process and the Plan for Growth and Improvement.

The school has worked with students, parents, and staff to ensure that all groups were aware of the accreditation process and had an opportunity, both formal and informal, to participate.

The Planning Team served as the ambassadors to the staff and were able to survey staff and collect informal anecdotal reflections on their various subcommittee content areas. The staff participated in presentations regarding accreditation and the Self-Study as well. Students were involved and surveyed through their programs.

Parents continue to be a challenging group to engage in the accreditation process but were invited to and surveyed at Back-to-School night.

Based on its experience in this and other improvement and review processes, including the strategic planning process and school climate work, the school has prioritized engaging diverse stakeholders in more varied and nuanced ways.

## Periodic Review of the Plan for Growth and Improvement

To engage in this process successfully, a school must institutionalize a culture for continuous growth and improvement. It must be an ongoing, dynamic, and "evergreen" process. It is expected and required that the Plan for Growth and Improvement that is developed and presented for accreditation will be implemented faithfully over the length of the accreditation term.

Therefore, the *Designing Our Future* protocol requires formal reviews of the action plans and the progress toward achieving the objectives. Gathering the data and reviewing the action plans needs to be done regularly in order to document successes and indicate any need for revisions. This should be conducted frequently but, at a minimum, at least once annually.

Kingsman plans to include review of the Self-Study's action plans and progress toward achieving its objectives in its annual planning and improvement work. This includes engaging stakeholders such as the Leadership Team, the Faculty and Staff Advisory Council, Krew Council, Board of Trustees, and families.

**The school will need to use the results of their periodic/annual reviews in completing the Mid-Term Report and will also use this information in preparing for the next cycle of accreditation.**

# DESCRIPTIVE SUMMARY OF THE SCHOOL'S FOUNDATION DOCUMENTS

*Designing Our Future* directs that the first major task of the Self-Study process is establishing a preferred future for the school. This is done by developing or reviewing/revising the school's Foundation Documents:

- Mission;
- Beliefs or Core Values; and,
- Profile of Graduates.

In this section, the school community presents its examined Foundation Documents. These statements are the cornerstone of the school's long-range planning and day-to-day decision-making.

# A.   FOUNDATION DOCUMENTS

## A.1.  The School's Mission

**What is the school's Mission?**

Kingsman Academy Public Charter School prepares all scholars for post-secondary success and responsible citizenship by providing an individualized and rigorous education in a supportive environment.

**How and by whom was the school's Mission developed/reviewed/revised?**

The first version of the school's mission statement was developed in the summer of 2014, before the school submitted its charter application to the District of Columbia Public Charter School Board (PCSB). The school's founding team engaged consulting group Insignia Partners to help the new school identify a name and mission statement. Insignia Partners facilitated a workshop that led to the following mission statement:

> The mission of Kingsman Academy is to provide an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship.

The mission statement was then presented to all staff in the summer of the 2014-2015 school year. Staff were able to discuss and accept this mission.

The school engaged Insignia Partners again during in 2016 to facilitate a strategic planning process. As part of that process, which involved numerous internal and external stakeholders, the board voted to revise the mission statement. The current version did not include significant changes to the meaning but did edit the syntax.

**How does the school ensure that its community of stakeholders understands and supports its Mission?**

The school mission has been shared and reviewed by all faculty, staff, and board members. We ensure that the mission is upheld in a variety of ways. It is posted through the school building, on the school's website, and often in publications such as strategic plans and annual reports.

We live out our mission throughout our work with students. Our personalized competency-based education model ensures that all students are provided with an individualized and rigorous academic experience in the classroom. We support post-secondary success by offering both a rigorous curriculum and a wide variety of electives and clubs that expose students to different career paths and fields. We incorporate service learning and character education into all classrooms to foster responsible citizenship and community engagement. We have a dedicated interventions team that provides our students with necessary behavioral and emotional support to create a more supportive environment where all students can learn to their full potential.

**What is the date of the most recent revision/adoption of the school's Mission? Who approved the most recent revision/adoption?**

The revised mission statement resulted from a seven-month strategic planning process held during the 2016-2017 school year that included the following: over a dozen interviews with internal and external stakeholders; five focus groups with internal stakeholder groups including parents, teachers, staff, and students; and two facilitated sessions with the Board of Trustees, Executive Director, and selected faculty and staff.

The board formally approved the revised mission statement in 2017.

**Where is the Mission formally published?**

The School's mission can be found on the school's website and many school materials including annual reports and strategic plans. These can also be found on the District of Columbia Public Charter School Board's website.

## A.2   The School's Beliefs/Core Values

**What are the school's Beliefs/Core Values?**

Kingsman Academy has five core values, known as the Five Promises:
- CIVILITY: Demonstrating respect and courtesy in behavior and speech.
- CONTRIBUTION: Playing a part in bringing about a result or helping something to advance.
- EMPATHY: Understanding and sharing the feelings of another.
- FORTITUDE: Displaying perseverance and courage in adversity.

| ● INTEGRITY: Being honest and living out strong moral principles. |
|---|

## How and by whom were the school's Beliefs/Core Values developed/reviewed/revised?

School staff developed the Five Promises collaboratively during the pre-service Summer Institute professional development program in 2016. This process was drawn from EL Education's core value/promise concept.

The school's Deputy Director facilitated the process of identifying the school's core values by first projecting a bank of dozens of potential values for all faculty and staff members to see. She then divided the team members into small groups. Each group selected five values from the list and presented reasons to the full group why Kingsman Academy should select those values.

The whole group reconvened and narrowed the lists down to what we have today as our Five Promises.

## How does the school ensure that its community of stakeholders understands and supports its school's Beliefs/Core Values?

Every year since the faculty and staff selected the Five Promises in the summer of 2016, the school has dedicated a significant portion of the first two weeks of school to ensuring that all students and staff understand the Five Promises. This includes Krew competitions and performances where students demonstrate their understanding of our core values.

The Five Promises are posted in each classroom, on murals throughout the school building, and in teacher's workspaces. They appear on bulletin boards around the school, on school merchandise, on Kingsman templates, and more. School spirit items like t-shirts also have the Five Promises on them. Outside of the building, the Five Promises can be found on the school website and on documents sent to the PCSB.

We also recognize and evaluate our demonstrations of the Five Promises. For example we include the Five Promises in our Positive Behavioral Interventions and Supports (PBIS) program. We specifically designed our student and staff recognition program, You Earned It!, to allow stakeholders to acknowledge others' demonstration of the Five Promises. We give awards to students and staff based on demonstration of these promises. Even meetings have had Five Promises sections where staff are recognized for their work. Twenty-five percent of staff's evaluations are based on demonstration of the Five Promises.

The Planning Team surveyed stakeholders during the Self-Study process about their knowledge of the Five Promises. Overall, the school community knows the Five Promises well. Seventy-nine percent of staff responded that they either know the Five Promises "Very Well" or "Pretty Well". Forty-three percent of parents surveyed said that they knew the Five Promises "Very Well" or "Some".

## What are the school's Core Values?

In addition to the Five Promises developed by staff, the governing board, along with members of the school's Management Team and other stakeholders identified several core values through the strategic planning process:

- ACCOUNTABILITY: We believe that every member of the Kingsman Academy school community is accountable for results and continuous improvement. We set measures to determine whether systems and procedures meet desired goals.

- AUTHENTIC: We embrace the fact that our metrics for success might not be the same as other schools, and that is both okay, and something to be proud of. We want people to know who we are, and who we are not. Our word is important, so when we say who we are, people need to be able to believe and understand that. The work we do at Kingsman Academy is hard, it matters, and it is important. Our students, parents, staff, teachers and leadership need us to acknowledge that.

- COMMUNICATION: We believe that communicating the why, what, and how of our work to every member of the Kingsman Academy school community is important to our success.

- DATA-DRIVEN: We believe that accurate, reliable data drives good decision-making and good outcomes. We consistently collect, analyze and use data to drive and defend decisions made for the school and the students.

- HIGH EXPECTATIONS: We are committed to providing a high-quality education that helps all students to achieve their academic and personal goals. We hold ourselves accountable for supporting student success.

- INCLUSION: We are committed to providing an individualized, rigorous education to all students, regardless of differences.

- INTEGRITY: We believe that the way we do our work is as important as the work we do. We are committed to creating and maintaining an honest, principled learning and work environment.

- INTENT: We act with intent and purpose, allowing us to make the best use of our limited Kingsman Academy resources and achieve our goals quickly and effectively.

- LISTENING: We believe that listening, much more so than hearing, is a very powerful tool to be used by management, leadership, faculty and staff to be more effective in educating students.

- MISSION-ALIGNED: We are a mission-driven organization. We live out our mission and purpose every day, in everything we do.

- **STRONG IDENTITY:** We have a strong identity that enables us to stand out as a leader in providing the care and services our students need and deserve.

- **SUSTAINABILITY:** We believe in the balance of organizational culture, long-term planning, and strategic decision making to meet and exceed our capacity to fulfill our mission. We have a shared vision and our collective actions maximize our operational effectiveness.

**How and by whom were the school's Core Values developed/reviewed/revised?**

The governing board, along with members of the school's Management Team and other stakeholders, selected and formalized the school's core values as part of the school's strategic planning initiative in the 2016-2017 school year. These core values were formally presented to staff during Summer Institute 2018. While these help inform the schools practices and policies, in day-to-day work the school focuses on the five promises rather than the core values. The school uses the core values for more strategic and long-term decisions.

**How does the school ensure that its community of stakeholders understands and supports its Beliefs/Core Values?**

The school focuses on communicating the Five Promises to all stakeholders more than the core values. The school's Management and Leadership Teams use the core values in strategic decision-making, while the Five Promises serve as day-to-day guides for staff and students. The school's core values are available in strategic documents.

## A.3. The School's Profile of Graduates

**What is the school's Profile of Graduates?**

There are three general categories of knowledge as part of the content Kingsman Academy students must master: (1) traditional academic content, (2) cognitive skills, and (3) metacognitive skills.

**Profile of a Graduate**

| Traditional Academic Content (Core Competencies) |
|---|
| *Humanities Core Competencies*<br>Sample priority topics include: main idea, supporting ideas, evaluate, analyze perspective, evaluate historical sources evidence<br><br>*Mathematics Core Competencies*<br>Sample priority topics include: numeracy, algebraic expressions and equations, coordinate geometry, real numbers, linear equations, fractions, ratios, measurement<br><br>*STEM Core Competencies*<br>Sample priority topics include: planning and carrying out investigations, analyze and interpret data, develop and use models, engineering design |
| Cognitive Skills |
| Cognitive skills that can support students in reaching deeper learning outcomes include:<br>● Generating conclusions<br>● Identifying common logical errors<br>● Presenting and supporting claims<br>● Navigating digital sources<br>● Problem-solving<br>● Decision making<br>● Experimenting<br>● Investigating<br>● Identifying basic relationships between ideas<br>● Generating and manipulating mental image |
| Metacognitive Skills |
| Metacognitive skills that support students in reaching deeper learning outcomes include:<br>● Planning for goals and making adjustments<br>● Staying focused when answers and solutions are not immediately apparent<br>● Pushing the limits of one's knowledge and skills<br>● Generating and pursuing one's own standards of excellence<br>● Seeking incremental steps<br>● Seeking accuracy<br>● Seeking clarity<br>● Resisting impulsivity<br>● Seeking cohesion and coherence |

**How and by whom was the school's Profile of Graduates developed/reviewed/revised?**

In collaboration with Marzano Research, Kingsman Academy developed a guaranteed and viable curriculum (GVC). It provides the foundation of our personalized competency-based learning system. The GVC defines what the school community believes is important for students to master. It includes the academic knowledge and skills, thinking skills, social and personal skills, work habits and dispositions, and other domains that the community finds important and essential for college and career readiness.

There are three general categories of knowledge as part of the content Kingsman Academy graduates must master: (1) traditional academic content, (2) cognitive skills, and (3) metacognitive skills.

**Traditional Academic Content (Core Competencies)**

Traditional academic content includes knowledge and skills historically taught in K-12 schools and comprises content areas such as English language arts (ELA), history, geography, economics, biology, chemistry, algebra, geometry, foreign languages,and computer science.

The key to determining the academic content of our system lies in prioritizing and unpacking standards as recommended by Marzano Research. This step is necessary for Kingsman Academy because most traditional standards documents contain too much content to teach and assess within a limited amount of time. To tackle this challenge, the following process was first introduced to teachers during Summer Institute 2017 and carried out by teams of teachers in Summer Institute 2018:

1. Analyze standards documents;

2. Select preliminary prioritized standards;

3. Categorize prioritize standard; and

4. Review and revise the final selection.

To help determine the content that is addressed within the personalized learning framework, Kingsman Academy adopted *The Critical Concepts,* a set of unpacked standards developed by Marzano Research. This set of unpacked standards provides a focused set of measurement topics for each K-12 grade level in the content areas of ELA, mathematics, technology, history, civics, and science and forms the basis for developing our own set of measurement topics and core competencies.

As a next step, Kingsman Academy adopted the Marzano Research proficiency scales for each *Critical Concept*. Proficiency scales have their grounding in learning progressions, which describe the steps that students and teachers need to take to reach a learning target or master a topic. A proficiency scale is a statement of progressively more complex

expectations regarding the knowledge and skills within a measurement topic.

**Cognitive Skills**

Cognitive skills are brain-based skills that our students use to function, think, read, remember, pay attention. These skills help our graduates effectively process information and complete tasks. Cognitive skills are required for tasks involving retrieval, comprehension, analysis, and utilization of knowledge.

**Metacognitive Skills**

We use metacognitive skills to teach students executive control over actions. These skills help our graduates perform mental and physical actions more effectively and efficiently, become more self-aware, and learn to self-assess.

Our students have multiple opportunities and ways to learn specific content. Students have voice in the teaching and learning process.

The Planning Team compiled recommendations for traditional content to be included in the the school's profile of a graduate. This process incorporated voices from multiple programs and departments. This process occurred in multiple stages from brainstorming, draft, and revision.

**How does the school ensure that everyone understands and supports its Profile of Graduates?**

Marzano Research provides ongoing training and professional development to all teachers on the GVC process. Teachers develop tools to help students understand required competencies for courses, proficiency scales, standards-based grading, and academic progress monitoring. The Planning Team intends train staff on the GVC protocol and present the draft to all staff during Summer Institute 2019 for feedback.

# B. Self-Assessment of Adherence to the Standard for Mission INDICATORS OF QUALITY

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

| Rating of Adherence to the Indicator |
| --- |

| 1. Does Not Meet | The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator. |
|---|---|
| 2. In Need of Improvement | The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**. |
| 3. Meets | The evidence indicates the school **MEETS** the expectations of this Indicator. |
| 4. Exceeds | The evidence indicates the school **EXCEEDS** the expectations of this Indicator. |
| N/A | This Indicator does not apply to our school. |

# THE MISSION STANDARD FOR ACCREDITATION
### *(Indicators 1.1-1.6)*

**The Standard**: The school has a Mission that conveys clearly and concisely the school's vision of a preferred future for the school's students and its expectations for student learning. The Mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The Mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed using a process that considers input by appropriate stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

## Indicators of Quality for all schools

| Indicator of Quality | | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|---|
| *The school's statement of Mission:* | | | | | | |
| 1.1 | Clearly aligned with the school's beliefs and profile of the graduate. | | | | X | |
| 1.2 | Communicated widely, understood and supported by the students, their families, and (if appropriate) the school's community of stakeholders. | | | X | | |
| 1.3 | Developed using a process that considered input by appropriate stakeholders of the school. | | | | X | |
| 1.4 | Reviewed periodically to determine its effectiveness in communicating the school's purposes and vision. | | | | X | |

## Indicators of Quality for faith-based schools [2]

| X | **These Indicators do not apply to our school.** |
|---|---|

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[2] The use of the Faith-Based Indicators for this and the other Standards for Accreditation by faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their Self-Study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose Mission and educational program are defined wholly or in part by their particular faith.

**Stakeholders' comments to support the ratings:**

| STANDARD: MISSION | |
|---|---|
| **Source of Comments** | **Comments** |
| Staff | ● Ninety-five percent of staff reported knowing and understanding the mission of the school. Ninety-eight percent reported knowing and understanding the Five Promises of the school. (Staff Survey)<br><br>● In 2018, Kingsman scored above the DC charter school average for the statement "My school leaders articulate a clear overarching vision that drives priorities, goals and decision making within the school." (Insight Survey 2017) |
| Parents | ● Approximately 50% of parents responded that they know and understand the mission and Five Promises of the school. (Parent Survey) |

# C. Self-Assessment of Adherence to the Mission STANDARD FOR ACCREDITATION

| X | Our self-assessment is that our school **MEETS** this Standard for Accreditation. |
|---|---|
| | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

# D. Implications for PLANNING

**List the school's significant strengths in meeting the Mission Standard.**

| |
|---|
| ● The school often revised its mission and is engaged in self-reflection and improvement as evidenced by the edits made within the last four years.<br><br>● The school integrates the Five Promises throughout the school.<br><br>● The school regularly uses data to analyze its mission and its progress.<br><br>● Staff know and understand the mission and Five Promises well. |

**List the school's significant areas in need of improvement in meeting the Mission Standard.**

| ● | Parents were the stakeholder group that understood the mission statement least. The school will need to identify creative ways to engage parents and help them understand the school's mission and core values. |
|---|---|

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Mission that should be included in the action plan in the Plan for Growth and Improvement.**

| ● | Develop a communication plan for parent engagement. |
|---|---|
| | o   Set targets for parent engagement. |
| | o   Use data from parent surveys to engage parents in a focus group. |

# E.   EVIDENCE to Support the Self-Assessment of this Standard

| Evidence | School |
|---|---|
| The school's Mission | X |
| Samples of publications that communicate the mission to the school's community of stakeholders | X |
| Marketing, recruitment, and admissions materials | X |
| The school's website | X |
| Policies related to the Mission | - |

# DESCRIPTIVE SUMMARY OF THE SCHOOL COMMUNITY AND ITS STUDENT PERFORMANCE

An essential element of any Self-Study is the gathering of information and data that describe the current status of the school in two essential areas: current student performance and the capacity of the school to produce the levels of student performance it states in its Foundation Documents and that its community of stakeholders desires and expects. It is essential to know where the school stands in relation to these two areas before it can be decided which aspects of the school are the highest priorities for growth and improvement. The information and data collected in the Descriptive Summary of the School Community and its Student Performance should show very clearly where the gaps are between the school's current reality and its preferred future.

The Descriptive Summary of the School Community and its Student Performance consists of the following elements:
  ●  The History and Current Context of the School
  ●  Student Performance Data
  ●  Self-Assessment of the Standard for Assessment and Evidence of Student Learning

# HISTORY OF THE SCHOOL

Kingsman Academy Public Charter School (Kingsman Academy) is an open-enrollment, tuition-free, public school that opened its doors in July 2015 in Washington, D.C. Recognizing the District of Columbia's need for a school that serves students at risk of dropping out of school, Kingsman Academy welcomes all students, especially those who are overaged and undercredited, have attendance problems, or have behavioral or emotional challenges.

Kingsman Academy serves students in grades six through twelve in a project-based academic program that emphasizes a therapeutic approach to personalized learning. The curriculum prepares students for post-secondary success and responsible citizenship. All students, including those with disabilities, are surrounded by a culture of high expectations. Students build knowledge, skills, and abilities through a rigorous, relevant, and engaging Common Core-aligned curriculum, hands-on electives, and real-world career and technical learning pathways developed in collaboration with public and private employers and community partners. Kingsman Academy also offers a strong multi-tiered system of supports (MTSS), a school-wide Positive Behavioral Interventions and Supports (PBIS) program, and numerous co-curricular and extracurricular programs.

Since Kingsman Academy is designed to reach students who have experienced a variety of challenges, the academic program includes a number of instructional supports that cut across the curriculum. A Universal Design for Learning framework supports all learning, helping teachers design classrooms, instructional methods, learning resources, and assessments that enable students to learn and express their learning through multiple modalities. An Interventions Team provides counseling and a variety of other mental, behavioral, and physical health supports so that all students are available to learn and are motivated to stay in school and graduate.

Additional Background:
Kingsman Academy took over the building and operations of Options Public Charter School, which relinquished its charter in 2015 following allegations of financial mismanagement. Operating under a court-appointed receiver in the 2014-2015 school year, the reconstituted Options PCS leadership team served as Kingsman Academy's founding team.

# CURRENT CONTEXT OF THE SCHOOL

**Student Population & Demographics:**
For the 2018-2019 school year, Kingsman Academy Public Charter School has an audited enrollment of 282 students from Washington, D.C. Almost all (98%) are African American, 38% have disabilities, and 88% are identified as "at-risk" by the District of Columbia. Kingsman Academy draws students from across the city, with the majority of students living in Wards 5 (18%), 6 (17%), 7 (30%), and 8 (31%).

Kingsman Academy accepts students throughout the school year. As of January 31, 2019, 319 students were enrolled, representing a midyear enrollment increase of 13 percent.

**Surrounding Community & Neighborhood:**
Kingsman Academy Public Charter School is a Ward 6 school that is located in Capitol Hill in the Northeast quadrant of the District of Columbia. The school's neighborhood is primarily residential and approximately three blocks south of H Street Northeast, which is comprised of many popular shops, restaurants and businesses. The neighborhood has a diverse population and has seen significant gains in property values over the past decade. There has been an influx of higher income residents along with new commercial development, particularly along the H Street Corridor.

There has been some neighborhood concerns over having a school within the community that serves an at-risk student population and therefore we did not see strong community investment in our school upon opening in 2015. (Note: The predecessor school served a similar population and experienced periodic issues with neighbors.)

**Social & Economic Challenges:**
The vast majority of Kingsman Academy students are identified as "at-risk" by the District of Columbia. This means that they come from low-income households, receive government benefits, are homeless, or have significant disabilities that may affect their likelihood of graduating from high school.

Across the DIstrict of Columbia, there have been concerns about displacement for low-income renters and families as development and property values increase and more affluent families move into the city. As a result, many students that attend Kingsman Academy are being displaced from their homes, experiencing homeless and housing instability, or, in some cases, moving out of the District to more affordable housing in Maryland.

This creates challenges for the school in terms of transportation, parent involvement, neighborhood rivalries (as students may move between neighborhoods due to housing instability), attendance/tardiness, and participation in afterschool programs.

**Addressing Community Challenges:**
In order to address community concerns, Kingsman Academy has taken several proactive measures. We have increased security and patrol during morning arrival and dismissal. We have designated staff to use motorized Segways to monitor the surrounding school neighborhood. In December of 2017 we contracted a private security company to secure the school campus, monitor both student and visitor entrances, and oversee the general safety of the building.

In 2016 we created a designated community liaison position in order to field neighborhood concerns and provide school representation at the local ANC 6A meetings if needed. Our first community liaison was both a staff member at Kingsman and a neighbor of the school which has helped create a bridge between the school and the community. In 2016, our Ward 6 Councilmember Charles Allen and his team visited the school. The purpose of the visit

was to allow the community and its stakeholders to have a better understanding of Kingsman Academy and the students we serve.

The middle school started a Community Club during the 2015-2016 school year. The club oversaw several neighborhood clean-ups, construction of a school garden and other community service related projects. The community has responded positively to the club and many neighbors have acknowledged their appreciation of our student's efforts. There was a write up about the Kingsman Community Club in the local "Hill Now" online blog.

# ADDITIONAL SCHOOL INFORMATION

*Instruction: Provide the information requested in the table below. Leave blank any areas that are not applicable to the school.*

| Type of Organization (*check all that apply*) | X | Public |
|---|---|---|
| | | Independent |
| | X | Not for Profit |
| | | Proprietary |
| | | Religious |
| | X | Academic |
| | | Career and Technical |
| | X | Secondary Students |
| | | Postsecondary Students |

| Year School Began Operating | 2015 |
|---|---|
| Date Charter/License to Operate Granted | June 29, 2015 |
| Year of First Graduating Class of the School | 2016 |
| State/Agency/Country Granting License to Operate | District of Columbia, through the District of Columbia Public Charter School Board |
| Diplomas/Certificates School is Licensed to Grant | High school diploma |

| Calendar System | Quarter | Semester | Trimester | 12-Month | Other (Describe): |
|---|---|---|---|---|---|
| | | | X | | |

| Currently Accredited by | Name of Agency | | Accredited Until | |
|---|---|---|---|---|
| | N/A | | | |

| If this accreditation is being conducted cooperatively with another accrediting agency, | | Yes | | |
|---|---|---|---|---|
| | X | No | | |

| indicate the cooperating agency | Name of Agency | |
|---|---|---|

# SCHOOL INFORMATION: INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

# STUDENT ENROLLMENT TRENDS

| Age Group/ Grade Level | 3 Years Ago | 2 Years Ago | Last Year | Current Year | Project-ed Next Year | Project-ed in Two Years | Project-ed in Three Years |
|---|---|---|---|---|---|---|---|
| | SY15-16 | SY16-17 | SY17-18 | SY18-19 | SY19-20 | SY20-21 | SY21-22 |
| Grade 6 | 7 | 7 | 14 | 13 | 14 | 14 | 14 |
| Grade 7 | 7 | 7 | 17 | 18 | 19 | 20 | 21 |
| Grade 8 | 26 | 9 | 15 | 23 | 17 | 18 | 19 |
| Grade 9 | 82 | 76 | 67 | 81 | 74 | 76 | 78 |
| Grade 10 | 45 | 61 | 59 | 65 | 57 | 59 | 61 |
| Grade 11 | 40 | 34 | 50 | 40 | 44 | 45 | 46 |
| Grade 12 | 47 | 22 | 27 | 42 | 37 | 38 | 39 |
| Grade 12+ | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Total Enrollment | 254 | 216 | 249 | 282 | 262 | 270 | 278 |
| *Note: Current and previous enrollment are based on audited enrollment as of October 5 of each school year.* | | | | | | | |

**Explain any significant or unusual enrollment trends for the school as a whole that will or might have an effect on the school's ability to produce the levels of student performance stated in its Foundation Documents.**

Due to the mobility in the student population, and the fact that many students fluctuate between engagement in and disengagement from school, enrollment has varied over time. Even though Kingsman Academy's audited enrollment for the current school year (n=282) and actual enrollment as of the date of the pre-visit (n=319) are higher than what is projected for subsequent school years, the Executive Director and governing board have decided to be conservative with enrollment projections to limit the likelihood of needing to make drastic budget cuts during the school year.

Kingsman Academy's enrollment ceiling (i.e., the maximum number of students for which we will receive funding) is 320 students, which allows for continued growth. The certificate of occupancy will permit up to 400 students in the building.

# ASSESSMENT AND EVIDENCE OF STUDENT LEARNING
### (Indicators 9.1-9.15)

## A.   STUDENT LEARNING

### A.1.  Student Performance Data

*Instruction: Duplicate Section A.1.1 for each state assessment.*
*Section A.1.1. is mandatory for all publicly funded schools.*

**Results of State Student Performance Assessments (for public schools):**

| PARCC FOR THE ACADEMIC YEARS | 20 | 15 | to | 20 | 18 |
|---|---|---|---|---|---|

| Math PARCC Student Performance Data | | | | |
|---|---|---|---|---|
| **Sub-Group of Students** | **Performance Level** | **Student Math Performance** 2015-2016 *n (%)* | **Student Math Performance** 2016-2017 *n (%)* | **Student Math Performance** 2017-2018 *n (%)* |
| Number | All | 62 | 51 | 72 |
| All | Level 5 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 4 | 0 (0.0%) | 0 (0.0%) | 0 0.0%) |
| | Level 3 | 1 (1.6%) | 1 (0.0%) | 3 (4.2%) |
| | Level 2 | 20 (32.3%) | 19 (38.0%) | 23 (31.9%) |
| | Level 1 | 41 (66.1%) | 31 (62.0%) | 46 (63.9%) |
| Middle School | Level 5 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 4 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 3 | 1 (3.3%) | 0 (0.0%) | 2 (4.8%) |
| | Level 2 | 5 16.7%) | 3 (20.0%) | 13 (31.0%) |
| | Level 1 | 24 (80.0%) | 12 (80.0%) | 27 (64.3%) |
| High School | Level 5 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 4 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 3 | 0 0.0%) | 0 (0.0%) | 1 (3.3.%) |
| | Level 2 | 15 (46.9%) | 16 (45.7%) | 10 (33.3%) |
| | Level 1 | 17 (53.1%) | 19 (54.3%) | 19 (63.3%) |
| Special Education Status | Level 5 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 4 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 3 | 0 (0.0%) | 0 0.0%) | 0 (0.0%) |
| | Level 2 | 9 (28%) | 9 (36%) | 10 (33%) |
| | Level 1 | 23 (72%) | 16 (64%) | 20 (67%) |
| Male | Level 5 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 4 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 3 | 1 (3%) | 0 (0.0%) | 1 (2%) |
| | Level 2 | 11 (28%) | 10 (36%) | 15 (35%) |
| | Level 1 | 26 (68%) | 18 (64%) | 27 (63%) |

| | Level 5 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 4 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Female | Level 3 | 0 (0.0%) | 0 (0.0%) | 2 (7%) |
| | Level 2 | 9 (37%) | 13 (43%) | 8 (28%) |
| | Level 1 | 15 (63%) | 10 (57%) | 19 (66%) |

| **Reading PARCC** Student Performance Data | | | | |
|---|---|---|---|---|
| **Sub-Group of Students** | **Performance Level** | **Student Reading Performance** 2015-2016 n (%) | **Student Reading Performance** 2016-2017 n (%) | **Student Reading Performance** 2017-2018 n (%) |
| | Level 5 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 4 | 0 (0.0%) | 0 (0.0%) | 1 (1.4%) |
| All | Level 3 | 1 (1.6%) | 0 (0.0%) | 3 (4.1%) |
| | Level 2 | 20 (32.3%) | 8 (15.7%) | 13 (17.8%) |
| | Level 1 | 41 (66.1%) | 43 (84.3%) | 56 (76.7%) |
| | Level 5 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 4 | 0 (0.0%) | 0 (0.0%) | 1 (2.4%) |
| Middle School | Level 3 | 2 (6.7%) | 2 (4.8%) | 3 (7.1%) |
| | Level 2 | 3 (10.0%) | 3 (20.0) | 9 (21.4%) |
| | Level 1 | 25 (83.3%) | 12 (80.0%) | 29 (69.0%) |
| | Level 5 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 4 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| High School | Level 3 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 2 | 2 (8.0%) | 5 (13.9%) | 4 (13.0%) |
| | Level 1 | 23 (92.0%) | 31 (63.1%) | 27 (87.0%) |
| | Level 5 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 4 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Special Education Status | Level 3 | 2 (7.4%) | 0 (0.0%) | 1 (3.3%) |
| | Level 2 | 1 (3.7%) | 2 (8.0%) | 3 (10.0%) |
| | Level 1 | 24 (88.8%) | 23 (92.0%) | 26 (86.6%) |
| | Level 5 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 4 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Male | Level 3 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 2 | 5 (16.7%) | 5 (18.9%) | 9 (21.0%) |
| | Level 1 | 27 (84.3%) | 23 (82.1%) | 34 (79.0%) |
| | Level 5 | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| | Level 4 | 0 (0.0%) | 0 (0.0%) | 1 (3.3%) |
| Female | Level 3 | 2 (9.7%) | 0 (0.0%) | 3 (10.0%) |
| | Level 2 | 0 (0.0%) | 3 (12.5%) | 4 (13.3%) |
| | Level 1 | 21 (91.3%) | 21 (87.5%) | 22 (73.3%) |

**If the school did not make progress on this assessment, provide a description of planned corrective actions.**

Kingsman Academy's students are, on average, at least five to six grade levels behind expected performance in both reading and mathematics. As a result, our scores of the PARCC assessment, which is a measuring of whether students are performing on grade level, are where we expect them to be.

Although we expect the scores our students receive, we are not satisfied with them. Our planned corrective action for the PARCC assessment is, in reality, our overall plan for improving teaching and learning at the school:

1. Continue to improve the instructional program;

2. Identify and support students at risk for academic failure through the school-wide multi-tiered system of supports (MTSS); and

3. Ensure academic and engagement programming meets students' needs and interests.

In addition, we have offered and will continue to offer PARCC prep sessions to familiarize students with the assessment.

**Results of Assessments of Student Performance—All Schools**
**(Standardized Assessments, SAT/Advanced Placement, International Baccalaureate, MAP testing, etc)**

| **Scantron Performance Series Diagnostics Assessment FOR THE ACADEMIC YEARS** | **20** | 16 | **to** | **20** | 18 |
|---|---|---|---|---|---|

| Math Performance Series Diagnostics Assessment | | | |
|---|---|---|---|
| **Sub-Group of Students** | **2016-2017 GLE* Baseline** | **2017-2018 GLE Pre-Test** | **2017-2018 GLE Post-Test** |
| All | 4.2 | 4.4 | 4.7 |
| Middle School | 4.4 | 4.0 | 4.4 |
| High School | 4.1 | 4.7 | 5.0 |
| General Education | 4.6 | 4.8 | 5.1 |
| Special Education | 3.7 | 3.8 | 4.2 |
| Male | 4.2 | 4.2 | 4.3 |
| Female | 4.3 | 4.6 | 5.1 |
| * Grade-Level Equivalent | | | |

| Reading Performance Series Diagnostics Assessment |
|---|

| Sub-Group of Students | 2016-2017 GLE* Baseline | 2017-2018 GLE Pre-Test | 2017-2018 GLE Post-Test |
|---|---|---|---|
| All | 5.3 | 4.4 | 4.8 |
| Middle School | 5.2 | 4.3 | 4.6 |
| High School | 5.4 | 4.5 | 5.0 |
| General Education | 5.9 | 4.6 | 5.5 |
| Special Education | 4.7 | 4.1 | 4.0 |
| Male | 5.2 | 4.2 | 4.2 |
| Female | 5.4 | 4.6 | 5.4 |
| * Grade-Level Equivalent | | | |

**Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.**

Kingsman Academy's students are, on average, at least five to six grade levels behind expected performance in both reading and mathematics, as demonstrated by the Scantron Performance Series Diagnostic Assessment results above. As mentioned above, our overall plan for improving teaching and learning at the school is as follows:

1. Continue to improve the instructional program, which includes monitoring curriculum implementation, reviewing student progress, and supporting teachers with targeted professional development;

2. Identify and support students at risk for academic failure through the school-wide multi-tiered system of supports (MTSS) and interventions including differentiated instruction, flexible groups, supplemental academics skills supports, courses designed to support specific student needs, and one-on-one instructional support; and

3. Ensure academic and engagement programming meets students' needs and interests by providing flexible and blended learning opportunities for students who them and by ensuring that students' academic programming is connected to their college and career interests.

## A.2. Evidence of Student Learning - Assessments

| Name of Assessment | Grade Level(s) Administered | Curricular Area(s) Assessed | Evaluation of Most Recent Results | | |
|---|---|---|---|---|---|
| | | | S | NI | U |
| Scantron Achievement Series | 6-12 | Reading | | X | |
| | 6-12 | Mathematics | | X | |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.**

As mentioned above, our overall plan for improving teaching and learning at the school is as follows:

1. Continue to improve the instructional program, which includes monitoring curriculum implementation, reviewing student progress, and supporting teachers with targeted professional development;

2. Identify and support students at risk for academic failure through the school-wide multi-tiered system of supports (MTSS) and interventions including differentiated instruction, flexible groups, supplemental academics skills supports, courses designed to support specific student needs, and one-on-one instructional support; and

3. Ensure academic and engagement programming meets students' needs and interests by providing flexible and blended learning opportunities for students who them and by ensuring that students' academic programming is connected to their college and career interests.

## A.3. Overall Student Performance

| | The students are not learning and performing at the levels desired and expected |
|---|---|
| | Based on preliminary results of baseline testing conducted at the beginning of the 2018-2019 school year and assessments from previous years, the vast majority of Kingsman Academy students function below grade level in both mathematics and reading. They are performing as expected based on the skills that are lagging when they enter our school, but they are not performing as desired. |

As mentioned above, our overall plan for improving teaching and learning at the school is as follows:

1. Continue to improve the instructional program, which includes monitoring curriculum implementation, reviewing student progress, and supporting teachers with targeted professional development;

2. Identify and support students at risk for academic failure through the school-wide multi-tiered system of supports (MTSS) and interventions including differentiated instruction, flexible groups, supplemental academics skills supports, courses designed to support specific student needs, and one-on-one instructional support; and

3. Ensure academic and engagement programming meets students' needs and interests by providing flexible and blended learning opportunities for students who them and by ensuring that students' academic programming is connected to their college and career interests.

In addition, Kingsman Academy continues to develop and refine a curriculum and assessment program that targets and builds college and career readiness skills and provides students with experienced-based opportunities in college and career environments during their high school years. Our student population needs to be immersed in college and career environments during their high school years to practice, develop and learn to accept constructive feedback in mature work and school environments to understand the expectations for mature behavior, reliability, accountability, and goal setting.

## A.4. Coherence

We use both benchmark and diagnostic tests through Scantron. Using these assessments, teachers can determine whether students have mastered the skills for that trimester. They then determine if re-teaching is necessary for certain students. This follows our school mission to meet the needs of each student. Students progress at their individual pace and levels.

## A.5. Communication

The school communicates the results of assessments of student learning to students through weekly feedback on test scores and/or informal classroom assessments. Teachers regularly use exit tickets tied to daily objectives to assess what each student has learned. We also rely on non-traditional methods of assessment such as student-led presentations and displays. We hold a Celebration of Learning where parents and families are invited to attend and see firsthand what their children have learned over the course of each trimester. Parents/guardians are also given regular access to student grades and progress through a parent portal in our student information system that gives access to current grades and assessments in each class.

# B. Self-Assessment of Adherence to the Standard for Assessment and Evidence of Student Learning INDICATORS OF QUALITY

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

| Rating of Adherence to the Indicator | |
|---|---|
| 1. **Does Not Meet** | The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator. |
| 2. **In Need of Improvement** | The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**. |
| 3. **Meets** | The evidence indicates the school **MEETS** the expectations of this Indicator. |
| 4. **Exceeds** | The evidence indicates the school **EXCEEDS** the expectations of this Indicator. |
| **N/A** | This Indicator does not apply to our school. |

## ASSESSMENT AND EVIDENCE OF STUDENT LEARNING
## STANDARD FOR ACCREDITATION

**The Standard:** The school has a program for assessing student learning and performance that is consistent with the school's mission. The program is based on current research and best practices and is aligned with the school's educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school's community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

## Indicators of Quality for all schools

| Indicator of Quality | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|
| *The governing body and leadership ensure that the school:* | | | | | |

| # | | C1 | C2 | C3 | C4 | C5 |
|---|---|---|---|---|---|---|
| 9.1 | Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance. | | | x | | |
| 9.2 | Reports the results of its assessment of students' learning and performance regularly, accurately, and clearly to the school's community of stakeholders. | | x | | | |
| 9.3 | Has leadership and a staff that are committed to, participate, and share in the accountability for student learning and performance. | | | x | | |
| *The governing body and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor by:* | | | | | | |
| 9.4 | Evaluating the effectiveness of the school's curricula, instructional methods, professional development program, and student services. | | | x | | |
| 9.5 | Monitoring learning by individual students as well as cohorts of students as they move through the school. | | | x | | |
| 9.6 | Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students. | | | x | | |
| *The governing body and leadership ensure that the school:* | | | | | | |
| 9.7 | Maintains appropriate records of students' learning and performance. | | | x | | |
| 9.8 | Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing the confidentiality of student records. | | | x | | |
| 9.9 | Communicates its assessment policies and program to the school's community of stakeholders. | | x | | | |
| 9.10 | Communicates regularly with families regarding students' progress in learning. | | x | | | |
| 9.11 | Collaborates with families to develop, if necessary, appropriate strategies to assist the students to learn and perform at the expected levels. | | x | | | |
| *The governing body and leadership ensure that the school uses assessments to measure student learning that:* | | | | | | |
| 9.12 | Are based on current and reliable research on child development and growth. | | | x | | |
| 9.13 | Provide data that can inform decisions regarding allocating resources for the components of the school's educational program. | | | x | | |
| 9.14 | Can be used for making recommendations to families whose children may benefit from further assessment/evaluation. | | | x | | |
| 9.15 | Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles. | | | x | | |
| 9.16 | Reflect understanding of different styles of learning. | | x | | | |

| 9.17 | Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible. | | | x | |
| 9.18 | Are augmented by information and insights about students' learning and performance from students' families. | | | x | |

## Indicator for Quality for schools with early childhood programs

| | These Indicators do not apply to our school. |
|---|---|

## Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

| | These Indicators do not apply to our school. |
|---|---|

## Indicators of Quality for faith-based schools

| | This Indicator does not apply to our school. |
|---|---|

## *Stakeholders' comments to support the ratings:*

| STANDARD: ASSESSMENT AND EVIDENCE OF STUDENT LEARNING | |
|---|---|
| **Source of Comments** | **Comments** |
| **Governing Body** | ● Kingsman Academy regularly evaluates all teachers, provide extensive professional development and support to teachers, and reviews student data to ensure quality of instruction |
| **Staff** | ● According to the 2018 Insight survey, 50% of teachers agreed with the statement "Across my school, students support their answers with evidence and explain their thinking." This is up from 38% in 2017. |
| **Students** | ● "Our classes are set up to prepare us for college. I want to be a robotic engineer or someone who makes video games." - 2018 Odyssey Graduate<br><br>● "I used to get frustrated, but now I get help before school and after school from my math teacher." -- 2018 ace360 Student<br><br>● Few students stated that they felt they were never prepared for standardized tests. (Student Survey) |
| **Parents** | ● Majority of parents surveys stated that Kingsman supported a productive learning environment. |

# C. Self-Assessment of Adherence to the Assessment and Evidence of Student Learning STANDARD FOR ACCREDITATION

| X | Our self-assessment is that our school **MEETS** this Standard for Accreditation. |
|---|---|
|   | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

# D. Implications for PLANNING

**List the school's significant strengths in meeting the Assessment and Evidence of Student Learning Standard.**

- Most students surveyed responded that their teachers know their learning style "fairly well" to "extremely well" (student survey)

- Only 7% of students surveyed responded that they were dissatisfied and frustrated with the learning environment. (student survey)

**List the school's significant areas in need of improvement in meeting the Assessment and Evidence of Student Learning Standard.**

- The majority of students stated that there could be improvements in the learning environment.

- Many teachers responded that students were not meeting learning targets.

- The Planning Team believes that data literacy is important to help staff establish standards for determining academic growth.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Assessment and Evidence of Student Learning that should be included in the action plan in the Plan for Growth and Improvement.**

- Mastery of new data management systems to ensure data integrity and student personalization

- More communication about student learning and PCBE models' impact at Kingsman

# E. EVIDENCE to Support the Self-Assessment of this Standard

| Evidence | School |
|---|---|
| Example of student transcript | X |
| Example student report card | X |
| Reports of the results of assessments administered to students | X |
| Policies related to assessment of student learning | - |

# DESCRIPTIVE SUMMARY OF THE SCHOOL'S LEADERSHIP AND ORGANIZATION

## A.    GOVERNANCE AND LEADERSHIP
*(Indicators 2.1-2.39)*

### A.1.  The School's Governance

| Kingsman Board of Trustees | |
|---|---|
| **Name** | **Stakeholder Groups Represented** |
| Steve Messer, President & Chairman | Public |
| Indra Chalk, Vice President | Public |
| Peter Olle, Treasurer | Public |
| Michelle Tellock, Secretary | Public |
| Toloria Gant, Parent Member | Parents |
| Tameka Harris, Parent Member | Parents |
| Maria Blaeuer | Public |
| Julia Bloom-Weltman | Public |
| Martine Solages (pending federal approval) | Public |

**What are the roles and responsibilities of the school's governing body?**

The Board of Trustees is responsible for overall governance including reviewing and amending policies, making final decisions on some aspects of the operations of the school, and overseeing finances.

According to the Kingsman Academy Bylaws, "The business and affairs of the Corporation shall be managed by or under the direction of a governing body of persons (designated individually as 'Trustees' and collectively as the 'Board of Trustees' or 'Board'), which may exercise all powers of the Corporation. The Board of Trustees shall be fiduciaries of the Corporation and shall set overall policy for the Corporation. The Board may make final decisions on matters related to the operation of the Corporation, consistent with the charter granted to the Corporation by the District of Columbia Public Charter School Board, the District of Columbia School Reform Act of 1995 (the 'School Reform Act'), and other applicable law."

**What is the role of the governing body in developing and maintaining the school's Mission?**

The board has final approval over the organization's mission. It played an integral role in shaping the current mission statement. The board has tasked the Executive Director with presenting a quantitative analysis of how the school measures and meets its mission, and that project is currently underway.

**How does the governing body evaluate the manner in which it conducts its work and responsibilities?**

The Board of Trustees measures its success by the school's overall health and stability, its progress on the strategic plan, thorough review of external reviews and evaluations, and by internal discussion and reflection. As the school moves into a more established organization, the Board has prioritized identifying objective measures of success for both the school and the board itself.

As part of the strategic planning process, the board is currently reviewing drafts of a board service manual and an agreement for board service.

**What is the process the governing body uses to evaluate the performance of the head of the school?**

The Board reviews the head of the school annually each July. The Board and the Executive Director agree upon fair and rigorous criteria including core competencies and four to six mutually agreed upon pre-established SMART goals.

**How does the governing body develop, enact, and monitor implementation of its policies for the school?**

Policies are brought to the board for discussion and approval by the Executive Director. At times board members also propose policies they believe need to be considered. After discussion, the board votes and the policy is approved or set aside for edits and revisions. The Executive and Deputy Directors both offer updates at board meetings when board members are given information about the roll out of policies, updates or improvements necessary, and next steps. The Board often focuses on compliance with charter board policies and student performance goals. Within these categories, they review student achievement data, updates from the District of Columbia Public Charter School Board, and other school materials to confirm that the policies enacted fit within the requirements and are positively impacting student achievement.

## A.2. The School's Leadership

| Name | Team | Role in School's Leadership | No. of Years in This School's Leadership |
|------|------|------------------------------|------------------------------------------|
| Shannon Hodge | Management | Co-Founder and Executive Director | 3.5 years |
| Kennesha Kelly | Management | Co-Founder and Deputy Director | 3.5 years |
| Tameria Lewis | Management | Deputy Director | 2 years |
| Ayana Malone | Management | Senior Director of Student Support Services | 6 months |
| Jacob Fishbein | Management | Senior Director for Teaching & Learning | 1 month |

| Desirée Brown | Leadership | Director of Integrated Comprehensive Services | 3 months |
| Malik Carson | Leadership | Director of Behavioral Interventions | 2.5 years |
| Derek Deane | Leadership | Co-Director of Academics Program Director | 2.5 years |
| Katrina Foster | Leadership | Program Director | 6 months |
| Shannon Hooks | Leadership | Program Director | 1.5 years |
| Stevenette Sayeh | Leadership | Co-Director of Academics Program Director | 3.5 years |

**Describe the head of the school's administrative responsibilities.**

Executive Director Shannon Hodge is ultimately responsible for the leadership, vision, execution, and overall management of the school. She is responsible for ensuring that the school has the systems and resources, including human resources, the school needs to achieve its mission. She oversees the operating budget and manages the school's financial and compliance-related obligations. She works closely with the board to plan strategically, build and maintain partnerships, and guide the organization.

**Describe the head of the school's educational leadership responsibilities.**

Executive Director Shannon Hodge is ultimately responsible for the educational achievements of the school. She has delegated the design, development, implementation, and evaluation responsibilities associated with the educational program to Deputy Director Kennesha Kelly. In January 2019, the school brought Jacob Fishbein on board as the Senior Director of Teaching and Learning to provide additional support for the school's educational program.

# B. Self-Assessment of Adherence to the Standard for Governance and Leadership INDICATORS OF QUALITY

The school must meet all Standards for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for each Standard identifies the types of evidence that, when taken together, indicate whether the school meets the Standards. The school may indicate other types of evidence particular to the school in the "Other" section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

| Rating of Adherence to the Indicator | |
| --- | --- |
| **1. Does Not Meet** | The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator. |
| **2. In Need of Improvement** | The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**. |
| **3. Meets** | The evidence indicates the school **MEETS** the expectations of this Indicator. |

| 4. Exceeds | The evidence indicates the school **EXCEEDS** the expectations of this Indicator. |
|---|---|
| **N/A** | This Indicator does not apply to our school. |

# GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

**The Standard:** The school is chartered, licensed, or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates**.** There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school's mission. The governing body and leadership maintain timely and open communication with the school's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school's educational program.

## Indicators of Quality for all schools

| Indicator of Quality | | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|---|
| *The school's governing body ensures that the school:* | | | | | | |
| 2.1 | Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates. | | | | X | |
| 2.2 | Has no legal or proprietary ambiguities in ownership, control, or responsibility. | | | | X | |
| 2.3 | Expresses partnerships and any corporate linkages in ownership/governance as enforceable agreements. | | | | | X |
| 2.4 | Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership. | | | X | | |
| 2.5 | Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position. | | | | X | |
| 2.6 | Is provided with the sufficient qualified personnel to deliver its programs, services, and activities. | | | | X | |
| *The school's governing body ensures that it:* | | | | | | |
| 2.7 | Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the school's mission. | | | X | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.8 | Uses a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school. | | | | X | |
| 2.9 | Thinks and acts strategically, reflecting on its decisions and the consequences of its actions. | | | X | | |
| 2.10 | Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school. | | | | X | |
| 2.11 | Works cooperatively with the school's leadership to establish and maintain clear, written policies and procedures that are consistent with the school's mission, are implemented at all times, and reviewed regularly. | | | X | | |
| 2.12 | Has and implements written policies and/or procedural guidelines that define for the governing body:<br>● Its proper roles and responsibilities;<br>● Qualifications for its members;<br>● Its composition, organization, and operation;<br>● Terms of office for its members; and<br>● Provisions for identifying and selecting new board members when vacancies occur. | | | | X | |
| 2.13 | Implements a process for reviewing/revising its policies regularly. | | X | | | |
| 2.14 | Evaluates systematically and regularly its own effectiveness in performing its duties. | | X | | | |
| 2.15 | Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles. | | X | | | |
| 2.16 | Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders. | | | | X | |
| 2.17 | Includes members that represent constituencies served by the school. | | | X | | |
| 2.18 | Maintains appropriate and constructive relations with the school's leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students. | | X | | | |
| 2.19 | Recognizes the accomplishments of staff members and students. | | | | | X |
| 2.20 | Adheres to appropriate guidelines concerning confidentiality in communications. | | | | X | |
| **The school's leadership:** | | | | | | |
| 2.21 | Is accountable to the governing body and is responsible for ensuring the school's students achieve the expected levels of achievement. | | | X | | |
| 2.22 | Maintains a relationship with the school's governing body characterized by mutual trust and cooperation. | | | | X | |
| 2.23 | Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel. | | X | | | |

| 2.24 | Provides a program of professional development based on the needs of the school and staff identified in the school's growth and improvement process. | | X | | |
|---|---|---|---|---|---|
| 2.25 | Ensures that professional and support staff members stay well informed about educational developments. | | | X | |
| 2.26 | Undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals. | | | X | |
| 2.27 | Stays well informed of and implements proven practices identified in educational research and literature. | | | X | |
| 2.28 | Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students. | | | X | |
| 2.29 | Adheres to appropriate guidelines concerning confidentiality in communications. | | | | X |

## Indicators of Quality for faith-based schools

| | These Indicators do not apply to our school. |
|---|---|

## Indicator of Quality for schools that deliver all or part of their educational program by a distance modality

| | This Indicator does not apply to our school. |
|---|---|

## Indicators of Quality for proprietary schools

| | These Indicators do not apply to our school. |
|---|---|

## Stakeholders' comments to support the ratings:

| STANDARD: GOVERNANCE AND LEADERSHIP | |
|---|---|
| Source of Comments | Comments |
| Staff | ● Seventy percent of teachers agreed with the statement, "My school leaders articulate a clear overarching vision that drives priorities, goals and decision making within the school," surpassing the DC charter schools average of 63 percent (Insight Survey, Spring 2018)<br><br>● Sixty-nine percent of teachers agreed with the statement, "My school is committed to improving my instructional practice", surpassing the DC charter schools average of 65 percent. (Insight Survey, Spring 2018)<br><br>● Seventy percent of teachers agreed with the statement, "My school has effective instructional leadership", surpassing the DC charter schools average of 60 percent. (Insight Survey, Spring 2018) |

| | ● Forty-four percent of staff responded that they "Agree" or "Strongly Agree" with the comment: "Kingsman leadership and management ensure that professional and support staff members stay well informed about educational developments." (Staff Survey)<br><br>● Forty-four percent of staff responded that they "Agree" or "Strongly Agree" with the comment: "Kingsman leadership and management provides a program of professional development based on the needs of the school and staff identified in the school's growth and improvement process." |
|---|---|
| **Students** | ● Fifty percent of students responded that they are "Satisfied" or "Extremely Satisfied" with the "overall leadership of [the] school." |
| **Parents** | ● Seventy-one percent of parents responded that they are "Satisfied" or "Extremely Satisfied" with the "overall leadership of [the] school." |

# C. Self-Assessment of Adherence to the Governance and Leadership STANDARD FOR ACCREDITATION

| X | Our self-assessment is that our school **MEETS** this Standard for Accreditation. |
|---|---|
| | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

# D. Implications for PLANNING

**List the school's significant strengths in meeting the Governance and Leadership Standard.**

| ● All legal and compliance requirements are up to date.<br><br>● The Board and school leadership regularly meet, have stable structures and qualified personnel, and assess their work.<br><br>● The Board evaluates the Executive Director and maintains accountability for the school.<br><br>● The Board and school leadership regularly ask for feedback on their work from staff and stakeholders. That feedback is valued and taken seriously. |
|---|

**List the school's significant areas in need of improvement in meeting the Governance and Leadership Standard.**

| ● Greater communication between leadership and staff on how decisions fit into larger strategic initiatives. |
|---|

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Governance and Leadership that should be included in the action plan in the Plan for Growth and Improvement.**

- Communication between various stakeholder groups was a theme we found throughout the Self-Study. The Planning Team will further assess current communication barriers and begin to suggest improvements.

  o Key stakeholder groups includes the Board, staff, and leadership of the school among others.

  o Set benchmarks and targets for each stakeholder group.

# E. EVIDENCE to Support the Self-Assessment of this Standard

| Evidence | School |
|---|---|
| Description of the process used by the governing body to evaluate its own performance | - |
| Job descriptions for the head of the school and other key administrative personnel | X |
| Appraisal tool and/or description of the process used to appraise the performance of the head of the institution | X |
| Policies related to the Kingsman Academy Board | X |
| Chart of lines of authority/responsibilities | X |
| Names and affiliations of the members of the board of governance | X |

# SCHOOL ORGANIZATION AND STAFF

## A.    SCHOOL ORGANIZATION AND STAFF
*(Indicators 6.1-6.37[PA6.38-PA6.41])*

## A.1.  Staff Information
.

| FOR THE ACADEMIC YEAR | 20 | 18 | to | 20 | 19 |
|---|---|---|---|---|---|

As of December 1, 2018

| | Full-Time | Part-Time | Total Full-Time Equivalent |
|---|---|---|---|
| **ADMINISTRATIVE STAFF:** | **10** | **0** | **10** |
| Management | 4 | 0 | 4 |
| Directors | 2 | 0 | 2 |
| Program Directors | 4 | 0 | 4 |
| **INSTRUCTIONAL STAFF:** | **21** | **0** | **22** |
| Classroom teachers - middle school | 4 | 0 | 4 |
| Classroom teachers - high school | 12 | 0 | 12 |
| Special education teachers - high school | 5 | 0 | 5 |
| Special education teachers - middle school | 0 | 0 | 0 |
| **STUDENT SERVICES:** | **19** | **1** | **20** |
| Guidance/college/career counselors | 2 | 0 | 2 |
| Psychologists/social workers | 4 | 0 | 4 |
| Special education professional staff | 3 | .5 | 3.5 |
| Behavioral support staff | 7 | .5 | 7.5 |
| Technology services personnel | 0 | 0 | 0 |
| Information resources/library personnel | 0 | 0 | 0 |
| Health services personnel | 0 | 0 | 0 |
| Engagement personnel | 3 | 0 | 3 |
| **SUPPORT STAFF:** | **10** | **0** | **10** |
| Paraprofessionals and aides | 2 | 0 | 2 |
| Secretaries and clerks | 2 | 0 | 2 |
| Custodial personnel | 1 | 0 | 1 |
| Maintenance personnel | 1 | 0 | 1 |
| Food services personnel | 1 | 0 | 1 |
| Security personnel | 2 | 0 | 2 |
| Other support staff | 1 | 0 | 1 |
| Kingsman Academy contracts with external vendors in the following areas, among others: long-term substitute teachers; dedicated aides; and technology, health, security, and janitorial services. They are not included in this staff chart. | | | |

**Describe significant trends in size of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

The school's organizational structure has changed over time to meet the needs of students. Staffing has adjusted correspondingly to meet the needs of students and school design, with a slight trend upwards.

Staffing is based on enrollment, and positions are filled as student enrollment is finalized.

## Experience of the Staff:

| FOR THE ACADEMIC YEAR | 20 | 18 | to | 20 | 19 |
|---|---|---|---|---|---|

As of December 1, 2018

| Years | 0-1 | 2-5 | 6-10 | 11-20 | over 20 | N/A |
|---|---|---|---|---|---|---|
| **Administrative Staff** | | | | | | |
| ● Women | - | - | - | - | - | 7 |
| ● Men | - | - | - | - | - | 3 |
| **Instructional Staff** | | | | | | |
| ● Women | 1 | 5 | 5 | 2 | 0 | - |
| ● Men | 3 | 2 | 2 | 1 | 0 | - |
| **Student Services Staff** | | | | | | |
| ● Women | - | - | - | - | - | 10 |
| ● Men | - | - | - | - | - | 9 |
| **Support Staff** | | | | | | |
| ● Women | - | - | - | - | - | 4 |
| ● Men | - | - | - | - | - | 6 |
| Note: Kingsman Academy only tracks years of relevant experience for instructional staff. | | | | | | |

**Describe significant trends in experience of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

Kingsman Academy's instructional staff has a wide range of experience, and many more experienced staff support and encourage less-experienced colleagues.

In general, the school hires novice teachers only when they show significant promise in a hard-to-staff area (e.g., math, science, special education).

## Academic Preparation of the Professional Staff:

| FOR THE ACADEMIC YEAR | 20 | 18 | to | 20 | 19 |
|---|---|---|---|---|---|

As of December 1, 2018

| | Associate's or No Degree | Bachelor's Degree | Master's Degree | Doctorate |
|---|---|---|---|---|
| **Administrative Staff** | | | | |
| ● Women | 0 | 3 | 3 | 1 |
| ● Men | 1 | 1 | 1 | 0 |
| **Instructional Staff** | | | | |
| ● Women | 0 | 10 | 3 | 0 |
| ● Men | 0 | 5 | 3 | 0 |
| **Student Services Staff** | | | | |
| ● Women | 1 | 4 | 5 | 0 |
| ● Men | 4 | 2 | 3 | 0 |

**Describe significant trends in the academic preparation of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

All of our teachers have at least bachelor's degrees, and 29% have master's degrees. The majority of our student services staff has at least a bachelor's degree, and 42% have master's degrees.

Some of our instructional staff have not completed teacher preparation programs; as a result, some of our professional development programming and support is focused on foundations of pedagogy.

## Certifications of the Professional Staff:

| FOR THE ACADEMIC YEAR | 20 | 18 | to | 20 | 19 |
|---|---|---|---|---|---|

As of December 1, 2018

| | No Certificate or Credential | Emergency Certificate or Credential | Regular Certificate or Credential | Administrative Certificate |
|---|---|---|---|---|
| **Administrative Staff** | | | | |
| ● Women | 7 | 0 | 0 | 0 |
| ● Men | 3 | 0 | 0 | 0 |
| **Instructional Staff** | | | | |
| ● Women | 12 | 0 | 1 | 0 |
| ● Men | 8 | 0 | 0 | 0 |
| **Student Services Staff** | | | | |
| ● Women | 7 | 0 | 3 | 0 |
| ● Men | 8 | 0 | 1 | 0 |

**Describe significant trends in the professional certification of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

Kingsman Academy, like many charter schools, does not require professional certification for its instructional staff. As a result, teachers who may have been certified before working in D.C. charter schools often choose not to maintain their certifications.

Because Kingsman Academy is not able to match the teaching salaries of the District of Columbia Public Schools, it can be difficult to recruit certified teachers when salaries are significantly higher a different district in the same geographic area.

All student services staff who are required to be licensed to practice in the District of Columbia (e.g., school psychologists, social workers) are properly licensed.

## Staff Demographic Trends:

| FOR THE ACADEMIC YEAR | 20 | 18 | to | 20 | 19 |
|---|---|---|---|---|---|

As of December 1, 2018 and December 1, 2016

| Race/Ethnicity | Percent of Staff in Current Year | Percent of Staff Two Years Ago |
|---|---|---|
| **Ethnicity** | | |
| Hispanic or Latino | 2% | 7% |
| Not Hispanic or Latino | 98% | 93% |
| **TOTAL** | **100%** | **100%** |
| | | |
| **Race** | | |
| American Indian/Alaskan Native | 0% | 0% |
| Asian | 2% | 2% |
| Black/African American | 83% | 80% |
| Pacific Islander/Native Hawaiian | 0% | 0% |
| Two or More Races | 5% | 4% |
| White/Caucasian | 10% | 15% |
| **TOTAL** | **100%** | **100%** |

**Describe significant trends in the demographics of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

Overall staff composition is fairly similar between 2018 and 2016, with a slightly lower percent of Hispanic or Latino staff members in 2018 than in 2016 and a slightly higher percent of White/Caucasian staff members in 2016 than in 2018.

Given the diversity in the staff, including differences in ethnicity, race, gender, education, socio-economic status, sexual orientation, religious background, and viewpoint, the entire staff is aware of issues related to diversity in the school. We began discussing issues of diversity that surfaced during Summer Institute 2018 in August in a session facilitated by members of the Management and Leadership Teams, but we have not revisited that conversation since that time.

## Staff Mobility:

**Indicate the number of each category below that were new hires in the year indicated.**

| FOR THE ACADEMIC YEAR | 20 | 18 | to | 20 | 19 |
|---|---|---|---|---|---|

Academic Year: July 1 - June 30

|  | Number New Hires Three Years Ago | Number New Hires Two Years Ago | Number New Hires One Year Ago |
|---|---|---|---|
|  | SY15-16 | SY16-17 | SY17-18 |
| **Administrative Staff** | 7 | 3 | 2 |
| **Instructional Staff** | 39 | 5 | 7 |
| **Student Services Staff** | 29 | 3 | 10 |
| **Support Staff** | 12 | 4 | 1 |
| **TOTAL** | **87** | **15** | **20** |
| Note: 2015-2016 was the first year of the school's operation, and all employees were new hires. | | | |

**Indicate the percentage of each category below of staff turnover in the year indicated.**

|  | Number Terminations Three Years Ago | Number Terminations Two Years Ago | Number Terminations One Year Ago |
|---|---|---|---|
|  | SY15-16 | SY16-17 | SY17-18 |
| **Administrative Staff** | 4 | 2 | 2 |
| **Instructional Staff** | 18 | 6 | 3 |
| **Student Services Staff** | 12 | 7 | 6 |
| **Support Staff** | 4 | 5 | 4 |
| **TOTAL** | **38** | **20** | **15** |
| Note: For clarity, the changeover is reported as the number of terminations (both voluntary and involuntary) in each year. Not all positions were filled again after terminations, and new positions may have been created. | | | |

**Describe significant trends in staff turnover that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

In the first year of operations, Kingsman Academy experienced higher than normal turnover as five number of employees who had worked at the predecessor school accepted employment with Kingsman Academy then decided to leave the school shortly before the school year began. An additional eight employees left the school within the first two months of the year.

At the end of the first year, with a firmer sense of school culture and priorities, the Management Team decided not to extend renewal offers to several employees who, based on evaluations and professional development opportunities, could not help the school achieve its mission.

Since that time, the Management Team has focused on retaining effective staff who demonstrate investment in Kingsman Academy's students and mission. In addition, retention of effective staff is one of the Executive DIrector's goals as evaluated by the Board of Trustees.

## A.2.  ORGANIZATION

**What is the role of the faculty in curriculum development?**

Kingsman Academy has adopted a personalized, competency-based education (PCBE) model. Within this project-based model, teachers have a significant role in shaping courses aligned to both state standards and the personalized learning needs of individual students. Faculty work with members of the management team to identify course topics and to understand the learning needs of their students. In addition, faculty members collaborate to identify the learning strategies and strengths of each student.

The faculty also have a large role in designing all elective courses.

In addition to designing electives specifically designed to meet the need of individual groups of students, faculty members are consulted on revisions to the curriculum. Their input at various levels of curriculum development is always sought.

**What are the school's procedures for supervising and evaluating the performance of members of the school's professional and support staffs?**

*Informal Feedback*

The school uses several formats to evaluate and discuss performance. Managers provide direct, informal feedback to staff within their practice area or program through regular check-in meetings. Directors receive ongoing training and support from the Management Team.

*Formal Evaluation*

Every faculty and staff member at Kingsman Academy belongs to a specific team: Academics, Behavioral Interventions, Engagement, Integrated Comprehensive Services, or Operations. The director of each team evaluates his or her direct reports. Each team member is evaluated on a set of Core Competencies (50%), Professionalism (25%), and the Five Promises (25%).

Teachers are evaluated using the Marzano Focused Teacher Evaluation Model. The evaluation process for teachers is as follows:

- The teacher participates in instructional norming using the teacher evaluation rubrics.

- At least twice each cycle, the evaluator informally observes the teacher, focusing on the Core Competencies category of the teacher evaluation rubric.

- At the end of each cycle, the evaluator conducts a formal observation focusing on the Core Competencies category of the teacher evaluation rubric.

- The teacher completes a self-evaluation and submits it to the evaluator.

- The evaluator drafts the evaluation in consultation with the teacher's program supervisor, if applicable, and Deputy Director Kennesha Kelly.

- The evaluator shares the evaluation draft with the teacher.

- The evaluator facilitates an evaluation meeting with the teacher to review the evaluation, discuss questions, and summarize conclusions. At the end of the meeting, the evaluator summarizes any overarching conclusions and next steps.

- If there are specific areas where improvement or development work is needed, the evaluator and teacher will develop a personalized professional improvement plan in consultation with Deputy Director Kennesha Kelly. The evaluator and teacher will meet at least biweekly to assess progress on the personalized professional improvement plan.

- The formal evaluation and, if applicable, professional improvement plan and plan progress notes, are placed in the teacher's personnel file.


The following core competencies are used to evaluate non-teachers: execution, knowledge and skills, initiative, productivity, and decision-making. The evaluation process for non-instructional team members is as follows:

- At least twice each cycle, the evaluator facilitates informal feedback meetings with the team member.

- Depending on the team member's responsibilities, the evaluator may also conduct informal and formal observations of the team member.

- At the end of each cycle, the team member completes a self-evaluation and submits it to the evaluator.

- The evaluator drafts the evaluation in consultation with the team member's program supervisor, if applicable, and Senior Director Ayana Malone.

- The evaluator shares it with the team member.

- The evaluator facilitates an evaluation meeting with the team member to review the evaluation, discuss questions, and summarize conclusions. At the end of the meeting, the evaluator summarizes any overarching conclusions and next steps.

- If there are specific areas where improvement or development work is needed, the evaluator and team member will development a personalized professional improvement plan in consultation with Senior Director Ayana Malone. The evaluator and team member will meet at least biweekly to assess progress on the personalized professional improvement plan.

- The formal evaluation and, if applicable, professional improvement plan and plan progress notes, are placed in the team member's personnel file.

**What is the school's professional development program for its staff?**

The school uses Wednesdays as the designated day for all-staff professional development. Wednesdays are half-days for students, leaving the rest of the school day for internal and external professional development. Each team also has meetings that allow specific trainings and information to be relayed. Teams also go out of the building periodically to attend professional development provided by the Office of the State Superintendent of Education (OSSE) and other outside organizations.

Instructional staff are informally observed by the Co-Directors of Academics and given feedback to improve their craft.

Staff are encouraged to also connect with each other as there is often knowledge within their program. Meetings may include discussing that a teacher has struggled to engage a student which can lead to a discussion with both instructional and behavior staff about that student's needs and what could support that teacher. This type of informal but productive professional development occurs regularly.

**How does the school determine compensation, workloads and working conditions for its staff?**

School staff members regularly participate in various staff and student culture measures including TNTP's Insight Survey on instructional culture.

These allow management to gain knowledge about the sentiments of teachers regarding their workloads. As of the Spring of 2018, 60 percent of teachers reported that they were satisfied with their compensation; significantly greater than the D.C. average for charter schools. Sixty percent also reported that they understood the criteria their compensation was based on. Seventy percent stated that their workload was sustainable. Between Spring 2017 and Spring 2018 teacher responses to the question: "Average weekly hours spent on

classroom duties both inside and outside of school" fell from 51.5 to 41.1. During this same time responses that teachers could regularly get their work done during their planning time rose from 47 percent to 70 percent.

The school is dedicated to high standards for its staff and with that comes a dedication to compensating staff and distributing workloads strategically. The school's administration regularly benchmarks employee compensation using data from the District of Columbia Public Schools and other charter schools participating in a regional compensation study.

# B. Self-Assessment of Adherence to the Standard for School Organization and Staff INDICATORS OF QUALITY

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" section provided below. Rate the degree to which the school meets **each** Indicator by using the following scale:

| Rating of Adherence to the Indicator | |
|---|---|
| 1. **Does Not Meet** | The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator. |
| 2. **In Need of Improvement** | The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**. |
| 3. **Meets** | The evidence indicates the school **MEETS** the expectations of this Indicator. |
| 4. **Exceeds** | The evidence indicates the school **EXCEEDS** the expectations of this Indicator. |
| **N/A** | This Indicator does not apply to our school. |

## SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

**The Standard:** The school's organization facilitates achievement of its purposes and core values as expressed in its Mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school's mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school's leaders and staff demonstrate collegial and collaborative relationships.

## Indicators of Quality for all schools

| Indicator of Quality | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|
| **The governing body and leadership ensure that the school's organization promotes:** | | | | | |
| 6.1 A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school. | | | x | | |
| 6.2 Commitment to the school, dedication to their work, and pride in the outcome of their efforts. | | | x | | |
| 6.3 Professional satisfaction and good general morale. | | | x | | |
| **The governing body and leadership ensure that the school's organization:** | | | | | |
| 6.4 Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships. | | | x | | |
| 6.5 Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the school's students. | | | x | | |
| **The governing body and leadership ensure that the school has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:** | | | | | |
| 6.6 The day-to-day operation of the school. | | | x | | |
| 6.7 Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff. | | | x | | |
| 6.8 Evaluating staff members' performance. | | | x | | |
| 6.9 Handling complaints/ grievances by members of the staff. | | | x | | |
| 6.10 Orienting and mentoring of new staff members. | | x | | | |
| 6.11 Appropriate orientation and supervision for service providers not employed by the school. | | | x | | |
| 6.12 Due diligence conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children. | | | x | | |
| 6.13 Due diligence conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children. | | | x | | |
| 6.14 Due diligence conducted to ensure that volunteers are eligible and continue to be eligible to work with children. | | | x | | |
| **The governing body and leadership ensure that the school's staff:** | | | | | |
| 6.15 Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school's educational program, services, and activities. | | | x | | |
| 6.16 Has a scheduled program of regular systematic professional training (for staff, contractors, and volunteers) on student safeguarding, child abuse prevention, identification, intervention, and reporting. | | | x | | |

| 6.17 | Is assigned to work based on the member's education, preparation, experience, expertise, and commitment to the school's success. | | | x | | |
| 6.18 | Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance. | | | x | | |
| 6.19 | Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally. | | | x | | |
| 6.20 | Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s). | | | x | | |
| 6.21 | Is provided opportunities to offer input into the content of professional development experiences. | | x | | | |
| 6.22 | Is encouraged by the leadership to affiliate with professional organizations. | | | x | | |
| 6.23 | Feels safe in the school. | | | x | | |
| 6.24 | Enforces the student code of conduct fairly and uniformly. | | | x | | |
| 6.25 | Demonstrates a commitment to, pride in, and support for the school by participating in its activities, and promoting its mission. | | | x | | |

## Indicators of Quality for schools with early childhood programs

| | These Indicators do not apply to our school. |
|---|---|

## Indicator of Quality for schools that provide all or part of their educational program by a distance modality

| | These Indicators do not apply to our school. |
|---|---|

## Indicators of Quality for faith-based schools

| | These Indicators do not apply to our school. |
|---|---|

## Indicators of Quality for all Pennsylvania public schools, private schools and their contractors' employees who work in direct contact with children, and student teacher candidates.

| | These Indicators do not apply to our school. |
|---|---|

## Stakeholders' comments to support the ratings:

| STANDARD: SCHOOL ORGANIZATION AND STAFF |
|---|

| Source of Comments | Comments |
|---|---|
| **Staff** | ● Comments below are from the 2017 Insight Surveys<br><br>    **o** **"We had an academic PD on analyzing student data following our benchmark testing."**<br><br>    **o** "Department PDs are helpful"<br><br>    **o** "Collaboration is the key to success at my work environment."<br><br>    **o** "Daily talks about students and their activities throughout the course of a day help with effective instruction."<br><br>    **o** "The mini PD's on data we had this year has been so far helpful to all academic staff. We had a chance to really look at the student's current reading and math level. Teaching staff seem to be more involved in shorter PD's than longer ones."<br><br>    **o** "Collaboration with peers/colleagues and administrators."<br><br>    **o** "My supervisor has really helped me out with all the things this year to make me a successful teacher this year. Thanks"<br><br>    **o** "Individual check-ins are beneficial with leadership to help improve classroom teaching strategies as well as personalized instruction."<br><br>    **o** "Cross-curricular collaboration between STEM and Art teachers. My students had an in-depth understanding of the lessons on Cell Analogies (as a school and as a City) when [they were able to create 3D models during cross-curricular instruction."<br><br>    **o** "I received a training on the different ways to incorporate the use of technology in the classroom. Technology is very important." |
| **Parents** | ● 57% of parents responded that the organization of the school facilitated student learning. (Parent Survey) |

# C.  Self-Assessment of Adherence to the School Organization and Staff STANDARD FOR ACCREDITATION

| | |
|---|---|
| X | Our self-assessment is that our school **MEETS** this Standard for Accreditation. |
| | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

|  |  |
|---|---|
|  |  |

# D. Implications for PLANNING

**List the school's significant strengths in meeting the School Organization and Staff Standard.**

| |
|---|
| ● Clear organization |
| ● Sufficient professional development opportunities |
| ● Manageable workload |

**List the school's significant areas in need of improvement in meeting the School Organization and Staff Standard.**

| |
|---|
| ● Orientation and onboarding of new team members |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to School Organization and Staff that should be included in the action plan in the Plan for Growth and Improvement.**

| |
|---|
| ● The Plan for Growth and Improvement should address the need for orientation and onboarding of new employees. |

# E. EVIDENCE to Support the Self-Assessment of this Standard

| Evidence | School |
|---|---|
| Organizational chart for the school | X |
| Professional resumes of the school's leaders | X |
| Floor plan of facilities | X |
| Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff | X |
| Contracts (e.g. union, collective bargaining agreements) | N/A |
| Results of any climate survey | X |
| Instruments used for evaluating the performance of the staff | X |
| Professional development plan | X |
| The faculty handbook/manual | X |
| The school's code of student conduct | X |
| Policies related to school climate and organization, specifically for: | X |

| | |
|---|---|
| ● Determining compensation, workloads, and working conditions<br>● Evaluating the performance of staff members<br>● Handling complaints and grievances<br>● Ensuring that service providers not employed by the school are appropriately oriented, supervised, and supported<br>● Criminal and child abuse background checks | |

# DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

In this section of the Self-Study, a sub-committee for each curricular area will evaluate the capacity of that curriculum to determine the school's ability for achieving the levels of student performance expressed in the Mission, Belief Statements, and Profile of Graduates.

The Descriptive Summary of Educational Program and Resources consists of the following elements:
- **Curricular Areas**
- **Self-Assessment of Standard for Educational Program**
- **Self-Assessment of Standard for Information Resources**


# A.    CURRICULAR AREAS

## Description and Evaluation of the Curriculum Areas in the School's Educational Program

In this part of the Self-Study, the school conducts a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment is to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The Self-Study questions are aimed at examining the following areas related to each curricular area:

- Vertical and horizontal articulation;
- Evidence of effective practices in curriculum, instruction, and assessment areas;
- Coherence and consistency of the curricular component with the Foundation Documents; and,
- Alignment of the curricular component with any applicable state and national curriculum standards.


| Curriculum Area | Science |
|---|---|

## A.1.    Description of the Curriculum Area

**List the courses, if any, which are subcomponents of this curriculum area.**

| Course | Required | Recommended | Grade Levels at Which Taught |
|---|---|---|---|

| MS Foundations in STEM I, II, III | x | | 6 - 8 |
|---|---|---|---|
| Foundations in STEM | x | | 9 - 12 |
| Foundations in Life Sciences | x | | 9-12 |
| Environmental Sciences | | x | 9-12 |
| Kinesiology | | x | 9-12 |
| Human Anatomy and Physiology | | x | 9-12 |
| STEM I:Life Sciences I | x | | 9 |
| STEM II: Life Sciences II | x | | 10 |
| STEM III: Biology | x | | 11 |
| STEM IV: Physical Sciences I | x | | 12 |
| STEM V: Physical Sciences II | | x | 9-12 |

**Describe any major changes that have occurred in this curriculum area within the past three years.**

One major change that occurred in science is the adoption of a personalized learning framework and cross-cutting science concepts aligned to Next Generation Science Standards and Marzano Research *Critical Concepts*. Using customized proficiency scales for all science topics covered, students demonstrate progress through mastery of science competencies and skills.

Changes to our STEM curriculum have occurred gradually over the years:

Year 1: We deconstructed Next Generation STEM standards. We found that traditional pacing guides were ineffective for students requiring specifically designed instruction and intensive academic interventions and cognitive development support. Our students needed more foundational skills to master grade-level STEM content. Data indicated gaps between actual grade enrolled and grade level  science knowledge.

Year 2: We addressed gaps by identifying essential college and career readiness STEM skills aligned to Next Generation Science standards. Using Expeditionary Learning core practices teachers developed project-based learning modules engage students in the content. Through collaborative science projects, learning expeditions, and case studies STEM, teachers prioritized building the learning environment and school culture.

Year 3: We focused on building the learning culture. We noticed gaps in content and rigor with traditional STEM scope and sequence. We focused on identifying science college and career readiness skills and explored a partnership with Marzano Research to adopt PCBE. We held first summer PCBE training, teachers started readings on PCBE handbook for all teachers and we began the transition to the Marzano evaluation system.

Year 4: Improvements include: adopting *Critical Concepts* to align explicit content to assessments, utilizing proficiency scales to address rigor, access to *Critical Concepts* across all content areas, teacher training from national experts on PCBE model, using the new Empower Learning management system aligned to Marzano instructional framework for

grade tracking, academic goal setting, and progress monitoring of mastery of cross-cutting science skills and essential content.

**Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.**

Taking into account the age-grade gap of students within our targeted population, Kingsman Academy partnered with Marzano Research to create horizontal curriculum alignment within a continuum of college and career readiness levels:

- Functional Readiness Science Skills - essential science measurement topics for students with significant cognitive disabilities and intensive specialized learning needs

- Foundational Readiness Science Skills - essential science measurement topics for students requiring intensive reading and math interventions and developmental coursework required to close gaps between lagging foundational skills and mastery grade level content

- Citizenship Readiness Science Skills - priority science measurement topics required for daily life after high school graduation

- Career Readiness Science Skills - essential science measurement topics required for career readiness

- College Readiness Science Skills - priority science measurement topics required for college readiness

This approach ensures all students are prepared for their next level of academic rigor. Gaps of knowledge are tracked through personalized tracking matrixes. Differentiation of content, delivery, assessments, and products is evident at each readiness level.

Vertical alignment is ensured as students move from novice to emerging expert levels of science skills and content knowledge. *Proficiency Scales* for each measurement topic ensure that students develop in depth science content knowledge necessary for career and college readiness. Students demonstrate mastery of science *Proficiency Scales* through content and skills-based projects, field expeditions, assessments, science lab work and science products. In alignment with Marzano's guaranteed and viable curriculum (GVC) framework, the goal is for students to master all core science competencies before they progress to the next level of readiness. Student progress on mastery of science content is assessed intensively during the first 12 weeks of school and continuously during department and academic meetings throughout the year.

**List the major instruction methodologies used in this curriculum area.**

Kingsman Academy adopts the EL Education core practices for teaching science. The core practices provide a guideline on best practices in science content, science instruction, creating a culture of scientific inquiry, and assessing science. Science teachers focus on supporting students to read, write, think, and work as scientists. Instruction methodology include expeditions, case studies, projects, problem-based content, collaboration with

professional scientists and engineers, and interactive instructional practices to foster inquiry and enable authentic student research.

Science instruction supports the integration of science, math, engineering, and technology. This connection promotes cross-cutting essential skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence.

**List the major methods for assessing student learning used in this curriculum area.**

Kingsman adopts the EL Education core practices for assessing student learning of science content. EL Education core practices for assessing science include:

1. Students demonstrate understanding of science concepts by explaining accurately to others using graphic representations, models, demonstrations, writing, and peer teaching.

2. Teachers and students use multiple methods of assessing understanding, such as one-on-one discussions, observations, science talks, science notebooks, portfolio reflections, and student-constructed scientific models, as well as quizzes, tests, and performance assessments.

3. Learning targets for science address content knowledge, understanding of concepts, scientific thinking, craftsmanship, and integrity in applying scientific method.

4. Teachers check for misconceptions and create experiences that challenge those misconceptions.

5. Teachers track student discourse as one means of judging collective and individual student understanding.

Evidence of student learning and mastery of science may include:
- Written assignments
- Student portfolios
- Completion of homework assignments
- Teacher observations
- Group and individual projects
- Oral assessments
- Group presentations
- Science benchmark assessments
- Comprehensive science diagnostic assessments
- State science assessments
- Accuplacer
- Short cycle assessments (quizzes, chapter tests, unit tests, pre and post tests)

**Describe how critical thinking and problem solving are developed in this curriculum area.**

Critical thinking and problem solving are incorporated in all classroom activities/projects through whole group instruction, small group instruction, personalized and individualized learning. These are evident especially through hands-on activities, experiments and projects. These activities and projects give the students a better understanding of the scientific process as well as encourage them to become more experimental and ask questions on the different aspects of science.

EL Education core practices provide a guideline and best practices for developing critical thinking and problem solving in science. Kingsman Academy adopts EL Education core practices for teaching science. Core practices for ensuring critical thinking and problem solving include:

EL Education Teaching Science

1. Teachers structure opportunities for scientific inquiry that allow students to participate in scientific investigations and problem-solving that approximate adult science, including framing questions, designing methods to answer questions or test hypotheses, determining appropriate timelines and costs, calibrating instruments, conducting trials, writing reports, and presenting and defending results.

2. Teachers create multiple opportunities for students to engage in complex, problem-based activities, labs, and investigations, and to represent and analyze data.

3. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence.

4. Teachers ask students to articulate their theories, arguments, claims, and understandings through instructional practices that foster rich scientific discourse and writing.

5. Teachers use protocols and instructional strategies that require students to generalize, transfer, and apply concepts and procedures to other contexts and problems.

**Describe how the results of the assessments of student learning are analyzed for:**
- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

Individual assessments, cohort performance measurements and subgroup assessments results are analyzed by staff and school leadership. Item analysis, proficiency levels, achievement, and growth measures are analyzed to determine course placement, multi-tiered systems of supports, interventions, and goals for personalized learning plans and IEPs. State assessments compare student performance by subgroup to local and state groups. Scantron assessments compare student performance against national percentile rankings. Accuplacer assessments compare student performance against national cutoff scores for college and career readiness.

**Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.**

After conducting an item analysis of assessments, science teachers and school leadership determine student mastery of science skills. At the end of each unit or module, teams analyze cohort and individual student assessment results to decide if re-teaching is necessary. At the end of each trimester, program teams work collaboratively to determine if some students need to move to different program, cohort, or personalized learning pathway. Other methods we implement to ensure the effectiveness of the curriculum include continuous quality improvement of pedagogy, incorporating technology and systems to assess effectiveness, and providing intensive interventions to students identified through MTSS.

Because the school's mission specifically expresses the desire to serve at-risk and/or high-level special education students, the Alternative Accountability Framework (AAF) is used as an external measure of the school's performance framework. The AAF was designed for public charter schools serving highly at-risk and/or high level special education students. AAF goals and student academic achievement expectations in our charter are measured annually and reviewed at least once every five years in accordance with the School Reform Act.

Kingsman Academy partners with external evaluators in assessment and research to test students and help identify unique assessments and performance indicators specific our student population.

| Curriculum Area | Math |
| --- | --- |

## A.1.     Description of the Curriculum Area

**List the courses, if any, which are subcomponents of this curriculum area.**

| Course | Required | Optional | Grade Levels at Which Taught |
| --- | --- | --- | --- |
| MS Foundations in Math I, II, II | x | | 6-8 |
| HS Foundations in Math II | | x | 9-12 |
| HS Foundations in Math III | | x | 9-12 |
| HS Foundations in Math IV | | x | 9-12 |
| HS Foundations in Math V | | x | 9-12 |
| Math I: Pre- Algebra | | x | 9 |
| Math II: Algebra I | x | | 10 |

| Math III: Geometry | x | | **11** |
|---|---|---|---|
| Math IV:Algebra II | x | | **12** |
| Math V: Consumer Math | | x | **12** |
| Pre-Calculus and Trigonometry | | x | **12** |
| Integrated Math I | | x | **9-12** |
| Integrated Math II | | x | **9-12** |
| Integrated Math III | | x | **9-12** |

**Describe any major changes that have occurred in this curriculum area within the past three years.**

One major change that occurred in math is the adoption of a personalized learning framework aligned to Common Core math standards and Marzano Research *Critical Concepts*. Using customized proficiency scales for all math topics covered, students demonstrate progress through mastery of math competencies and skills.

Changes to our math curriculum have occurred gradually over the years:

Year 1: We deconstructed Common Core math standards. We found that traditional pacing guides were ineffective for students requiring specifically designed instruction and intensive academic interventions and cognitive development support. Our students needed more foundational skills to master grade-level math content. Data indicated gaps between actual grade enrolled and grade level math knowledge.

Year 2: We addressed gaps by identifying essential college and career readiness math skills aligned to Common Core standards. Using Expeditionary Learning core practices math teachers developed project-based learning modules engage students in the content. Through collaborative social math projects, learning expeditions, and case studies, math teachers prioritized building the learning environment and school culture.

Year 3: We focused on building the learning culture. We noticed gaps in content and rigor with traditional math scope and sequence. We focused on identifying college and career math skills and explored a partnership with Marzano Research to adopt PCBE. We held first summer PCBE training, teachers started readings on PCBE handbook for all teachers and we began the transition to the Marzano evaluation system.

Year 4: Improvements include: adopting *Critical Concepts* to align explicit content to assessments, utilizing proficiency scales to address rigor, access to *Critical Concepts* across all content areas, teacher training from national experts on PCBE model, using the new Empower Learning management system aligned to Marzano instructional framework for grade tracking, academic goal setting, and progress monitoring of mastery of math skills and essential content.

**Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.**

Taking into account the age-grade gap of students within our targeted population, Kingsman Academy partnered with Marzano Research to create horizontal curriculum alignment within a continuum of college and career readiness levels:

- Functional Readiness Math Skills - essential math measurement topics for students with significant cognitive disabilities and intensive specialized learning needs

- Foundational Readiness Math Skills - essential math measurement topics for students requiring intensive reading and math interventions and developmental coursework required to close gaps between lagging foundational skills and mastery grade level content

- Citizenship Readiness Math Skills - priority math measurement topics required for daily life after high school graduation

- Career Readiness Math Skills - essential math measurement topics required for career readiness

- College Readiness Math Skills - priority math measurement topics required for college readiness

This approach ensures all students are prepared for their next level of academic rigor in math. Gaps of knowledge are tracked through personalized tracking matrixes. Differentiation of content, delivery, assessments, and products is evident at each math readiness level.

Vertical alignment is ensured as students move from novice to emerging expert levels of math skills and content knowledge. *Proficiency Scales* for each measurement topic ensure that students develop in depth math content knowledge necessary for career and college readiness. Students demonstrate mastery of math *Proficiency Scales* through content and skills-based projects, field expeditions, and assessments. In alignment with Marzano's guaranteed and viable curriculum (GVC) framework, the goal is for students to master all core math competencies before they progress to the next level of math readiness. Student progress on mastery of math content is assessed intensively during the first 12 weeks of school and continuously during department and academic meetings throughout the year.

Through collaboration, teachers decide how to teach skills to meet each student's personalized and individualized needs, interest and learning styles.

**List the major instruction methodologies used in this curriculum area.**

Kingsman Academy adopts the EL Education core practices for teaching mathematics. The core practices provide a guideline on best practices in conceptual understanding, foundational math facts, problem solving, creating a culture of numeracy and mathematical thinking, and  assessing math.

Math teachers focus on foundational math facts-vocabulary, formulas, algorithms, and number facts-that are always grounded in conceptual understanding. Teachers ensure that students develop procedural fluency, calculating with accuracy and efficiency. There is an equally strong focus on problem-solving skills and critical thinking. Students learn to use appropriate technology strategically in problem-solving. Technology tools are used not as a substitute for learning foundational facts, but to enhance conceptual understanding and problem-solving. Math teachers support students to think like mathematicians and cultivate mathematical habits.

**List the major methods for assessing student learning used in this curriculum area.**

Kingsman adopts the EL Education core practices for assessing student learning of math content. EL Education core practices for assessing mathematics include:

1. Teachers and students use multiple methods for assessing understanding, such as observations, learning logs, math journals, portfolio reflections, and mathematical models built by students, as well as quizzes, tests, and performance assessments.

2. Teachers regularly and effectively use checking-for understanding strategies during lessons. They ensure that all students genuinely understand concepts before moving on.

3. Teachers track mathematical discourse as one means of judging collective and individual student understanding

4. Teachers and students regularly analyze data from assessments, individually and collectively, to understand specific areas and general patterns of strengths and weaknesses.

5. Teachers analyze interim and standardized assessments to identify areas of need and inform instruction.

6. Students reflect on, keep track of, and share mathematical learning and thinking.

Evidence of student learning and master of content may include:
- Teacher observations
- Questions
- Students work
- Competency-based assessments
- Portfolios
- Performance evaluations
- School-wide testings
- Individual and group projects
- Homework
- Oral assessments
- Group presentations
- Benchmark Tests
- Diagnostic Tests
- State Test (PARCC)

| ● Short cycle assessments (quizzes, chapter tests, unit tests, pre and post tests) |
| --- |

**Describe how critical thinking and problem solving are developed in this curriculum area.**

Critical thinking and problem solving are incorporated in all classroom activities/projects through whole group instruction, small group instruction, personalized and individualized learning**.**

EL Education core practices provide a guideline and best practices for developing critical thinking and problem solving in math. Kingsman Academy adopts EL Education core practices for teaching mathematics. Core practices for ensuring critical thinking and problem solving in mathematics include:

EL Education Teaching Mathematics:

1. Teachers promote flexibility in mathematical thinking by celebrating diverse thinking and multiple-solution strategies.

2. Teachers provide problem-solving frameworks and structures for students to approach both familiar and unfamiliar problems, and allow for frequent class discussion and analysis of problem-solving approaches.

3. Students learn to use appropriate technology tools strategically in problem-solving. Tools are used not as a substitute for learning foundational facts, but to enhance conceptual understanding and problem-solving dexterity.

4. Teachers regularly ask students to create as well as solve mathematical problems.

5. Students construct viable arguments for solutions and justify their reasoning to others with numbers, words, graphs, and diagrams. Students insightfully question and critique the reasoning of others.

6. Teachers model using comprehension strategies in mathematics to provide students with a deeper understanding of the problem to be solved and to reinforce the common language of comprehension.

7. Students are required and supported to analyze their errors and to understand and articulate their patterns of errors in order to improve understanding and performance. Students collect and analyze data of personal error patterns from assessments.

8. Students attend to precision and craftsmanship in mathematics through accuracy, neat work, and elegant solutions.

**Describe how the results of the assessments of student learning are analyzed for:**
- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

Individual assessments, cohort performance measurements and subgroup assessments results are analyzed by staff and school leadership. Item analysis, proficiency levels, achievement, and growth measures are analyzed to determine course placement, multi-tiered systems of supports, interventions, and goals for personalized learning plans and IEPs. State assessments compare student performance by subgroup to local and state groups. Scantron assessments compare student performance against national percentile rankings. Accuplacer assessments compare student performance against national cutoff scores for college and career readiness.

Teachers use results from assessments to:

- Determine If learning goals/targets were mastered

- Evaluate Did the student understand the learning targets

- Identify strength and weakness

**Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.**

After conducting an item analysis of math assessments, teachers and school leadership determine student mastery of math skills. At the end of each unit or module, teams analyze cohort and individual student assessment results to decide if re-teaching is necessary. At the end of each trimester, program teams work collaboratively to determine if some students need to move to different program, cohort, or personalized learning pathway. Other methods we implement to ensure the effectiveness of the curriculum include continuous quality improvement of pedagogy, incorporating technology and systems to assess effectiveness, and providing intensive interventions to students identified through MTSS.

Because the school's mission specifically expresses the desire to serve at-risk and/or high-level special education students, the Alternative Accountability Framework (AAF) is used as an external measure of the school's performance framework. The AAF was designed for public charter schools serving highly at-risk and/or high level special education students. AAF goals and student academic achievement expectations in our charter are measured annually and reviewed at least once every five years in accordance with the School Reform Act.

Kingsman Academy partners with external evaluators in assessment and research to test students and help identify unique assessments and performance indicators specific our student population.

| **Curriculum Area** | Humanities |
|---|---|

## A.1. Description of the Curriculum Area

**List the courses, if any, which are subcomponents of this curriculum area.**

| Course | Required | Recommended | Grade Levels at Which Taught |
|---|---|---|---|
| MS Foundations in Humanities I, II, II: ELA and Historical Concepts in Humanities | x | | 6 -8 |
| Humanities I: Critical Concepts in ELA | | x | 9-12 |
| Humanities II: English I | x | | 9 |
| Humanities III: English II | x | | 10 |
| Humanities IV: English III | x | | 11 |
| Humanities V: English IV | x | | 12 |
| HS Foundations in Humanities I: ELA and Historical Concepts | | x | 9-12 |
| HS Foundations in Humanities II: ELA and Historical Concepts | | x | 9-12 |
| HS Foundations in Humanities III: ELA and Historical Concepts | | x | 9-12 |
| HS Foundations in Humanities IV: ELA and Historical Concepts | | x | 9-12 |
| HS Foundations in Humanities V: ELA and Historical Concepts | | x | 9-12 |
| Humanities I: Key Concepts in Historical Studies | | x | 9-12 |
| Humanities II: World History I | x | | 9 |
| Humanities III: World History II | x | | 10 |
| Humanities IV: US History | x | | 11 |
| Humanities V: DC History and US Government | x | | 12 |

**Describe any major changes that have occurred in this curriculum area within the past three years.**

One major change that occurred in Humanities is the adoption of a personalized learning framework aligned to Common Core English Language Arts (ELA) and social studies standards and Marzano Research *Critical Concepts*. Using customized proficiency scales for all ELA and social studies topics covered, students demonstrate progress through mastery of competencies and skills.

Changes to our Humanities curriculum have occurred gradually over the years:

Year 1: We deconstructed Common Core ELA and social studies standards. We found that traditional pacing guides were ineffective for students requiring specifically designed instruction and intensive academic interventions and cognitive development support. Our students needed more foundational skills to master grade-level social studies content. Data indicated gaps between actual grade enrolled and grade level reading knowledge.

Year 2: We addressed gaps by identifying essential college and career readiness Humanities skills aligned to Common Core standards. Using Expeditionary Learning core practices teachers developed project-based learning modules engage students in the content. Through collaborative projects, learning expeditions, and case studies, teachers prioritized building the learning environment and school culture.

Year 3: We focused on building the learning culture. We noticed gaps in content and rigor with traditional ELA scope and sequence. We focused on identifying college and career ELA skills and explored a partnership with Marzano Research to adopt PCBE. We held first summer PCBE training, teachers started readings on PCBE handbook for all teachers and we began the transition to the Marzano evaluation system.

Year 4: Improvements include: adopting *Critical Concepts* to align explicit content to assessments, utilizing proficiency scales to address rigor, access to *Critical Concepts* across all content areas, teacher training from national experts on PCBE model, using the new Empower Learning management system aligned to Marzano instructional framework for grade tracking, academic goal setting, and progress monitoring of mastery of Humanities skills and essential content.

**Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.**

Taking into account the age-grade gap of students within our targeted population, Kingsman Academy partnered with Marzano Research to create horizontal curriculum alignment within a continuum of college and career readiness levels:

- Functional Readiness Literacy Skills - essential ELA and social studies measurement topics for students with significant cognitive disabilities and intensive specialized learning needs

- Foundational Readiness Literacy Skills - essential ELA and social studies measurement topics for students requiring intensive reading and math interventions and developmental coursework required to close gaps between lagging foundational skills and mastery grade level content

- Citizenship Readiness Literacy Skills - priority ELA and social studies measurement topics required for daily life after high school graduation

- Career Readiness Literacy Skills - essential ELA and social studies measurement topics required for career readiness

- College Readiness Literacy Skills - priority ELA and social studies measurement topics required for college readiness

This approach ensures all students are prepared for their next level of academic rigor in Humanities. Gaps of knowledge are tracked through personalized tracking matrixes. Differentiation of content, delivery, assessments, and products is evident at each literacy readiness level.

Vertical alignment is ensured as students move from novice to emerging expert levels of Humanities skills and content knowledge. *Proficiency Scales* for each measurement topic ensure that students develop in depth ELA content knowledge necessary for career and college readiness. Students demonstrate mastery of ELA and social studies *Proficiency Scales* through content and skills-based projects, field expeditions, and assessments. In alignment with Marzano's guaranteed and viable curriculum (GVC) framework, the goal is for students to master all core Humanities competencies before they progress to the next level of readiness. Student progress on mastery of ELA content is assessed intensively during the first 12 weeks of school and continuously during department and academic meetings throughout the year.

Through collaboration, teachers decide how to teach skills to meet each student's personalized and individualized needs, interest and learning styles.

**List the major instruction methodologies used in this curriculum area.**

Kingsman Academy adopts the EL Education core practices for teaching ELA, writing and social studies. The core practices outlines best practices for Humanities instructional methodologies in the following areas: reading process, integrating reading, creating a cultures of reading, assessing reading, writing process, integrating writing, social studies content, social studies instruction, assessing social studies.

Students work with a balance of informational and literary text, and learn to read carefully to extract evidence from text. Complex text sources, whether primary or secondary source material, are used with all students as an enriching challenge.

Students learn to write effectively to inform, to build arguments substantiated with evidence, and to write with literary power in narrative and poetic genres. Teachers develop and teach a common language for the writing process and the traits of good writing. Students learn to write like historians, scientists, mathematicians, and artists. Students have regular opportunities to write for authentic purposes and audiences beyond the classroom, which fosters motivation for producing quality writing.

Teachers view social studies as a way to develop students' capacity to interpret their world critically and to engage productively in it. Humanities teachers help students understand the big picture and timeline of history and emphasize deep understanding rather than memorization of facts and details. By focusing on big ideas, teachers support students to appreciate and understand diverse cultures and understand connections among ancient and modern cultures. Narratives intertwine history, government, economics, geography, and

culture, and themes. Students often investigate and address social issues in their local community and become compassionate community members in the process. Explicit literacy instruction is a focus for students.

**List the major methods for assessing student learning used in this curriculum area.**

Kingsman adopts EL Education core practices for assessing student learning of reading, writing, and social studies. EL Education core practices for assessing reading, social studies and writing include:

**Assessing Reading**

1. Teachers assess student understanding of text primarily through text-dependent questions. Whether oral or written, such questions require students to substantiate their opinions and interpretations with evidence from the text.

2. Recording forms or reader-response journal entries document student understanding and thinking and provide evidence of growth over time.

3. Teachers confer with students regularly about their reading to deepen students' thinking about their reading process and to help students set and track goals.

4. Teachers craft classroom or school-based interim assessments and summative assessments to assess students' level of proficiency at a point in time.

5. Diagnostic test data are used regularly to identify reading problems and inform instruction. Teaching teams meet frequently to discuss concerns arising from data.

**Assessing Writing**

1. Writing is assessed in a wide range of formats, including writing to inform and to make evidence-based arguments, personal narratives and reflections, and creative writing in different genres.

2. Students use a common language when critiquing models of writing, conducting peer critiques, and assessing their own writing.

3. Students focus revisions on one quality or trait at a time. They are articulate about what revisions they make and why.

4. Teachers use instructional criteria lists and rubrics based on standards and student-generated criteria to assess writing during the process (assessment for learning) and to assess final pieces (assessment of learning).

5. Teachers and school leaders use results from interim, state, and national writing assessments to help assess student proficiency at a point in time and to inform instruction.

6. Portfolios document growth in writing over time and students' reflections on that growth.

**Assessing Social Studies**

1. Students are asked to elaborate on their understanding of social studies content through extended writing.

2. Students are asked to communicate their knowledge, present a product or performance, or take some action for an audience beyond the teacher, classroom, and school building.

3. Students are asked to take on specific perspectives or points of view when addressing a concept, problem, or issue.

Evidence of student learning and mastery of skills may include:
- Formative Assessment
- Diagnostics
- Student Presentations
- Student Projects
- Teacher observations
- Portfolios
- Performance evaluations
- School-wide testings
- Individual and Group Projects
- Benchmark assessments
- State assessments

**Describe how critical thinking and problem solving are developed in this curriculum area.**

Critical thinking and problem solving are incorporated in all classroom activities/projects through whole group instruction, small group instruction, personalized and individualized learning. These are evident especially through hands-on activities, experiments and projects.

EL Education core practices provide a guideline and best practices for developing critical thinking and problem solving in Humanities. Kingsman Academy adopts EL Education core practices for teaching science. Core practices for ensuring critical thinking and problem solving include:

1. Students apply comprehension strategies as they research topics and analyze data

2. Teachers assess student understanding of text primarily through text-dependent questions. Whether oral or written, such questions require students to substantiate their opinions and interpretations with evidence from the text.

3. Teachers confer with students regularly about their reading to deepen students' thinking about their reading process and to help students set and track goals.

4. Students write for authentic audiences within and beyond the school community.

5. Social studies topics often focus on engaging current issues, cultural diversity, and social justice. Teachers invite students to consider the topic from multiple perspectives.

6. Teachers identify local case studies and connections to make the topic come alive and provide opportunities for students to engage actively with their community.

7. Teachers ask students to take on other viewpoints when learning about a topic and to support those views with evidence (e.g., taking on the role of a historical figure in a simulated town hall meeting).

8. Students are asked to take on specific perspectives or points of view when addressing a concept, problem, or issue

**Describe how the results of the assessments of student learning are analyzed for:**
- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

Individual assessments, cohort performance measurements and subgroup assessments results are analyzed by staff and school leadership. Item analysis, proficiency levels, achievement, and growth measures are analyzed to determine course placement, multi-tiered systems of supports, interventions, and goals for personalized learning plans and IEPs. State assessments compare student performance by subgroup to local and state groups. Scantron assessments compare student performance against national percentile rankings. Accuplacer assessments compare student performance against national cutoff scores for college and career readiness.

Teachers use results from assessments to:

- Determine If learning goals/targets were mastered

- Evaluate Did the student understand the learning targets

- Identify strength and weakness

**Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.**

After conducting an item analysis of reading assessments, teachers and school leadership determine student mastery of Humanities skills. At the end of each unit or module, teams analyze cohort and individual student assessment results to decide if re-teaching is necessary. At the end of each trimester, program teams work collaboratively to determine if some students need to move to different program, cohort, or personalized learning pathway. Other methods we implement to ensure the effectiveness of the curriculum include continuous quality improvement of pedagogy, incorporating technology and systems to

assess effectiveness, and providing intensive interventions to students identified through MTSS.

Because the school's mission specifically expresses the desire to serve at-risk and/or high-level special education students, the Alternative Accountability Framework (AAF) is used as an external measure of the school's performance framework. The AAF was designed for public charter schools serving highly at-risk and/or high level special education students. AAF goals and student academic achievement expectations in our charter are measured annually and reviewed at least once every five years in accordance with the School Reform Act.

Kingsman Academy partners with external evaluators in assessment and research to test students and help identify unique assessments and performance indicators specific our student population.

| Curriculum Area | Electives |
| --- | --- |

# A.1.    Description of the Curriculum Area

**List the courses, if any, which are subcomponents of this curriculum area.**

| Course | Required | Recommended | Grade Levels at Which Taught |
| --- | --- | --- | --- |
| Foreign Language I, II | x | | 9-12 |
| Health Education I, II | x | | 6-12 |
| Physical Education I, II | x | | 6-12 |
| Health and Wellness I, II, III ,IV, V | | x | 6-12 |
| Foundations in Visual Arts | x | | 6-12 |
| Foundations in Music Appreciation | x | | 6-12 |
| Integrated Arts I, II, III, IV, V | | x | 6-12 |
| Project Citizen  I, II, III ,IV, V | | x | 6-12 |
| Foundations in College Readiness | | x | 6-12 |
| College Readiness  I, II, III ,IV, V | | x | 6-12 |
| Foundations in Career Exploration | | x | 6-12 |
| Career Exploration I, II, III ,IV, V | | x | 6-12 |
| Foundation in Career Readiness | | x | 6-12 |
| Career Readiness I, II, III ,IV, V | | x | 6-12 |
| Foundations in Life Design | | x | 6-12 |
| Life Design I, II, III ,IV, V | | x | 6-12 |

**Describe any major changes that have occurred in this curriculum area within the past three years.**

Kingsman increased the number of elective courses offerings through Edmentum Plato online course platform.

**Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.**

Taking into account the age-grade gap of students within our targeted population, Kingsman Academy partnered with Marzano Research to create horizontal curriculum alignment within a continuum of college and career readiness levels:

- Functional Readiness Skills - essential measurement topics for students with significant cognitive disabilities and intensive specialized learning needs

- Foundational Readiness Skills - essential measurement topics for students requiring intensive academic, behavior and engagement interventions and developmental coursework required to close gaps between lagging foundational skills and mastery grade level content

- Citizenship Readiness Skills - priority measurement topics required for daily life after high school graduation

- Career Readiness Skills - essential measurement topics required for career readiness

- College Readiness Skills - priority measurement topics required for college readiness

This approach ensures all students are prepared for their next level of academic rigor. Gaps of knowledge are tracked through personalized tracking matrixes. Differentiation of content, delivery, assessments, and products is evident at each readiness level.

Vertical alignment is ensured as students move from novice to emerging expert levels of skills and content knowledge. *Proficiency Scales* for each measurement topic ensure that students develop in depth content knowledge necessary for career and college readiness. Students demonstrate mastery of *Proficiency Scales* through content and skills-based projects, field expeditions, and assessments. In alignment with Marzano's guaranteed and viable curriculum (GVC) framework, the goal is for students to master all core competencies before they progress to the next level of readiness. Student progress on mastery of content is assessed intensively during the first 12 weeks of school and continuously during department and academic meetings throughout the year.

Through collaboration, teachers decide how to teach skills to meet each student's personalized and individualized needs, interest and learning styles.

**List the major instruction methodologies used in this curriculum area.**

Kingsman Academy adopts the EL Education core practices for teaching elective courses. The core practices outlines best practices in instructional methodologies in the following areas: arts process and skills, integrating the arts, assessing the arts, fitness and wellness process, creating a culture of fitness, integrating fitness and wellness, creating a

college-bound culture, secondary structures to support college and career readiness, teaching word languages, building character through global understanding, and service learning

**List the major methods for assessing student learning used in this curriculum area.**

Kingsman adopts EL Education core practices for assessing student learning in elective course offerings. EL Education core practices for assessing electives include:

**Assessing the Arts Electives**

1.  Students use portfolios to collect and reflect upon their artistic work.

2.  Art portfolios and artistic achievements in all areas are included in student portfolio and passage presentations and student-led conferences, and are valued as academic achievement.

3.  Whenever possible, student art is accompanied by artists' statements or reflections so that artistic thinking can be demonstrated to the public and is a part of learning and assessment

4.  Learning targets for the arts include goals for artistic skills and thinking as well as character goals related to commitment, teamwork, and perseverance.

**Assessing Fitness and Wellness Electives**

1.  Teachers support students to set personal fitness and wellness learning targets and to keep track of progress through journals and data collection.

2.  Progress toward personal fitness and wellness learning targets is shared in student portfolios, student presentations

3.  Wellness learning targets address the dispositions and life habits important to a healthy lifestyle as well as growth in physical fitness and skills

**Assessing Post-secondary Electives**

1.  Teachers and school leaders make it clear to all students that they are on a path to college or career opportunities

2.  Hallways, classrooms, and offices display college symbols and messages.

3.  Students have multiple opportunities to visit college campuses-starting in sixth grade if possible-to build their knowledge of the multiple opportunities available to them.

4.  In high schools, college acceptances are celebrated in classrooms, in crews, and at school-wide events.

5. High schools offer intensive classes that provide remediation for those students who need it or content-rich extracurricular opportunities for those meeting learning targets in their regular course work.

6. Staff offer students and families support in maintaining a strong high school transcript, taking SAT/ACT tests, essay writing, selecting colleges, applying for admissions and financial aid, and seeking scholarships.

7. Students are expected, and given multiple opportunities, to make concrete contributions to the world around them.

8. Service learning is an integral part of academic work-it teaches students that the skills they are learning can be put to use to make a better community.

9. Service learning goes beyond charitable volunteer work to include projects that address important academic skills

10. Teachers and students research service opportunities to ensure that service learning projects provide a real benefit to the community.

**Assessing World Languages**

1. Communication is a key tool and a vital global skill that deepens understanding of other cultures and countries. Schools expect all students to study at least one language other than English by the time they graduate from high school.


Evidence of learning may include:
- Student Participation, peer evaluations
- Teacher Observations
- Students work
- Portfolio
- Individual and Group Presentations/Display
- Oral assessments

**Describe how critical thinking and problem solving are developed in this curriculum area.**

Critical thinking and problem solving are incorporated in all classroom activities/projects through whole group instruction, small group instruction, personalized and individualized learning. These are evident especially through hands-on activities, experiments and projects.

**Describe how the results of the assessments of student learning are analyzed for:**
- **Individual students as they move through the school**
- **Groups of students as they move through the school**
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Individual assessments, cohort performance measurements and subgroup assessments results are analyzed by staff and school leadership. Item analysis, proficiency levels, achievement, and growth measures are analyzed to determine course placement, multi-tiered systems of supports, interventions, and goals for personalized learning plans and IEPs. State assessments compare student performance by subgroup to local and state groups. Scantron assessments compare student performance against national percentile rankings. Accuplacer assessments compare student performance against national cutoff scores for college and career readiness.

Teachers use results from assessments to:

- Determine If learning goals/targets were mastered

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**Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.**

After conducting an item analysis of assessments, teachers and school leadership determine student mastery of elective skills. At the end of each unit or module, teams analyze cohort and individual student assessment results to decide if re-teaching is necessary. At the end of each trimester, program teams work collaboratively to determine if some students need to move to different program, cohort, or personalized learning pathway. Other methods we implement to ensure the effectiveness of the curriculum include continuous quality improvement of pedagogy, incorporating technology and systems to assess effectiveness, and providing intensive interventions to students identified through MTSS.

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Kingsman Academy partners with external evaluators in assessment and research to test students and help identify unique assessments and performance indicators specific our student population.

# B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

| Rating of Adherence to the Indicator | |
|---|---|
| **1. Does Not Meet** | The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator. |
| **2. In Need of Improvement** | The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**. |
| **3. Meets** | The evidence indicates the school **MEETS** the expectations of this Indicator. |
| **4. Exceeds** | The evidence indicates the school **EXCEEDS** the expectations of this Indicator. |
| **N/A** | This Indicator does not apply to our school. |

## B.1. Curriculum Indicators of Quality (CI)

## Indicators for all schools

| | Indicator of Quality | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|---|
| CI.1 | The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program. | | | X | | |
| CI.2 | The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students. | | | X | | |
| CI.3 | The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment. | | | X | | |
| CI.4 | The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits. | | | X | | |
| CI.5 | The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills. | | | X | | |
| CI.6 | The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn. | | | X | | |
| CI.7 | Course objectives in the curriculum are simply stated and understandable to students. | | | X | | |
| CI.8 | The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels. | | | X | | |

| | | | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|---|---|
| CI.9 | Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum. | | | X | | | |
| CI.10 | The curriculum is designed to foster active involvement of students in the learning process. | | | | X | | |
| CI.11 | Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content. | | | | X | | |
| CI.12 | The curriculum's objectives and expectations for learning are understood and supported by the school's community of stakeholders. | | | X | | | |
| CI.13 | Parents and students are provided appropriate opportunities to provide input into the development of curriculum. | | | X | | | |
| CI.14 | Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use. | | | | X | | |
| CI.15 | Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum. | | | | X | | |
| CI.16 | Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media. | | | | X | | |
| CI.17 | Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment. | | | | X | | |
| CI.18 | The content and instructional activities in the curriculum are consistent with the school's philosophy/mission. | | | | X | | |
| CI.19 | Administrative leadership and support are provided in the coordination and articulation of the curriculum. | | | | X | | |
| CI.20 | The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added. | | | | X | | |

## Indicators for school systems that deliver all or part of their educational program by a distance modality

| | These Indicators do not apply to our school. |
|---|---|

## B.2. Instruction Indicators of Quality (II)

## Indicators for all schools

| Indicator of Quality | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|

| | | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|---|
| II.1 | A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum. | | | X | | |
| II.2 | The scope and pacing of lessons in the curriculum are appropriate for the students. | | | X | | |
| II.3 | Provision is made for appropriate amounts of learning time for all aspects of the curriculum. | | | X | | |
| II.4 | Students are provided with additional assistance to address specific learning challenges in the curriculum when needed. | | | X | | |
| II.5 | Students and teachers demonstrate mutual respect toward each other in classes. | | X | | | |
| II.6 | Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes. | | X | | | |
| II.7 | Class sizes promote and allow for varied instructional strategies to be used. | | | X | | |
| II.8 | Meaningful and frequent communications with parents are used to promote student learning in the curriculum. | | X | | | |
| II.9 | Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum. | | | X | | |
| II.10 | Members of the faculty maintain safe, positive, and supportive classroom environments. | | | X | | |
| II.11 | The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers. | | | X | | |

## II.12 - II.13: Indicators for schools that deliver all or part of their educational program by a distance modality

| | These Indicators do not apply to our school. |
|---|---|

## B.3. Assessment Indicators of Quality (AI)

### Indicators for all schools

| Indicator of Quality | | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|---|
| AI.1 | Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum. | | | X | | |
| AI.2 | A variety of methods for assessing student learning is used in the curriculum. | | | X | | |
| AI.3 | Assessment results in the curriculum are analyzed with appropriate frequency and rigor for: | | | | | |
| | a. Individual students as they move through courses in the curriculum. | | | X | | |

| | | | | X | | |
|---|---|---|---|---|---|---|
| | b. Cohorts of students as they move through courses in the curriculum. | | | X | | |
| | c. Comparable (local, state, and national) groups outside of the school. | | | X | | |
| AI.4 | The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs. | | | X | | |
| AI.5 | Records of students' learning and performance are maintained in the curriculum. | | | X | | |
| AI.6 | Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate). | | | X | | |
| AI.7 | Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum. | | | X | | |

# C.   Root Cause Analysis

| Curriculum Design Issues | | | | |
|---|---|---|---|---|
| **Content** | | | | |
| Are the skills required for improvement in student performance included in the current curriculum? | | YES X | | NO |
| Data to support your conclusion: | Skills increase in complexity based on Marzano Taxonomy | | | |
| Hypothesis derived from your conclusion: | | | | |
| **Sequence** | | | | |
| Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment? | | YES X | | NO |
| Data to support your conclusion: | Skills are highlighted in the classroom and assessed through quizzes and other formative assessments. | | | |
| Hypothesis derived from your conclusion: | | | | |
| **Pacing** | | | | |
| Are the skills required for improvement in student performance given sufficient time in | | YES X | | NO |

| the current pacing of the curriculum? | | | | |
|---|---|---|---|---|
| **Data to support your conclusion:** | Students are learning at their own pace, but within a reasonable amount of time. Teachers are able to differentiate the lessons really well with this curriculum. Voice and choice is a good example of this and is embedded in Empower Learning platform. | | | |
| *Format* | | | | |
| Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested? | | YES X | | NO |
| Data to support your conclusion: | Tests and other assessment objectives are aligned with what is taught in the classroom. This is ensured by lessons or "Playlist" in Empower Learning and by assessments | | | |
| Hypothesis derived from your conclusion: | | | | |

# Instructional Delivery Issues

| *Teacher Awareness of Content* | | | | |
|---|---|---|---|---|
| Are teachers aware that the skills required for improvement in student performance are included in the current curriculum? | | **YES** X | | NO |
| Data to support your conclusion: | In addition to the access to Empower Learning, all teachers have actively participated in the establishment of the PCBE curriculum and the teachers are in charge of creating personalized "playlist" for students and cohorts. All teachers have access to this curriculum. | | | |
| Hypothesis derived from your conclusion: | | | | |
| *Teacher Awareness of Sequencing* | | | | |
| Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment? | | **YES** x | | NO |
| Data to support your conclusion: | The Empower Learning management system aligned to Marzano PCBE, allows Kingsman Academy to implement a personalized scope and sequence with tiered courses and academic groupings. Teachers can "lock and unlock" the activity on the Empower Learning depending on readiness level. | | | |

| Hypothesis derived from your conclusion: | | | | |
|---|---|---|---|---|
| **Teacher Awareness of Pacing** | | | | |
| Are teachers spending the specified time on the skills required for improvement in student performance? | | YES X | | NO |
| Data to support your conclusion: | Teachers set goals for individual and groups of students through personalize tracking matrixes. Test correction and additional performance tasks are provided if needed. | | | |
| Hypothesis derived from your conclusion: | | | | |

## Professional Development Issues

| **Teacher Awareness of Format** | | | | |
|---|---|---|---|---|
| Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested? | | YES x | | NO |
| Data to support your conclusion: | Teachers design assessments in Empower Learning. In addition, students take benchmark and diagnostic tests online through Scantron Performance and Achievement series. This design is based on skills and objectives that teachers are aware of. Ongoing discussion with other teachers and Director of Academics within the program clarify issues and uncertainties. | | | |
| Hypothesis derived from your conclusion: | | | | |
| **Teacher Resources** | | | | |
| Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance? | | YES X | | NO |
| Data to support your conclusion: | Textbooks, prints and other digital resources are available in all programs and also in the teacher's resource room. They are accessible to all teachers. | | | |
| Hypothesis derived from your conclusion: | | | | |
| **Teacher Skills** | | | | |
| Do teachers have the professional knowledge and skills to teach | | YES x | | NO |

| students the skills required for improvement in student performance? | | | | |
|---|---|---|---|---|
| Data to support your conclusion: | Teachers are recruited based on their professional history and expertise. Class observations are done at least 6 times over the course of the school year. | | | |
| Hypothesis derived from your conclusion: | | | | |

**Describe any improvements related to this component of the educational program made within the past five years.**

The school adopted the personalized instruction-based (PCBE) model where the content (standards) and lesson targets guide a rigorous instructional content and promotes academic growth and proficiency for all students. Kingsman adopts the 7 Marzano design principles for educational program improvement:

1. What content will be addressed?

2. How will the learning environment support student agency?

3. How will instruction support student learning?

4. How will teachers measure student proficiency?

5. How will scheduling accommodate student learning?

6. How will reporting facilitate student learning?

7. How do schools and districts transition to the PCBE system?

● In the 2016/17 academic year, Kingsman implemented the EL Education core practices for education program accountability in curriculum, instruction, assessment, leadership, culture and character.

● Students have multiple opportunities to learn and show mastery within specific academic content.

● Student's voice, choice and pace are additional areas of improvements in the educational program that allow students to take ownership of their learning and make informed decisions to improve their academic outcomes.

● The school follows a continuous improvement model of examining student data, design and implement instruction based on data and reteaching to ensure content mastery and proficiency.

**List the significant strengths of the school in this component of the educational program.**

- The significant strength lies in its personalized competency- based learning framework. Within this framework students are expected to learn, know, understand content. Content is clearly defined and meaningful, focusing on fundamental and relevant knowledge and skills necessary to succeed in a global community. The framework facilitates high expectations for all students.

- Content and skills are sequenced appropriately and taught effectively.

- A strong teaching and leadership team that are committed to helping all students soar and achieve academically.

- Kingsman continuous improvement model of examining student data, design and implement instruction based on data and reteaching to ensure content mastery and proficiency.

**List the significant areas for improvement of the school in this component of the educational program.**

- Lessons and activities are designed to help students get better at reasoning, solving problems, getting along with others and developing other skills.

- Teachers ensure that what students should know or learn is effectively identified and reflected in the selection of content to be taught.

- Instructional content and skills are sequenced appropriately and taught effectively.

- Improving teacher quality and providing instructional supports through professional development, objective evaluations and feedback, excellent working conditions, teacher retention, teacher autonomy, and improvement consistency in instructional leadership

- Assessments used are aligned to curricular content and are used to guide instructional decision and monitor student learning.

- Analyze data to identify areas where inequities exist and ensure that data informs instruction.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.**

- Communicating areas of improvement to stakeholders
- Data collection and analysis

# D.    Implications for PLANNING

**List the significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.**

- Personalized student-centered approach to the delivery of instruction gives students voice in the teaching and learning process.

- Students have multiple opportunities and ways to learn and demonstrate proficiency of academic content.

- Targets are used to create content. The learning targets give you a guarantee of what students should learn and what they should be assessed on.

- In the PCBE framework, teachers must know what students don't know and teach only teach what students need to know

- Student data from formal and informal assessment is used to support instructional decision-making.

**List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.**

- Changing the mindsets of traditional teachers to adopt and embrace the PCBE instructional framework

- Understanding and adopting the assessment criteria and proficiency scale to teach specific skills

- Making robust student data part of an ongoing cycle of instructional improvements.

- Improving teacher quality and providing instructional supports through professional development and objective evaluations and feedback.

- Making classroom instruction more student-focused and not teacher-focused.

- Increase new teacher-mentorship to improve teacher retention.

**Based on the strengths and areas for improvement identified in this curriculum area, list any important next steps or strategic priorities related to this curriculum area that should be included in the action plan in the Plan for Growth and Improvement.**

- Giving both teachers and students the tools to teach, learn and demonstrate proficiency of academic content in multiple ways.

- Personalized professional development opportunities for teachers aligned to Marzano PCBE evaluation strategies to ensure no teachers fall through the cracks

- Identify and implement strategies to effectively personalize instruction to meet each student's needs and ensure no students fall through the cracks.

- Teachers identify new and effective ways to collect, access, and collaboratively analyze students' data in order to identify factors that may motivate student performance and then adjust their instruction to better meet students' needs.

| Assessment criteria (rubrics) and proficiency scales are used to link/align assessments to measurement topics (standards) and are consistently used by ALL teachers. |
|---|
| • Teach students to examine their own data and set learning goals. |

# E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment

| Evidence | School |
|---|---|
| Scope and sequence for this curriculum area | **X** |
| Examples of syllabi for this curriculum area | **X** |
| Written curriculum guides for this curriculum area | **X** |
| Examples of development/review/revision of this curriculum area | **X** |
| Examples of assessments used in this curriculum area to determine levels of student achievement/performance | **X** |
| Exemplars of student work within this curriculum area | |
| Record of professional development activities related to this curriculum area | **X** |

# A. EDUCATIONAL PROGRAM
*(Indicators 8.1-8.61)*

The following sections pertain to the educational program as a whole and thus should be completed only once, unlike the previous sections which were duplicated for each curricular area.

*1.*

| TOTAL NUMBER OF REQUIRED INSTRUCTIONAL HOURS PER YEAR | | |
| --- | --- | --- |
| **Curriculum Area** | **MIDDLE SCHOOL** | **HIGH SCHOOL** |
| Humanities: ELA | **120** | **120** |
| Humanities: Social Studies | **120** | **120** |
| Math | **120** | **120** |
| Science (STEM) | **120** | **120** |
| Electives | **60** | **60** |

| | |
| --- | --- |
| X | The instructional hours are reported for one academic year |
| | The instructional hours are reported for one academic semester |

**Describe the school's policy/procedure for developing, reviewing, and revising the curriculum areas in the school's educational program.**

Reflection and data analysis ensure strategic and continuous improvement. Kingsman Academy adopts EL Education core practices for aligning curriculum, instruction and assessment for for student achievement. School leaders carefully monitor implementation of curriculum, instruction, and assessment through frequent classroom visits, evaluation and feedback to teachers.

EL Core Practices related to Procedures for Developing, Reviewing and Revising Curriculum Areas include:

- Fostering a School Vision and Strategy
- Structuring Time to Support the Vision
- Aligning Curriculum, Instruction, and Assessment for Student Achievement
- Using Data to Drive Instruction
- Cultivating a Positive School Culture
- Leading Professional Learning
- Promoting Shared Leadership
- Shaping School Operations to Elevate Student Achievement

**Describe the school's policy/procedure for ensuring that the curriculum areas in the school's educational program are aligned vertically and horizontally.**

Kingsman Academy adopts EL Education core practices for aligning curriculum, instruction and assessment for for student achievement in the following areas: adopting comprehensive standards, mapping curriculum, supporting planning, instruction and assessment, providing support and accountability.

Following EL Education core practices, school leaders and teachers ensure that curriculum, instruction, and assessment are tightly aligned to high standards for student achievement. School leaders, in coordination with external school designers, facilitate a collaborative process for curriculum mapping that includes a comprehensive review of current practices, careful sequencing and prioritization of content, and vertical alignment across readiness. Leaders support the creation of assessment plans for all curriculum units that identify formative and summative assessments associated with standards-based learning targets. School leaders carefully monitor implementation of agreed-upon curriculum, instruction, and assessment through frequent classroom visits and feedback to teachers.

**Describe the school's policy/procedure for developing, reviewing, and revising curriculum guides for the curriculum areas in the school's educational program.**

Kingsman Academy adopts EL Education core practices for curriculum improvement and revision by regularly analyzing curriculum documents, evaluating alignment of standards and using data to monitor opportunities for all students to meet standards in collaboration with Marzano Research.

EL Core Practices related to Procedures for Developing, Reviewing and Revising Curriculum Guides include:

- Mapping Skills and Content

- Designing Learning Expeditions

- Formulating Guiding Questions

- Selecting Case Studies

- Designing Projects and Products

- Incorporating Fieldwork, Experts, and Service Learning

- Producing High-Quality Student Work

- Teaching Global Skills and Knowledge

- Supporting College and Career Readiness

**Describe how and in which curriculum areas students receive instruction for developing critical thinking, reasoning, problem-solving, and study skills.**

Cognitive and metacognitive *Critical Concepts* are incorporated across the curriculum to reinforce study skills, reasoning, critical thinking, reasoning and problem solving.

Critical thinking and problem solving skills are integrated across the curriculum in all subject areas, in classroom activities/projects and across programs through whole group instruction, homogeneous and heterogeneous groupings, one-on-one and cross-program integrated learning.

In additional the following EL Education core practices help ground our instructional delivery approach:

1. Teachers and school leaders ensure that all students have access to a high-level curriculum with appropriate complexity of text and tasks.

2. Teachers and school leaders ensure that the curriculum includes significant focus on problem-solving, critical thinking, collaboration, and communication skills for all students.

3. Teachers and school leaders ensure that the curriculum includes topics related to global knowledge, environmental stewardship, equity, and social justice, and that it promotes understanding of other perspectives and cultures.

**Describe how and in which curriculum areas students receive instruction in the effective uses of technology for learning and opportunities to apply that knowledge.**

Technology *Critical Concepts* cut across all content areas. Technology measurement topic and Proficiency Scales include:

- Software, Hardware and Networks
- Technology Systems
- Design Process
- Programming and Coding
- Data and Information
- Technology and society
- Troubleshooting and Program Solving

**Describe how and in which curriculum areas students are provided with opportunities to develop social skills such as self-control, working constructively in a group, accepting individual and group responsibility, etc.**

Kingsman Academy has high expectations for both academic and social behaviors.. Students have the opportunity to learn and practice social emotional learning skills in all curriculum areas.

- Students are given the Ohio Scales assessment. Kingsman uses the assessment data to identify students in need for tiered behavior and social skills interventions

- Life skills, cognitive skills, and executive functioning skills are taught across the curriculum.

- The Collaborative Problem Solving (CPS) model is also used as an intervention framework for students unable to meet social skills expectations. The CPS steps include fact finding (data gathering), problem finding (clarify the problem), Idea finding (generating ideas) solution finding, and acceptance finding (plan of action.

- Social skills data are used for cohort groupings and Krews are design to address social skills in a small group setting.

- In alignment with EL Core Practices, morning community meetings address social skills through learning expeditions and team building. Social workers, special education coordinators, and engagement specialist facilitate these sessions.

**Describe the school's policy/procedure for selecting, evaluating, and reviewing instructional materials for the curriculum areas in the school's educational program.**

Kingsman Academy adopts EL Education core practices for selecting, evaluating and reviewing instructional materials for curriculum areas. EL Core Practices related to Procedures for Developing, Reviewing and Revising instructional materials include:

- Planning effective lessons
- Delivering effective lessons
- Mapping Skills and Content
- Designing Learning Expeditions
- Formulating Guiding Questions
- Selecting Case Studies
- Designing Projects and Products
- Incorporating Fieldwork, Experts, and Service Learning
- Producing High-Quality Student Work
- Teaching Global Skills and Knowledge
- Supporting College and Career Readiness

**Describe the school's policy/procedure for identifying and addressing different student learning styles for the curriculum areas in the school's educational program.**

Student feedback is an important part of the school's policy and procedures for identifying and addressing different student learning styles across curriculum areas. Procedures include:

- Surveys: At the beginning of the school year, students take a survey to identify their learning styles and interests. All learning styles are incorporated into student learning plans

- Supporting Student Agency: Students have multiple opportunities and pathways to learn and demonstrate mastery of new content

- Experiential Learning: EL Education core practices help make standards come alive for students by connecting learning to real-world issues and needs.

- Personalized Instruction: Teachers modify instruction to meet the needs of students

Teachers utilize flexible groupings of students and design tasks that allow for different approaches to the same goals. Each classroom builds a culture that supports students with diverse needs and holds all students accountable to the same long-term learning targets. At a school-wide level, differentiation is supported by appropriate grouping structures. Kingsman adopts EL Education core practices related to policies and procedures for identifying and addressing difference student learning styles across all curriculum areas:

- Structures to support differential instruction
- Integrating differentiated instruction
- Creating a culture of differentiated instruction
- Supporting students with disabilities

**Describe the school's policy/procedure for identifying students with special needs (gifted, ESL, special education, etc.) and how the curriculum areas are modified for these students.**

In accordance with federal regulations, Kingsman Academy Public Charter School assumes responsibility for the location, identification and evaluation of all children from 6th grade through age 21 who require special education and related services. All children who are suspected of having a disability and who are in need of special education are part of the child find process in our school.

This includes students who are:
- Advancing from grade to grade;
- Wards of the state and children who are highly mobile, such as migrant and homeless children.

Note: A student may receive services up until the conclusion of the semester in which the student turns 22 years of age.

We use evidence-based procedures to determine interventions, supports and accommodations for students with disabilities. Teachers utilize flexible groupings of students and design tasks that allow for different approaches to the same goals. Curriculum is modified through personalization and differentiation to meet the unique needs of each student through personalized tracking matrices derived from measurement topics.

Kingsman adopts EL Education core practices for modifying curricular areas for students with special needs. Core practices include:

1. School leaders and special educators use research to determine best practices for students with disabilities.

2. School leaders and special educators make professional development related to meeting the needs of students with disabilities available to all staff

3. School leaders thoroughly examine staffing, scheduling, and structures in order to choose models that best meet the needs of all students.

   a. Collaborative teams that work with students with disabilities are provided with adequate planning time to support this student population.

   b. Collaborative teams evaluate accommodations and consider innovative strategies for diverse student populations.

   c. Modifications are developed based on specific student needs, with the intention of achieving the most rigorous outcome possible for the student.

4. Decisions about placement and programs for students with disabilities are based on high-quality assessments.

5. Kingsman develops and trains effective teams in order to ensure that students needing supplemental support are identified and that placement in interventions and other programs is made appropriately.

6. To the greatest extent possible, students with disabilities complete the same curriculum and meet the same learning targets as their classmates.

7. Special educators create tailored learning targets for students with disabilities that meet Individual Education Plan or 504 Plan goals.

8. Teachers provide supplemental materials so that students with disabilities can access content (e.g., visual cues, graphic organizers, appropriately leveled text)

9. Teachers and special educators consider college an option for all students and work together to find the best college options for students with disabilities.

   a. Teachers help students learn self-sufficiency and advocacy skills.

   b. Teachers help students understand their learning challenges so that they gain lifelong strategies for further growth and development.

10. Krew teachers support all students' understanding of the diversity of learners that exists in their school, just as they support understanding of other forms of diversity

# B.  Self-Assessment of Adherence to the Standard for Educational Program INDICATORS OF QUALITY

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" section

provided below. Rate the degree to which the school meets each Indicator by using the following scale:

| Rating of Adherence to the Indicator | |
|---|---|
| 1. **Does Not Meet** | The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator. |
| 2. **In Need of Improvement** | The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**. |
| 3. **Meets** | The evidence indicates the school **MEETS** the expectations of this Indicator. |
| 4. **Exceeds** | The evidence indicates the school **EXCEEDS** the expectations of this Indicator. |
| **N/A** | This Indicator does not apply to our school. |

# EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

**The Standard:** The school's educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, instructional methods, and assessments of student learning that reflect current research and best practices in learning and teaching. The educational program is aligned with the school's mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school's community of stakeholders.

## Indicators of Quality for all schools

| Indicator of Quality | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|
| *The governing body and leadership ensure that the school:* | | | | | |
| 8.1 Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school's mission and goals for student learning. | | | X | | |
| 8.2 Publishes for all students and their families an overview of the school's educational program and its programs of study and seeks input as appropriate. | | X | | | |
| *The governing body and leadership ensure that the school's educational program includes:* | | | | | |
| 8.3 Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods. | | | X | | |

| | | | | | |
|---|---|---|---|---|---|
| 8.4 | Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education. | | X | | |
| 8.5 | Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned. | X | | | |
| 8.6 | Experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues. | | X | | |
| 8.7 | Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers. | | X | | |
| 8.8 | Opportunities that promote global awareness and understanding of diverse cultures and lifestyles. | | X | | |

***The governing body and leadership ensure that the school's educational program:***

| | | | | | |
|---|---|---|---|---|---|
| 8.9 | Is delivered using documented curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and proven practices. | | X | | |
| 8.10 | Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated. | | X | | |
| 8.11 | Expresses expected student learning outcomes in terms that can be understood by the students. | | X | | |
| 8.12 | Is delivered in a variety of learning settings (e.g., individual, small group, large group). | | X | | |
| 8.13 | Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next educational level. | | X | | |
| 8.14 | Is articulated both horizontally and vertically and coordinated among all levels of the school. | | X | | |

## Indicators of Quality for schools with early childhood programs

| | |
|---|---|
| | **These Indicators do not apply to our school.** |

## Indicators of Quality for schools with elementary school programs

| | |
|---|---|
| | **These Indicators do not apply to our school.** |

## Indicators of Quality for schools with middle school programs

| | |
|---|---|
| | **These Indicators do not apply to our school.** |

| Indicator of Quality | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|
| **The governing body and leadership ensure that the school's middle-level educational program:** | | | | | |
| 8.41 Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests. | | | X | | |
| 8.42 Provides experiences that prepare students for successful transition to the secondary school setting. | | | X | | |

## Indicators of Quality for schools with secondary school programs

| | These Indicators do not apply to our school. |
|---|---|

| Indicator of Quality | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|
| **The governing body and leadership ensure that the school's secondary-level educational program provides:** | | | | | |
| 8.43 Students with the knowledge, skills, and habits of mind required for college and career readiness. | | | X | | |
| 8.44 Experiences that prepare students for successful transition to postsecondary education and/or the world of work. | | | X | | |
| 8.45 Students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems. | | | X | | |

## Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

| | These Indicators do not apply to our school. |
|---|---|

## Indicators of Quality for faith-based schools

| | These Indicators do not apply to our school. |
|---|---|

## Stakeholders' comments to support the ratings:

| STANDARD: EDUCATIONAL PROGRAM | |
|---|---|
| **Source of Comments** | **Comments** |
| **Staff** | ● Staff survey data suggests that Staff would like more materials. |

| Students | ● "ACE brings a better part out of me that I can share with the world. If you looked at the steps we've taken from the beginning of the year to the end, you would be amazed." - An ace360 Student (Annual Report)<br>● "At Kingsman, I got second chances." - An Odyssey student (Annual Report)<br>● "The BtG group is good for me because it can help me fix my credits so I can graduate on time." - A 2018 BtG Student (Annual Report) |
|---|---|
| Parents | ● Majority of parents reported that they "trust that the organization of [the] school supports a productive learning environment" (Parent Survey) |

# C.  Self-Assessment of Adherence to the Educational Program STANDARD FOR ACCREDITATION

| X | Our self-assessment is that our school **MEETS** this Standard for Accreditation. |
|---|---|
|  | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

# D.  Implications for PLANNING

**List the school's significant strengths in meeting the Educational Program Standard.**

| ● The quality and commitment of Kingsman pool of diverse staff and their commitment to excellence, student growth, personalization and differentiation of instruction, and increased academic outcomes.<br><br>● The school in itself is differentiated. It is divided into 4 groups (Odyssey, BTG, ACE 360 and Middle School) that are broken down to address specific individualized needs. |
|---|

**List the school's significant areas in need of improvement in meeting the Educational Program Standard.**

| ● Changing the mindsets of traditionally minded teachers to adopt the PCBE instructional methods to improve student's learning and academic outcomes.<br><br>● Understanding and adopting the assessment criteria and proficiency scale to teach specific skills. |
|---|

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to educational program that should be included in the action plan in the Plan for Growth and Improvement.**

- How to effectively personalized instruction to meet each student's needs and ensure no students fall through the cracks.

- Giving both teachers and students the tools to teach, learn and demonstrate proficiency of academic content in multiple ways

- Proficiency Scales used to link/align assessments to measurement topics (standards) and are consistently used by all teachers

# E. EVIDENCE to Support the Self-Assessment of Adherence to this Standard

| Evidence | School |
|---|:---:|
| Data and information from interviews/surveys | X |
| Program of studies or other overview of the components of the educational program | X |
| Scope and sequence charts | X |
| Written curriculum guides for each component of the educational program | X |
| Master schedule | X |
| Policies related to educational program, including: | |
| ● Components of the curriculum (curriculum areas) to be taught as 1) required and 2) electives | X |
| ● Scope and sequence for curriculum areas | X |
| ● Expected outcomes for curriculum areas | X |
| ● Developing, reviewing, revising curriculum | X |
| ● Supervision of curriculum delivery and instruction | X |
| ● Requirements for graduation/completion | X |
| ● Standards for instructional materials | |
| ● Identifying, reviewing, evaluating, and replacing instructional materials | X |
| ● Responding to challenges to the appropriateness of curriculum/instructional materials | X |
| ● Budgeting for curriculum/instructional materials | |

# INFORMATION RESOURCES
## (Indicators 12.1-12.15)

## A.    THE SCHOOL'S INFORMATION RESOURCES

**A.1    Information Resources:** *In the table below, indicate the school's information and technology resources. Rate the quality and adequacy of these resources using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*

| Type of Information Resource<br>(list specific resources and add/delete rows as needed) | Quality and Adequacy of Resource | | |
|---|---|---|---|
| | S | NI | U |
| Print Resources: | X | | |
| Textbooks | X | | |
| Educational magazines | X | | |
| Novels | X | | |
| Nonfiction books | X | | |
| | | | |
| Online Subscriptions & Software: | X | | |
| Plato Learning | X | | |
| | | | |
| Computer Resources (desktops, laptops, computer labs, tablets, etc): | X | | |
| Chromebooks (for students) | X | | |
| Laptops (for teachers and other professional staff) | X | | |
| Desktops (for other staff) | X | | |
| | | | |
| Other Instructional Technology Resources (LCD projectors, wireless classrooms, video cameras, smart boards, etc): | X | | |
| Document cameras | X | | |
| Smart boards | X | | |

**A.2.    Facilities for Information Resources:** *In the table below, indicate the school's facilities for information and technology resources. Rate the quality and adequacy of these facilities using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*

| Type of Information Facility | Quality and Adequacy of Facility | | |
|---|---|---|---|
| | S | NI | I |
| Storage for Information Resources | X | | |
| Storage for Technology | X | | |
| Office for Technology Staff | X | | |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.**

| N/A |
|-----|

### A.3. Information Resources Staff: *In the table below, indicate staffing for information resources and technology. Rate the adequacy of the types and numbers of the staff using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*

| Type of Information Resources Personnel | Number | Adequacy of Type and Number | | |
|---|---|---|---|---|
| | | S | NI | U |
| Credentialled Information Resources Personnel (library, media center) | 0 | X | | |
| Information Resources Support Personnel (library, media center) | 0 | X | | |
| Technology Support | 1 | X | | |
| Production | 0 | X | | |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.**

| N/A |
|-----|

# B. Self-Assessment of Adherence to the Standard for Information Resources INDICATORS OF QUALITY

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" sections provided below. Rate the degree to which the school meets each Indicator by using the following scale:

| Rating of Adherence to the Indicator | |
|---|---|
| 1. **Does Not Meet** | The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator. |
| 2. **In Need of Improvement** | The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**. |
| 3. **Meets** | The evidence indicates the school **MEETS** the expectations of this Indicator. |

| 4. **Exceeds** | The evidence indicates the school **EXCEEDS** the expectations of this Indicator. |
|---|---|
| **N/A** | This Indicator does not apply to our school. |

# INFORMATION RESOURCES STANDARD FOR ACCREDITATION

**The Standard**: The school's information resources are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school's Mission and delivery of its educational program. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

## Indicators of Quality for all schools

| | Indicator of Quality | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|---|
| *The governing body and leadership ensure that:* | | | | | | |
| 12.1 | The school has and implements written policies and/or procedural guidelines for the ethical and appropriate use for acquiring information and using information resources. | | | x | | |
| 12.2 | Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided. | | | x | | |
| 12.3 | Members of the staff and students are provided with training for the appropriate, ethical, and most effective uses of the information resources. | | | x | | |
| *The governing body and leadership ensure that information resources are:* | | | | | | |
| 12.4 | Age- and developmentally-appropriate. | | | x | | |
| 12.5 | Properly organized and maintained for ready access and use by students and the staff. | | | x | | |
| 12.6 | Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional program. | | | x | | |
| 12.7 | Appropriately supported with funding from the school's budget. | | | x | | |
| 12.8 | Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to students and the staff. | | | x | | |
| 12.9 | Supportive of the school's plan for growth and improvement of student performance. | | | x | | |

## Indicators of Quality for schools with early childhood programs

| | **These Indicators do not apply to our school.** |
|---|---|

**Indicators of Quality for schools that deliver all or part of their educational program by a distance modality**

| | These Indicators do not apply to our school. |
|---|---|

**Stakeholders' comments to support the ratings:**

| STANDARD: INFORMATION RESOURCES AND TECHNOLOGY | |
|---|---|
| **Source of Comments** | **Comments** |
| **Staff** | ● Several staff mentioned wanting more technology in the staff survey |

# C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

| X | Our self-assessment is that our school **MEETS** this Standard for Accreditation. |
|---|---|
| | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

# D. Implications for PLANNING

**List the school's significant strengths in meeting the Information Resources Standard.**

| ● Adequate number of chromebooks for all students<br><br>● Laptop for all teachers<br><br>● Smart boards or Smart TVs in all classrooms<br><br>● Resource Room for teaching materials (i.e., textbooks, novels, clickers to be used with test software) |
|---|

**List the school's significant areas in need of improvement in meeting the Information Resources Standard.**

| ● Need to add more online subscriptions<br><br>● Need other forms of technology (e.g., iPads) |
|---|

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to information resources that should be included in the action plan in the Plan for Growth and Improvement.**

| |
|---|
| ● Training for teachers and students |


# E. EVIDENCE to Support the Self-Assessment of this Standard

| Evidence | School |
|---|---|
| The information resources and technology plan(s) | |
| Budget for information resources and technology | X |
| Information skills curriculum | |
| Information resources and technology orientation for the staff | X |
| Policies related to information resources and technology, including: | |
| ● Acceptable use of technology by students and the staff | X |
| ● Responding to challenges regarding the appropriateness of information resources | |
| ● Maintaining currency of information resources and technology | |
| ● Maintaining an inventory of information resources and technology | |
| ● Security of information resources and technology | X |

# DESCRIPTIVE SUMMARY OF STUDENT SERVICES AND STUDENT LIFE

Education encompasses every area of the child's development. The school must, therefore, be as concerned with the quality of services offered to the children that will assure their physical and emotional development as they are with academic programs.

The Student Services and Student Life sections of the Self-Study are intended to assess the quality of those services and activities offered either by the school or outsourced.

The Descriptive Summary of Student Services and Student Life consists of the following elements:
- Self- Assessment of Standard for Student Services
- Self-Assessment of Standard for Student Life and Activities

# STUDENT SERVICES
### (Indicators 10.1-10.34)

## A.  STUDENT SERVICES

### A.1.  Student Services Personnel

| Type of Student Services Personnel | Provided by | | Adequacy of Type and Number | | |
|---|---|---|---|---|---|
| | | | S | NI | U |
| Guidance and Counseling Services | X | School Staff | X | | |
| | X | Outsourced | | | |
| Child Study Team Services | X | School Staff | X | | |
| | | Outsourced | | | |
| Special Education Services | X | School Staff | X | | |
| | X | Outsourced | X | | |
| Instructional Aides | | School Staff | | | |
| | | Outsourced | | | |
| Food Services | X | School Staff | X | | |
| | | Outsourced | | | |
| Transportation Services | X | School Staff | X | | |
| | X | Outsourced | | | |
| Admissions | X | School Staff | X | | |
| | | Outsourced | | | |
| Other (*Describe*): Behavior Support Services | X | School Staff | X | | |
| | | Outsourced | | | |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.**

Kingsman Academy has observed the need for improvement regarding student safety during transportation to and from school. Kingsman Academy and community partners are collaborating to find innovative ways to ensure the safety of our students during transportation.

## A.2.  Student Services

**Describe the counseling services for students provided by the school (include guidance counseling (personal, academic, college, and career), substance abuse counselors, social workers, student assistance teams, etc).**

Guidance counseling services at Kingsman Academy are delivered on many different levels. Students can receive personal, college and career, and academic guidance counseling from the Engagement Department. Academic counseling is provided to ensure students are aware of their academic history and progress towards graduation. Students are also provided information regarding scheduling and courses selections based on interests and academic abilities. Personal counseling is provided to students in two ways. Services for personal issues are provided by Intervention Team members based on student tiers and programs.

Kingsman Academy is also partnering with Hillcrest Children & Family Center to provide on-site services to students and families. Available services will include substance abuse and grief counseling, and parenting classes.

**Describe the Child Study Team services provided for students identified as having special needs (includes self-contained programs, resource centers, in-class support, therapies, including psychological, speech, physical, and occupational).**

The process for referral to Child Study Services begins when a child is observed as having one or more of the following characteristics or circumstances: identified as failing one or more classes in one academic year, external agency mental health evaluation and/or diagnosis, referral by administrators or staff based on mitigating behavior, mental health, or academic concerns, history of incarceration or other traumatic events, or extreme truancy.Observations and or concerns are entered into EasyIEP to begin the evaluation process. Evaluations are completed to determine necessary services. Once completed, a MDT meeting is held to determine IEP eligibility. If determined that the student needs services, an IEP meeting is held within 30 days to begin the implementation of an IEP.

Scholars eligible for special education services through a continuum of specifically designed supports and services. To the extent possible, students are served in full inclusion settings, with the accommodations and modifications identified in their IEPs. Classes provide

computer-assisted/blended learning resources, intensive small group remedial instruction with special educators, and individualized and small group sessions reinforcing meta-cognitive skills. Students identified as having special needs receive the following services: transportations, extended school year, extended time on assignments, flexibility in scheduling, test administered over several days, frequent breaks, preferential seating, small group testing, location with minimal distractions, individual testing, calculation device on calculator and non-calculator sections, large print materials, read aloud for ELA and Non-ELA Assignments, individual testing, and individual differentiation in the classroom.

In addition to IEP accommodations, social worker and occupational therapists provide push-in support to students based on IEP outlined services and support needed based on academic subjects. Some students are referred to local community agencies for drug treatment and family therapy. We also provide recommendations and support in finding resources for services based on student and family needs.

Kingsman Academy serves students in grades 6 through 12 in a project-based academic program that emphasizes personalized learning in a supportive environment. The curriculum prepares students for post-secondary success and responsible citizenship. All students, including those with disabilities, are surrounded by a culture of high expectations. Scholars build knowledge, skills, and abilities through a rigorous, relevant, and engaging Common Core-aligned curriculum, hands-on electives, and real-world career and technical learning. Kingsman Academy has five programs to support students learning and socio-emotional growth. Programming at Kingsman Academy consists of ace360, Bridging the Gap, Middle School, Odyssey, R.I.S.E., and Voyager.

ace360
Observing the need to inspire, support and strengthen the athletic, social, emotional and academic development of Kingsman Academy students, the ace360 program was developed to provide high quality developmental sports, fitness, and enrichment programs to promote student-athleticism on a collegiate level. The program also includes small-group health, fitness, prevention/education and self-esteem enhancement program designed to meet developmental needs by exploring societal attitudes and values as they build skills for eating right, staying physically fit and developing positive relationships.

Bridging the Gap
For students requiring the most intensive behavioral and therapeutic support, Kingsman Academy offer the Bridging the Gap Program, a best-practice-based, self-contained setting to support students demonstrating severe socio-emotional and behavior management needs.

Middle School
Kingsman Academy provides service for students in grades six through eight in the middle school. Kingsman Academy offers a small and personalized Middle School Program for our sixth, seventh and eighth grade students. A student entering as a sixth grader will most likely have the same core content teachers throughout their three years in our program. This gives our students and families a unique opportunity to develop strong and open relationships with our teachers and staff, which we believe is an important part of achieving academic success

at Kingsman Academy. We strive to create a safe and nurturing learning environment that promotes critical thinking, self-determination and healthy socio-emotional skills. We give students the ability to excel through our rigorous and personalized learning model, highly successful PBIS (Positive Behavior Interventions & Supports) program and multi-age or tier based classroom design. In addition, we also offer a variety of electives, clubs and project based learning opportunities. Our dedicated middle school team collaborate regularly, as well as with families and parents, to ensure we are providing our young Knights with the tools necessary for success in both high school and life beyond the classroom.

Odyssey
Through a project-based competency curriculum, each student is provided specialized support based on their respective areas of strength and growth. The Odyssey program is tiered based on behavior, attendance, academic, and social-emotional levels.

As students in the Odyssey program have the opportunity to explore many college and career paths through hands-on learning and field expeditions and learning labs. The Odyssey program allows students to develop skills necessary to be self-sustaining members of society.

R.I.S.E.
Kingsman Academy's R.I.S.E. Program offers a non-traditional learning environment for students most at risk of not graduating from school. The program provides an alternative learning environment for students to promote the success of each individual. By reinforcing the program values and fostering healthy student growth and development, R.I.S.E. helps more students graduate and become successful after graduation.

R.I.S.E. serves students at-risk of not graduating from high school--including those who may age out of the public school system, lack internal motivation to complete traditional coursework, are homeless, or are parenting. R.I.S.E. students have opportunity to learn in an alternative environment to meet the academic requirements necessary to earn a high school diploma while gaining the skills and values necessary to successfully transition from a high school student to self-reliant member of the workforce.

Voyager Pathway
Kingsman Academy offers Voyager students who need intensive life skills and post-secondary employment support in a self-contained classroom setting. This program is designed to model best practice educational approaches for students with intellectual disabilities or severe cognitive challenges. In addition to hands-on and project-based learning activities, much of the instruction focuses on an expeditionary approach to learning, allowing students to apply what they are learning in the classroom to life and job skills outside the classroom.

**Describe the food services for students provided by the school. If food services are not provided by the school, describe the provisions for students to eat during the school day.**

Food services at Kingsman Academy consist of breakfast and lunch daily for all students. 100% of students are provided all meals at no cost to the families nor students due to a high percentage of students on free and reduced prices lunch programs.After school snacks are provided for students who stay for after school activities.

Menus for each month are available in the cafeteria at the beginning of that month. Common allergies and religious dietary needs are considered. Each day two food options are prepared and offered to students to allow for preference. Food options are always considered and provided as necessary offsite.

We currently have 1 full time staff member for food services. We use Preferred Meals as the vendor. The school has also used Revolution Foods in the past but was not satisfied with their services. Preferred Meals was chosen as the vendor for SY17-18 and both students and staff have responded positively to the shift.

Students experiencing homelessness or whose families request support or are identified as in need of food assistance receive a bag or box of fresh fruits and vegetables, meats, and assorted dry goods to supplement their access to food on weekends.

**Describe the transportation services for students provided by the school. If transportation is not provided by the school, describe how students travel to and from school.**

Kingsman Academy currently provides transportation services to all enrolled students.

Students receiving transportation services via their Individual Education Plan are provided transportation. The buses provide door-to-door services for students each day. Each bus has a driver and driver's aide to provide supporting during transportation. Additionally, students requiring Extended School Year (ESY) Services receive similar transportation services during ESY.

Kingsman Academy currently participates in the District of Columbia's School Transit Subsidy program, which allows students to use their credentials to gain free access to MetroRail, DC Circulator, or Metrobus to get to school and school-related activities.

Kingsman Academy facilitates a three-route bus transportation service exclusively for Kingsman Academy students. Students meet at designated stops for transportation to school; at the end of the school day, students are able to board the same buses for drop off at the same stops on the route.

Being sensitive to the needs of our student population, we understand that emergencies and mitigating circumstances often occur, which may require transportation services outside of those generally provided to students. Students and their families may requests alternative transportation services through a school administrator.

For other school-related events, such as field trips and/or extracurricular activities,Kingsman Academy operates three 16-passenger vans to provide transportation for students. To

operate the van, staff must complete an online training, driving test, and pass a driving clearance. Students receive door-to-door services for any school-related activities that begin early in the morning or end after normal school hours.

**Describe any career awareness activities provided by the school.**

Kingsman Academy participates in DC College Application and Exploration Month sponsored by OSSE and the DC College Application and Exploration Month Steering Committee, DC College Application and Exploration Month is part of a larger national effort, coordinated by the American Council on Education, to increase the number of first-generation and low-income students who pursue a postsecondary education. The goal of DC College Application and Exploration Month is to provide all graduating seniors, especially those who may not otherwise apply to college, with the preparation, opportunity, and support needed to apply to college and ensure that each participating student completes and submits at least one application. The district-wide effort has occurred annually since 2011.

This month-long effort allows students to do more than just submit a college application. Within this timeframe, students can participate in the college exploration and planning process at their own pace. Kingsman Academy aligns this initiative with the many college exploration activities that already taking place during the academic year. DC College Application and Exploration Month: helps schools and college access programs establish and/or build upon a culture of college-readiness; communicate to all students the importance of preparing for and applying to college; engage and inform underrepresented students (first-generation college students, students of color, and low-income students) about postsecondary opportunities, culminating in the application process; provide a school-wide message and excitement about exploring and planning for college; increase the number graduating seniors from Kingsman Academy who complete the college admissions process.

Students who are interested in entering the workforce after graduation are exposed to several different transition plans. Students have the option to participate in test-prep courses for the ASVAB and CASAS Assessment. Students are also referred to trade programs in the District of Columbia, including but not limited to, UDC Community College, Prospect College, and Fire/EMS Cadet program. Kingsman Academy also has special guests to speak with students based on their career interests.

**Describe any school programs for the orientation of new students or the transitioning of students between schools/levels.**

Orientation processes at Kingsman Academy for new students consist of New Student Intake Meetings. Intake Meetings occur the Wednesday after a students has completed all the enrollment paperwork and Kingsman Academy has received the cumulative file from the previous school. During the intake meeting, directors from each department and the student services coordinator meet with the student and his or her support team. The intake interview consists of asking the student questions to get information necessary to complete the intake form and also assess program placement and scheduling. The second component of the intake meeting is an assessment. Each student takes on online assessment to get

generalized data on his or her academic abilities in Math and English/Language Arts. After the Intake Meeting, the school team meets to discuss the data collected from the assessment to make program and scheduling recommendations, potential challenges to academic implementation of IEPs, potential behavioral concerns, and share any overarching concerns on the student's engagement and enrollment. Once the program recommendation is accepted by the student and parent, the school personnel is informed that the student will joining their class/program. Staff is also provided a copy of the completed intake form during a briefing on the student. Students start the Monday after the aforementioned process has been completed.

For students who are continuing at Kingsman Academy for the next academic year, the first two weeks of the school year are Orientation and Team Building. Students are introduced to new staff, new students, and updated on any changes in school policies. Students and families are informed of their Krews, provided a copy of their class schedules, and allowed to make any scheduling requests. Krew's are micro-communities of students and staff facilitators. The Krew's are formed based on several criteria, including but not limited to student program, academic capacity, special education services, social skills, and student interests. During planned team building excursions and exercises, Krew's work on storming, forming group norms, and solidifying their micro-community within the greater Kingsman Academy community. Krew's create identities by creating names, logos, t-shirts, and chants. The end of orientation week consists of pep rallies to present the Krew identities to the entire school. The following week, students follow their respective academic schedules.

**Describe the school's admission practices.**

Scholars are enrolled according to the Enrollment Procedures set forth by the District of Columbia Public Charter School Board. To be enrolled, a scholar must complete all necessary documentation, provide current proof of residency, and provide medical and immunization records. All records must be turned in and verified by the school register before the student can attend school. Failure to provide necessary documentation will result in loss of enrollment.

Current scholars must complete an Intent to Enroll form annually by the specified date. Failure to complete the Intent to Enroll form may result in a scholar losing his/her slot for the upcoming school year.

Kingsman Academy Public Charter School is an  open-enrollment, tuition-free, public school that welcomes all students in grades six through twelve, especially those who are overaged and undercredited, have attendance problems, or have behavioral or emotional disabilities.

To enroll in Middle School (grades six through eight) at Kingsman Academy, families are required to apply through the My School DC lottery. Kingsman Academy provides support on the lottery process via the school website.

To enroll in High School (grades nine through twelve) at Kingsman Academy, students and families must first submit an application for admission. Applications are available in the main office at the school or can be downloaded from the school website and submitted via email.

Once an student has completed the enrollment process, he or she enters the New Student Intake Process for scheduling.

**Describe any specific student resources activities provided by the school.**

Kingsman provides support for students well beyond academic, such as support for students experiencing homelessness or involved in various institutions.

**Describe any behavior intervention services provided by the school.**

Kingsman Academy utilizes a comprehensive verbal and physical intervention program for serving high risk children, youth, and young adults. The program teaches staff how to prevent crisis situations with a better understanding of the driving forces behind both deliberate misbehavior and emotional acting out. It focuses heavily on staying calm and avoiding negative reactions which may inadvertently escalate small problems into true crises.

CPI is a Nonviolent Crisis Prevention method that we utilize to teach critical skills for preventing and defusing disruptive or risk behavior.

Restorative Practices seeks to repair relationships. Restorative practice is a strategy that Kingsman uses to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

# B.  Self-Assessment of Adherence to the Standard for Student Services INDICATORS OF QUALITY

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" sections provided below. Rate the degree to which the school meets each Indicator by using the following scale:

| Rating of Adherence to the Indicator | |
| --- | --- |
| **1. Does Not Meet** | There is no evidence to indicate that the school meets the Indicator. |
| **2. In Need of Improvement** | The evidence indicates that the school partially meets the expectations of this Indicator and is in need of improvement. |
| **3. Meets** | The evidence indicates the school meets the expectations of this Indicator. |
| **4. Exceeds** | The evidence indicates the school exceeds the expectations of this Indicator. |

| N/A | This Indicator does not apply to our school. |
|-----|---------------------------------------------|

# STUDENT SERVICES STANDARD FOR ACCREDITATION

**The Standard:** The school provides student services that are effective, appropriate, and that support student learning and achieving the school's Mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school's educational program. Services are delivered by qualified personnel, sufficiently financed, evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

## Indicators of Quality for all schools

| Indicator of Quality | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|
| **The governing body and leadership ensure the school provides student services that:** | | | | | |
| 10.1 Address developing students' academic and social skills, personal attributes, and career awareness and planning skills. | | | x | | |
| 10.2 Are the shared responsibility of the school's counselors, leadership, teachers, and other staff members. | | | x | | |
| 10.3 Address students' emotional and social needs as well as academic needs. | | | x | | |
| 10.4 Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services. | | | x | | |
| 10.5 Extend into and support services provided by community agencies. | | x | | | |
| 10.6 Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff. | | x | | | |
| 10.7 Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school's educational program and student services. | | | x | | |
| 10.8 Include an orientation program for new students and their families to share the school's Mission, educational program, services, policies, and expectations. | | | x | | |
| 10.9 Make available to students' families information about child development and learning. | | x | | | |
| **Transportation Services—The governing body and leadership ensure that the school:** | | | | | |
| 10.10 Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and school events by means provided by the school. | | | | x | |
| 10.11 Requires that all transportation personnel of the school or those contracted by the school are appropriately trained. | | | | x | |

| | | | | | |
|---|---|---|---|---|---|
| 10.12 | Is in compliance with the safety requirements of all appropriate civil authorities in which the school is located for transportation services provided or contracted by the school. | | | | x | |
| 10.13 | Has and implements procedures for the safe arrival and departure of students from the school. | | | | x | |
| **Food Services—*The governing body and leadership ensure that:*** | | | | | | |
| 10.14 | Student dining areas are functional and hygienic. | | | | x | |
| 10.15 | Meals provided by the school meet generally accepted nutritional standards. | | | | x | |
| 10.16 | Information about nutritional values of the foods is available to students and their families. | | | | x | |
| 10.17 | Appropriate training is provided to food services providers. | | | | x | |
| 10.18 | Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the school is located. | | | | x | |
| 10.19 | Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the school is located. | | | | x | |
| **Services for Students with Special Needs—*The governing body and leadership ensure that the school:*** | | | | | | |
| 10.20 | Has and implements written policies or procedural guidelines to identify and address the education of students with special needs. | | | | x | |
| 10.21 | Provides or refers families to appropriate related services and/or accommodations to meet students' special needs. | | | | x | |
| 10.22 | If applicable, is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs. | | | | x | |
| **Admissions and Placement—*The governing body and leadership ensure that the school has and implements written policies or procedural guidelines governing*:** | | | | | | |
| 10.23 | Admission to the school. | | | | x | |
| 10.24 | Placement of students in the appropriate components of the educational program and at the appropriate levels. | | | | x | |
| ***The governing body and leadership ensure that the school*:** | | | | | | |
| 10.25 | Informs applicants for enrollment and their families of the Mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance. | | | | x | |
| 10.26 | Employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, current, and non-discriminatory. | | | | x | |

## Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

| | |
|---|---|
| | **These Indicators do not apply to our school.** |

## Indicators of Quality for faith-based schools

|   | These Indicators do not apply to our school. |
|---|---|

**Stakeholders' comments to support the ratings:**

| STANDARD: STUDENT SERVICES | |
|---|---|
| **Source of Comments** | **Comments** |
| **Staff** | ● Only seventy-one percent of teachers feel that "Across my school, there are consistent expectations and consequences for student behvaior." (Insight Survey, June 2018)<br><br>● Eighty-eight percent of teachers agree that "Teachers and leaders at my school immediately address student misbehavior in shared school spaces like hallways and the lunch room." (Insight Survey, June 2018)<br><br>● Eighty-nine percent of teachers agree that "School leaders provide me with the resources and support I need to maintain high standards for student behavior in my classroom." (Insight Survey, June 2018) |
| **Students** | ● "Before I came here, I was the type of guy who would just stay to myself. I met people here who changed me. Instead of being alone, I have friends now." - A 2018 Voyager Student (Annual Report)<br><br>● "My classmates are my best friends. Every memory I have with them is a great memory. My classmates really lift me up. They put a smile on everyone's faces, they have positive energy. My class is special. This grew over time." - An Odyssey Student (Annual Report) |

# C. Self-Assessment of Adherence to the Student Services STANDARD FOR ACCREDITATION

| X | Our self-assessment is that our school **MEETS** this Standard for Accreditation. |
|---|---|
|   | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

# D. Implications for PLANNING

**List the school's significant strengths in meeting the Student Services Standard.**

Unique staffing model allows for intensive social emotional, behavior and engagement support in the follow areas:

- Providing academics, behavior and or special education interventions

- Establishing positive relationships with others through mutual respect.

- Offering family services and resources for food, clothing and shelter

- Supporting long-term goals and personal growth.

Program-based support staff:

- Provide an opportunity to discuss the student's plan of action with a team member who will guide critical reflection and goal oriented activities

- Provide opportunities for experiences away from campus that offer quality, safety, and strong potential for meeting present and future goals

- Establish a culture of mutual respect for student and staff time.

**List the school's significant areas in need of improvement in meeting the Student Services Standard.**

Increase student advocacy by:

- Encouraging student to be active participants in their own development by utilizing all resources (online tools, advising, peers, funding, etc.) to maximum and intentional benefit;

- Helping students independently create long and short team goals; and

- Engaging with students and family members to create post-secondary plans.

Make available to students' families information about child development and learning by:

- Providing families with both qualitative and quantitative feedback on student learning goals; and

- Creating systems for better parent-staff communication.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to student services that should be included in the action plan in the Plan for Growth and Improvement.**

- Develop a comprehensive needs assessment for all learners
- Create a database of community-based resources for students and families
- Maintain accurate service trackers and interventions records to documents the effectiveness of services and interventions

# E.     EVIDENCE to Support the Self-Assessment of this Standard

| Evidence | School |
|---|---|
| Admissions criteria (if applicable) | **X** |
| Description of guidance available | |
| Description of counseling services available | **X** |
| Description of Behavioral services available | **X** |
| Examples of recruiting and marketing materials | **X** |
| Results of follow-up studies of graduates | **X** |
| Policies related to student services | **X** |

# STUDENT LIFE AND ACTIVITIES
*(Indicators 11.1-11.19)*

## A.    STUDENT ACTIVITIES

### A.1.  Non-Athletic Student Activities

| Type of Student Activity | Number of Students Participating | Adequacy and Quality of the Activity | | |
|---|---|---|---|---|
| **Middle School Activities** | | **S** | **NI** | **U** |
| Gardening Club | 12 | x | | |
| Community Club | 10 | x | | |
| Kingsman Queens | 19 | x | | |
| Restorative D.C. | 50 | x | | |
| DSG | 32 | x | | |
| Entrepreneurship 101: Kingsman Kreates | 4 | x | | |
| Mural Art (MS) | 1 | x | | |
| | | | | |
| **High School Activities** | | **S** | **NI** | **U** |
| CTE: Culinary | 10 | | x | |
| CTE: Life Design Lab | 17 | | x | |
| DC Urban Culture | 15 | x | | |
| CTE: SWAG Pathways Seminar | 22 | x | | |
| Mural Arts | 9 | x | | |
| Rap and Social Justice | 5 | x | | |
| CTE: Energy and Infrastructure Systems Engineering | 6 | x | | |
| CTE: Entrepreneurship 101: Kingsman Creates | 6 | x | | |
| CTE: College Readiness | 17 | | x | |
| CTE: Social Entrepreneurship 101 | 8 | x | | |

| Game Theory | 9 | | x | |
|---|---|---|---|---|

## A.2.  Athletic Student Activities

| Type of Student Activity | Available for | | Number of Students Participating | Adequacy and Quality of the Activity | | |
|---|---|---|---|---|---|---|
| | Boys | Girls | | S | NI | U |
| Football | x | | 27 | x | | |
| Middle School Flag football | x | x | 18 | x | | |
| Volleyball | | x | 15 | x | | |
| Basketball | x | x | 35 | x | | |

*For Schools with Residential Programs*

## A.3.  Day/Boarding Students

| Type of Student | Percentage of Student Population |
|---|---|
| Boarding | % |
| Day | 100% |

# B.  Self-Assessment of Adherence to the Student Life and Student Activities Standard's INDICATORS OF QUALITY

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" sections provided below. Rate the degree to which the school meets each Indicator by using the following scale:

| Rating of Adherence to the Indicator | |
|---|---|
| 1.  **Does Not Meet** | The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator. |
| 2.  **In Need of Improvement** | The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**. |
| 3.  **Meets** | The evidence indicates the school **MEETS** the expectations of this Indicator. |

| 4. Exceeds | The evidence indicates the school **EXCEEDS** the expectations of this Indicator. |
|---|---|
| **N/A** | This Indicator does not apply to our school. |

# STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

**The Standard:** The school provides non-discriminatory student activities that are age- and developmentally appropriate and that supplement and enhance the school's educational program. A balance of academic, social, co- or extracurricular and service activities is maintained. Student activities are designed to foster intellectual, cultural, and social growth and physical health and wellness. Activities provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's Mission.

## Indicators of Quality for all schools

| Indicator of Quality | | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|---|
| *The governing body and leadership ensure that:* | | | | | | |
| 11.1 | All students are offered opportunities through student experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction. | | | x | | |
| 11.2 | The school provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the school's educational program. | | | x | | |
| 11.3 | Activities are varied, developmentally appropriate, and enhance the educational program. | | | | x | |
| 11.4 | Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school's student activities. | | x | | | |
| 11.5 | Staff members, parents, and other volunteers who lead student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students. | | | x | | |
| 11.6 | The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways. | | | x | | |
| 11.7 | Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding. | | x | | | |
| 11.8 | Students and staff understand and abide by the school's Code of Conduct. | | x | | | |
| 11.9 | An understanding and acceptance of the high expectations the school holds for learning and citizenship. | | | x | | |
| 11.10 | Students and staff have a sense of being trusted, supported, and recognized for their accomplishments and contributions. | | | x | | |

| 11.11 | Staff and students have pride in their school. | | | x | |
|---|---|---|---|---|---|
| 11.12 | Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's Mission. | | | | x | |

## Indicators of Quality for schools with a residential program

| | These Indicators do not apply to our school. |
|---|---|

## Indicator of Quality for schools that deliver all or part of their educational program by a distance modality

| | This Indicator does not apply to our school. |
|---|---|

## Indicator of Quality for faith-based schools

| | This Indicator does not apply to our school. |
|---|---|

**Stakeholders' comments to support the ratings:**

| STANDARD: STUDENT LIFE AND STUDENT ACTIVITIES | |
|---|---|
| **Source of Comments** | **Comments** |
| **Students** | <ul><li>"Kingsman Academy, saved my life. It gave me hope. The staff never gave up on me." - A 2017 R.I.S.E. Graduate (Annual Report)</li><li>"Me, I started off rough at the beginning of the school year -- arguing, cursing -- by the end of the school year I knew all the teachers so well I started to listen and be more careful and I felt comfortable expressing my feelings and doing my work." - A Middle School Student (Annual Report)</li></ul> |

# C.    Self-Assessment of Adherence to the Student Life and Student Activities STANDARD FOR ACCREDITATION

*Instruction: After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.*

| X | Our self-assessment is that our school **MEETS** with this Standard for Accreditation. |
|---|---|
| | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

|  |  |
|---|---|
|  |  |

# D.     Implications for PLANNING

*Instruction: Based on the total self-assessment for this Standard and its Indicators of Quality, respond to the following requirements that will inform the school's planning for growth and improvement.*

**List the school's significant strengths in meeting the Student Life and Student Activities Standard.**

● A cohort-based scheduling and course selection model ensures that activities are varied, developmentally appropriate, and enhance the educational program of all students

**List the school's significant areas in need of improvement in meeting the Student Life and Student Activities Standard.**

● Increase opportunities for students, the staff, families, and the community to provide input regarding the school's student activities.

● Hold monthly focus groups that provide students and families with appropriate opportunities to offer input regarding the school's student activities.

● Create a detailed student onboarding and personalized professional development initiatives similar to staff summer institute to ensure both students and staff understand and abide by the school's Code of Conduct, policies, and procedures

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Student Life and Student Activities that should be included in the action plan in the Plan for Growth and Improvement.**

● Get consistent student feedback

     o   Form a student council

     o   Hold monthly student community meetings with the leadership and management team to address concerns and identity best practices

     o   Provide student leadership development opportunities

● Increase equity in opportunities and competitive activities for non-student athletics

     o   Form an integrative arts pathway program for students interested in music, art, drama, and creative expression

     o   Develop learning expeditions specifically tailored to student needs, interests, and long term college and career goals

| | |
|---|---|
| o   Consider student representation on faculty-led groupings (i.e. events, learning expeditions, school design, data) | |

# E.      EVIDENCE to Support the Self-Assessment of this Standard

| Evidence | School |
|---|:---:|
| Samples of student publications—e.g., yearbook, student newspaper, literary magazine | |
| Budget for all athletic activities | **X** |
| Budget for all non-athletic activities | **X** |
| Policies regarding student activities and student life | **X** |
| Policies for schools with residential programs | **N/A** |
| Policies on academic eligibility | **X** |

# DESCRIPTIVE SUMMARY OF MAINTENANCE AND OPERATIONS

This section of the Self-Study will examine three areas of the operation and maintenance of the school - Finances, Facilities, and Health and Safety. To ensure the effective implementation of all three, schools must have the appropriate policies, procedures, and resources in place.

The Descriptive Summary of Maintenance and Operations consists of the following elements:
- Self-Assessment of the Standard for Finances
- Self-Assessment of the Standard for Facilities
- Self-Assessment of Standard for Health and Safety

# FINANCES
### (Indicators 4.1-4.17)

## A.    FINANCES

## A.1.  For Publicly-Funded Schools

**Financial Resources FY17:**

| | |
|---|---|
| **Assessed valuation of the school** | $26,004,780 |
| **Tax rate per thousand dollars of assessed valuation** | $0 (tax-exempt) |
| **Total expenses for the school** | $6,590,236 |

**Financial Resources FY18:**

| | |
|---|---|
| **Assessed valuation of the school** | $26,438,380 |
| **Tax rate per thousand dollars of assessed valuation** | $0 (tax-exempt) |
| **Total budget for the school (without depreciation)** | $ 7,558,561 |
| **Total budget for the school (with depreciation)** | $ 8,297,077 |

**Annual Per Pupil Costs:** *Complete the table below to show the approximate per pupil cost at each level, where applicable.*

| PER PUPIL COSTS | Current Academic Year | Last Academic Year |
|---|---|---|
| **All** | $30,510 | $31,095 |

**Insurance for the School:** *In the table below, indicate the types of insurance coverage for the school and evaluate the adequacy and comprehensiveness of each type of insurance.*

| TYPE OF INSURANCE | Adequacy of Coverage | | | |
|---|---|---|---|---|
| | Satisfactory | Needs Improvement | Unsatisfactory | Not Applicable |

| | | | | |
|---|---|---|---|---|
| General Liability | X | | | |
| Workers Compensation | X | | | |
| Management Liability | X | | | |
| Property Insurance | X | | | |
| Accident Medical | X | | | |
| Property | X | | | |
| Umbrella | X | | | |
| Commercial Automobile | X | | | |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.**

| |
|---|
| N/A |

**Indicate any anticipated major capital expenditures within the next three years.**

| |
|---|
| Kingsman Academy has received a $571K grant to support the renovation on the current gymnasium/cafeteria/auditorium into a separate cafeteria and gymnasium. The entire project, which is currently at the feasibility stage, is expected to cost $7M to $10M. <br><br> In addition, based on a 2018 facility condition assessment, Kingsman Academy is expected to spend approximately $203K on facilities improvements between 2018 and 2020. |

## A.2.  For Non-Public, Independent and Proprietary Schools

*Instruction: If your school is not non-public, independent or proprietary school you may delete this section.*

## A.3.  For All Schools—Financial Assurances

The financial viability and stability of a school is a primary requirement for accreditation by the Middle States Association.

Therefore, if the school is not able to provide the results of a full external audit completed within the last 18 months, the head of the school and the head of the governing body (if applicable) must assure, by their electronic signatures below, that the financial information and data reported in this Self-Study Report are true and accurate.

**[Note: Kingsman Academy will provide the results of a full external audit.]**

I give my assurance that the financial information and data in this Self-Study Report are true and accurate.

| Signed electronically by: |
| --- |
|  |
| Printed Name of the Head of the School: |
|  |

| Signed electronically by: |
| --- |
|  |
| Printed Name of the Head of the Governing Body: |
|  |

# B.  Self-Assessment of Adherence to the Standard for Finances INDICATORS OF QUALITY

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" sections provided below. Rate the degree to which the school meets each Indicator by using the following scale:

| Rating of Adherence to the Indicator | |
| --- | --- |
| 1.  **Does Not Meet** | The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator. |
| 2.  **In Need of Improvement** | The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**. |
| 3.  **Meets** | The evidence indicates the school **MEETS** the expectations of this Indicator. |
| 4.  **Exceeds** | The evidence indicates the school **EXCEEDS** the expectations of this Indicator. |
| **N/A** | This Indicator does not apply to our school. |

## FINANCES STANDARD FOR ACCREDITATION

**The Standard**: The school has financial resources that are sufficient to provide its students with the educational program defined in the school's Mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school's ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

## Indicators of Quality for all schools

| Indicator of Quality | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|
| **The governing body and leadership ensure that the school:** | | | | | |
| 4.1 Is free of any contingent financial liabilities or ongoing litigations that could affect the school's ability to continue operation. | | | | X | |
| 4.2 Maintains levels of income and expenditures that are in appropriate balance. | | | | X | |
| 4.3 Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the school's finances and all financial operations. | | | | X | |
| 4.4 Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications. | | | | X | |
| 4.5 Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services. | | | | X | |
| 4.6 Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability. | | | | X | |
| 4.7 Responds appropriately to the results and recommendations of financial audits or reviews. | | | | | X |
| 4.8 Gives stakeholders appropriate opportunities to provide input into financial planning. | | | X | | |
| 4.9 Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs. | | | X | | |
| 4.10 Informs families enrolling students in the school about any financial obligations for attending the school. | | | | | X |
| 4.11 Sets tuitions and fees, if applicable, that are related to the content of the school's educational program, the length of study, and equipment and supplies required for learning. | | | | | X |
| 4.12 Has and implements written, reasonable, and equitable tuition, collection, and refund policies. | | | | | X |

| 4.13 | Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner). | | | X | |
| 4.14 | Makes prudent use of resources available through development activities, grants, foundations, and other partnerships. | | | X | | |
| 4.15 | Conducts advancement efforts that are supported by the school's leadership, staff, parents, and alumni. | | | X | | |

## Indicators of Quality for faith-based schools

| | These Indicators do not apply to our school. |
|---|---|

**Stakeholders' comments to support the ratings:**

| STANDARD: FINANCES | |
|---|---|
| **Source of Comments** | **Comments** |
| **Governing Body** | ● The board regularly reviews the school's finances with the Executive Director and external account. |
| **Others: Auditors** | ● No findings on any audited financial statements.<br>● |

# C.  Self-Assessment of the Finances STANDARD FOR ACCREDITATION

| X | Our self-assessment is that our school **MEETS** with this Standard for Accreditation. |
|---|---|
| | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

# D.  Implications for PLANNING

**List the school's significant strengths in meeting the Finances Standard.**

> ● The school has managed its funds well and has kept expenses reasonable and aligned to the budget.
>
> ● The school's governing board is well-informed about the school's financial status and has regular opportunities to review them with the school's leader and external accountant.

**List the school's significant areas in need of improvement in meeting the Finances Standard.**

- The school needs to improve its fundraising and grant-writing activities, particularly focusing on foundations and organizations whose philanthropic priorities align with the school mission and model.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to finances that should be included in the action plan in the Plan for Growth and Improvement.**

- As suggested in the school's strategic plan, the school should develop a fundraising strategy for foundations, individuals, and government grants.

# E.    EVIDENCE to Support the Self-Assessment of this Standard

| Evidence | School |
|---|---|
| Current operating budget (for main campus and each branch campus) | X |
| Reports of external audits or reviews of the school's finances conducted within the last two years (for main campus and each branch) | X |
| Long-range financial plan | X |
| Evidence that the institution has no contingent liabilities or ongoing litigations that potentially could affect the institution's ability to continue operation | X |
| List of grants and other funding sources obtained by the school | X |
| Publications provided to students outlining students' financial obligations | N/A |
| Summary of the institution's insurance coverage (for main campus and each branch) | X |
| Policies related to finances, financial aid, and refunds | X |

# FACILITIES
### *(Indicators 5.1-5.14)*

## A.  FACILITIES

## A.1.  The School's Facilities

**Facilities.** *In the table below, list the school's facilities, including buildings and grounds.*

| Facility | Location | Year Constructed | Most Recent Renovation | Ownership | |
|---|---|---|---|---|---|
| Main Campus | 1375 E Street NE Washington, DC 20002 | Circa 1900 | Addition in 2009 | X | Owned |
| | | | | | Leased |

**Adequacy of Facilities.** *Evaluate the adequacy and quality of the following aspects of the school's facilities to meet the needs of the school's Mission (add additional items if appropriate). Comment for each owned or leased facility listed in A.1.1. Duplicate the chart for each facility. If the facility is residential be sure to include dormitories and sleeping rooms.*

| Facility | Satisfactory | Needs Improvement | Unsatisfactory | Not Applicable |
|---|---|---|---|---|
| Furnishings | X | | | |
| Provisions for the Disabled | | X | | |
| Variety of Instructional Spaces | X | | | |
| Laboratories | | X | | |
| Counseling/Guidance Space(s) | X | | | |
| Health Services Space(s) | X | | | |
| Learning Resources (non-media) | X | | | |
| Media Resources (Computers for student use, headphones) | X | | | |
| Administrative and Support Spaces | X | | | |
| Staff Lounge | X | | | |
| Staff Offices | X | | | |
| Planning Spaces/Offices spaces within classrooms | X | | | |
| Heating, Ventilation, Air Conditioning | | | X | |
| Electrical, Water, and Sanitation Systems | X | | | |

| | | | | |
|---|---|---|---|---|
| Security System | | X | | |
| Storage Spaces | X | | | |
| Parking Spaces | X | | | |
| Athletic Fields | | | | X |
| Indoor Athletic Space(s) | | | | X |
| Multipurpose space (Cafeteria/Dining Space(s)/Gym/Auditorium) | | X | | |
| Maintenance & Cleaning | X | | | |
| Flooring, Ceiling, General Building | | X | | |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.**

*Provisions for the Disabled:* The majority of the building is fully accessible to people with disabilities. There is an access ramp for building entry, parking for people with disabilities, and an elevator. However, a third-floor pop up office is not accessible for people with mobility disabilities, and the building has not been outfitted for people with visual disabilities.

*Laboratories:* There is currently one science lab, which needs to be inspected to insure the plumbing is in proper working order. Plumbing throughout instructional spaces, including the science lab, is currently being inspected, and identified areas are being repaired. The school is in the process of creating an additional science lab for use by the middle school.

*Security System:* The school is equipped with approximately 60 security cameras. All doors are equipped with touch-sensitive handles that sound an alarm when pushed on. Staff is granted access through these doors with proximity cards. There are no cameras in classrooms or offices, and there are some common areas where camera coverage is not available. The camera system is aging and will need to be replaced within the next couple of years.

*Athletic Fields:* There are no athletic fields on Kingsman Academy's property. (The adjacent basketball court and field are city or federal property.)

*Indoor Athletic Space:* Kingsman Academy's primarily indoor athletic space is the multi-purpose room.

*Multi-purpose room:* Kingsman Academy has a combination gymnasium/cafeteria space typical of elementary schools. There is no auditorium set up in the multi-purpose (MPR). The MPR is inadequate to meet the needs of the school, and a renovation project is currently underway.

**Maintenance and Custodial Staff:** *In the table below, indicate staffing for the maintenance and cleaning of the facilities. Rate the adequacy of the types and numbers of the staff.*

| Type of Facilities Personnel | Number | Adequacy of Type and Number | |
|---|---|---|---|
| Maintenance | 1 | X | Satisfactory |
| | | | Needs Improvement |
| | | | Unsatisfactory |
| Custodial (Day) | 1 | X | Satisfactory |
| | | | Needs Improvement |
| | | | Unsatisfactory |
| Grounds | 0 | X | Satisfactory |
| | | | Needs Improvement |
| | | | Unsatisfactory |
| Note: Kingsman Academy contractors out facilities maintenance and management and janitorial, landscaping, and groundskeeping services. | | | |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.**

| |
|---|
| N/A |

# B. Self-Assessment of Adherence to the Standard for Facilities INDICATORS OF QUALITY

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" sections provided below. Rate the degree to which the school meets each Indicator by using the following scale:

| Rating of Adherence to the Indicator | |
|---|---|
| 1. **Does Not Meet** | The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator. |
| 2. **In Need of Improvement** | The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**. |
| 3. **Meets** | The evidence indicates the school **MEETS** the expectations of this Indicator. |

| 4. Exceeds | The evidence indicates the school **EXCEEDS** the expectations of this Indicator. |
|---|---|
| **N/A** | This Indicator does not apply to our school. |

# FACILITIES STANDARD FOR ACCREDITATION

**The Standard:** The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school's Mission. The facilities provide a physical environment that supports delivery of the school's educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

## Indicators of Quality for all schools

| Indicator of Quality | | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|---|
| **The governing body and leadership ensure that the school:** | | | | | | |
| 5.1 | Provides sufficient and appropriate facilities for all aspects of the school's educational programs, activities, and services including: | | | | | |
| | 5.1.a. Instructional areas/classrooms | | | X | | |
| | 5.1.b. Administrative offices | | | X | | |
| | 5.1.c. Conference rooms | | | X | | |
| | 5.1.d. Residential boarding (students and faculty) | | | | | X |
| | 5.1.e. Health services | | | | X | |
| | 5.1.f. Student activities | | X | | | |
| | 5.1.g. Student services | | | X | | |
| | 5.1.h. Safe and secure storage of school property, equipment, official records, and materials (e.g., cleaning supplies and chemicals) | | | X | | |
| | 5.1.i. Safe and secure storage of student belongings | | | | | X |
| 5.2 | Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching. | | | X | | |
| 5.3 | Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities. | | | X | | |
| 5.4 | Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials. | | | X | | |
| 5.5 | Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials. | | X | | | |
| 5.6 | Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning. | | | X | | |

| | | | | | |
|---|---|---|---|---|---|
| 5.7 | Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities. | X | | | |
| 5.8 | Has adequate and appropriate lighting throughout its facilities. | | X | | |
| 5.9 | Has sufficient space for entering, exiting, and traffic flow within its facilities. | | X | | |
| 5.10 | Makes safe drinking water available for the students, the staff, and visitors to the school. | | | X | |
| 5.11 | Is in compliance with the requirements of all appropriate civil authorities in which the school is located for fire safety and occupancy. | | | X | |

## Indicators of Quality for schools with early childhood education programs

| | **These Indicators do not apply to our school.** |
|---|---|

## Stakeholders' comments to support the ratings:

| STANDARD: FACILITIES | |
|---|---|
| **Source of Comments** | **Comments** |
| **Teachers** | ● Eighty percent of teachers agreed with the statement "My school building is clean and well-maintained." The charter school average was 67%, and the charter school top quartile was 90%. (Insight Survey, June 2018). |
| **Staff** | ● The majority of staff rated facilities 3 or higher (out of 5). (Staff survey) |

# C. Self-Assessment of the Facilities STANDARD FOR ACCREDITATION

| X | Our self-assessment is that our school **MEETS** with this Standard for Accreditation. |
|---|---|
| | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

# D. Implications for PLANNING

**List the school's significant strengths in meeting the Facilities Standard.**

| ● Adequate and creative instructional spaces |
|---|

- Consideration of facility capacity when developing programs and initiatives

- Innovative use of space

**List the school's significant areas in need of improvement in meeting the Facilities Standard.**

- Preventative maintenance

- Monitoring air quality

- Improving access to athletics fields and facilities

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to facilities that should be included in the action plan in the Plan for Growth and Improvement.**

- The Board of Trustees will review the self-study findings, the strategic plan, and the facility condition assessment report to identify priorities for facility improvements.

# E.    EVIDENCE to Support the Self-Assessment of this Standard

| Evidence | School |
|---|---|
| Floor plan of facilities | X |
| Long-range facilities plan | |
| Maintenance/repair schedules | X |
| Plans for any facilities improvements | X |
| Policies/procedures related to facilities and equipment, including maintenance and inspections for health, safety, and fire prevention | X |

# HEALTH AND SAFETY
### *(Indicators 7.1-7.18)*

## A. HEALTH AND SAFETY

**A.1. Emergency and Crisis Plans:** *Complete the following table to indicate the school's emergency and crisis plans. This should include plans for responding to emergencies such as: fire, lockdown, and crisis intervention. Rate the effectiveness of the plans using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*

| Type of Emergency/Crisis Plan | Effectiveness of Plans | | |
|---|---|---|---|
| | S | NI | U |
| Fire | | X | |
| Lockdown | | X | |
| Behavior | X | | |
| Bomb Threat | X | | |
| Active Shooter | | X | |
| Natural Disaster | | X | |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.**

| |
|---|
| We are currently revising our existing emergency plan based on internal feedback, external recommendations, and experience. In addition, we have a draft crisis plan that we are reviewing. |

**A.2. Emergency Drills:** *Complete the following table to indicate the type and frequency of emergency drills conducted. Rate the quality of the results of the drills using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*

| Type of Emergency Drill | Frequency of Drills | | Quality of Drills | | |
|---|---|---|---|---|---|
| | | | S | NI | U |
| | | Semi-Monthly | | | |
| Fire | X | Monthly | | X | |
| | | Annually | | | |
| | | Semi-Monthly | | | |
| Natural Disaster (Severe Weather, Flooding, etc.) | | Monthly | | | |
| | X | Bi-Annually | | | X |
| | | Semi-Monthly | | | |
| Bomb Threat | | Monthly | | | |
| | X | Bi-Annually | | X | |

| | Semi-Monthly | | | |
|---|---|---|---|---|
| External Threat/Lockdown | Monthly | | | |
| X | Bi-Annually | | X | |
| | Semi-Monthly | | | |
| Internal Threat/Active Shooter | Monthly | | | |
| X | Bi-Annually | | | X |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.**

We have received feedback on and recommendations for our existing evacuation plans and are currently refining those plans with the input of key stakeholders and an eye towards changes necessary fo to ensure that our students' safety is prioritized.

In addition, we need to consider other types of drills that we have not yet practiced (e.g., active shooter).

## A.3. Health and Safety Inspection Schedule: *Complete the following table to indicate who conducts health and safety inspections. Identify the frequency and results of these inspections using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*

| Type of Inspection | | Frequency | Results of Inspections | | |
|---|---|---|---|---|---|
| | | | S | NI | U |
| Fire Alarm System, Elevators, Emergency Lighting | | Semi-Monthly | | | |
| | | Monthly | | | |
| | X | Bi-Annually | X | | |
| Food Services | | Semi-Monthly | | | |
| | | Monthly | | | |
| | X | Bi-Annually | X | | |
| Science Equipment | | Semi-Monthly | | | |
| | | Monthly | | | |
| | | Annually | | | |
| Athletic Equipment | | Semi-Monthly | | | |
| | | Monthly | | | |
| | | Annually | | | |
| Water Supply | | Semi-Monthly | | | |
| | | Monthly | | | |
| | X | Annually | X | | |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.**

| We do not have regular inspections of our science and athletic equipment and need to add that to our inspection schedule. |
| --- |

## A.4. Summary of Health Screenings: *Complete the table below to indicate the school's policy on examinations and screening for students.*

| Screening For | Conducted By | Frequency | |
| --- | --- | --- | --- |
| | | | |
| Vision | Department of Health | | Semi-Monthly |
| | | | Monthly |
| | | X | Annually |
| Hearing | Department of Health | | Semi-Monthly |
| | | | Monthly |
| | | X | Annually |
| Dental | N/A | | Semi-Monthly |
| | | | Monthly |
| | | | Annually |
| Physical | N/A | | Semi-Monthly |
| | | | Monthly |
| | | | Annually |

## A.5. Summary of Inoculations: *Complete the table below to indicate the school's requirements for inoculations for students.*

| Inoculation For | In Grade Level(s) |
| --- | --- |
| Diphtheria/Tetanus/Pertussis (DTaP/Td) | 6-12 |
| Tdap | 6-12 |
| Polio | 6-12 |
| Varicella (chickenpox), if no history of disease | 6-12 |
| Measles, Mumps, & Rubella (MMR) | 6-12 |
| Hepatitis B | 6-12 |
| Meningococcal (Men ACWY) | 6-12 |
| Human Papillomavirus Vaccine (HPV) | 6-12 |

## A.6. Provisions for Health and Safety: *In the table below, rate the quality of the school's provisions for the health and safety issues listed using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*

| Health and Safety Issue | Quality and Adequacy | | |
| --- | --- | --- | --- |
| | S | NI | U |
| Adequate health care services at all times. | X | | |
| Health care at school functions that take place away from the school's premises. | | X | |

| | | | |
|---|:---:|:---:|:---:|
| Means to communicate internally in event of power failure of evacuation of building. | X | | |
| Means to communicate externally in event of power failure of evacuation of building. | X | | |
| Place(s) to assemble during an evacuation. | X | | |
| Proper and safe storage of dangerous substances. | X | | |
| Fire blankets and/or eyewash stations in required areas. | | X | |
| Automatic external defibrillators available and staff personnel trained to use them. | | X | |
| Panic buttons for dangerous equipment. (Panic Buttons are not present but procedures are in place) | X | | |
| Provisions for preventing the spread of infectious substances and diseases. | X | | |
| Safety lines in required areas. | X | | |
| Students and the staff wearing eye and ear protection in dangerous areas. | X | | |
| Fire extinguishers available in all areas. | X | | |
| Fire alarm pull stations in all areas. | X | | |
| Evacuation notice and directions posted in all rooms and spaces. | X | | |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.**

*Health care at school functions that take place away from the school's premises*: In the self-study process, staff requested first aid kits for off-school premises. Kits have been ordered.

*Fire blankets and/or eyewash stations in required areas.* Eye wash stations and shower are correctly located but need maintenance. The facilities maintenance contractor has been notified of the need for inspection.

*Automatic external defibrillators available and staff personnel trained to use them.* The AED is located in the main office, but not all staff members are aware of who is trained to use it. As a result of the self-study, a list of AED-trained staff members will be added to the staff intranet and posted near the AED machine.

**A.7. Health and Safety Staff:** *In the table below, indicate staffing for health and safety. Rate the adequacy of the types and numbers of the staff using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.*

| Type of Health and Safety Personnel | Number | Quality and Adequacy |
|---|---|---|

| | | S | NI | U |
|---|---|---|---|---|
| Certified Nurse (provided by Department of Health) | 1 | | X | |
| School Security Officer | 8 | | X | |
| Athletic Trainer (Contracted for games) | 1 | X | | |
| Other: CPR certified staff | >5 | X | | |
| Other: Medication-administration trained staff | 4 | X | | |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.**

*School Security Officers:* The school needs better clarity between school staff and security staff on responsibilities and policies of each.

*Certified Nurse*: The school needs better nurse communication with staff and proactive health resources around sexual health.

# B. Self-Assessment of Adherence to the Standard for Health and Safety INDICATORS OF QUALITY

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

| Rating of Adherence to the Indicator | |
|---|---|
| **1. Does Not Meet** | The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator. |
| **2. In Need of Improvement** | The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**. |
| **3. Meets** | The evidence indicates the school **MEETS** the expectations of this Indicator. |
| **4. Exceeds** | The evidence indicates the school **EXCEEDS** the expectations of this Indicator. |
| **N/A** | This Indicator does not apply to our school. |

## HEALTH AND SAFETY STANDARD FOR ACCREDITATION

**The Standard:** The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

## Indicators of Quality for all schools

| Indicator of Quality | 1 | 2 | 3 | 4 | N/A |
|---|:-:|:-:|:-:|:-:|:-:|
| *The governing body and leadership ensure that the school:* | | | | | |
| 7.1 Regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors. | | | X | | |
| 7.2 Regularly reviews and updates its plans for responding to emergencies and crises. | | X | | | |
| 7.3 Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities. | | | X | | |
| 7.4 Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly. | | X | | | |
| 7.5 Provides appropriate and adequate health care and safety for its students during the school day and makes provisions for appropriate health care and safety at school functions that take place away from the school's premises. | | | X | | |
| 7.6 Provides appropriate training for all staff members on implementing the school's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting. | | | X | | |
| 7.7 Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications. | | | | X | |
| 7.8 Has and implements a system to account for the whereabouts of its students at all times. | | | X | | |
| 7.9 Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws. | | | | X | |
| 7.10 Provides staff with up-to-date and relevant health, wellness, and safety information and practices pertaining to the school's students and staff. | | | | X | |

| | | | | | |
|---|---|---|---|---|---|
| 7.11 | Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection. | | | X | |
| 7.12 | Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle. | | X | | |
| 7.13 | Has an effective system to control access to the school by visitors and other non-school personnel. | | | X | |
| 7.14 | Implements policies, procedures and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students and staff. | | | X | |
| 7.15 | Provides appropriate and adequate health care and safety for its students and staff in residential boarding, including: | | | | X |
| 7.15.a. | Written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the dormitories. | | | | X |
| 7.15.b. | Conducting drills of its emergency and crisis plans regularly and maintaining written records of drills. | | | | X |
| 7.15.c. | Provision of appropriate health care and safety for students and dormitory staff residing in dormitories at all times. | | | | X |
| 7.15.d. | Provision of appropriate training for all dormitory staff members on implementing the dormitory's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting. | | | | X |
| 7.15.e. | An effective system to control access to the dormitories by visitors and other non-school personnel. | | | | X |

## Indicators of Quality for schools with early childhood programs

| | |
|---|---|
| | **These Indicators do not apply to our school.** |

**Stakeholders' comments to support the ratings:**

| STANDARD: HEALTH AND SAFETY | |
|---|---|
| **Source of Comments** | **Comments** |
| **Students** | ● Student responses to the 2018-19 School Climate Report for Kingsman Academy indicated that:<br><br>   o Eighty-seven percent of students agreed or strongly agreed with the statement, "I feel safe at this school".<br><br>   o Ninety-two percent of students disagreed or strongly disagreed with the statement, "I sometimes stay home because I don't feel safe at this school." |

| | o Seventy-four percent of students agreed or strongly agreed with the statement, "Students know what to do if there is an emergency, natural disaster (tornado, floor) or a dangerous situation (e.g. violent person on campus) during the school day."<br><br>● Youth responses to the 2017 DC Youth Risk Behavior Survey indicated that:<br><br>    o One-third of high school students and 10 percent of middle school students had used marijuana in the 30 days before completing the survey;<br><br>    o Thirty-one percent of high school students had fast food at least 3 of the previous 7 days;<br><br>    o About 14 percent of middle school students and 46 percent of high school students had had sexual intercourse at least once in their lifetimes;<br><br>    o About 5 percent of middle school students had had sexual interrouce of with at least 3 people;<br><br>    o Fourteen percent of high school students had had sxual intercourse with at least 4 people in their lifetimes; and<br><br>    o Forty percent of high school students had had oral sex in their lifetimes. |
|---|---|

# C. Self-Assessment of the Health and Safety STANDARD FOR ACCREDITATION

| X | Our self-assessment is that our school **MEETS** this Standard for Accreditation. |
|---|---|
| | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

# D. Implications for PLANNING

**List the school's significant strengths in meeting the Health and Safety Standard.**

| ● Adequate staffing to prioritize student health and safety |
|---|

- Existing policies and procedures related to student health and safety

**List the school's significant areas in need of improvement in meeting the Health and Safety Standard.**

- Revision of emergency and evacuation plans based on identified needs and concerns

- Better clarity between operations vendors and school personnel on responsibilities and priorities

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to health and safety that should be included in the action plan in the Plan for Growth and Improvement.**

- The action plan should include an objective related to safety and security in the building.

# E. EVIDENCE to Support the Self-Assessment of this Standard

| Evidence | School |
|---|---|
| Emergency and crisis plans | X |
| Records of most recent health and safety inspections | X |
| Record of emergency drills | X |
| Emergency procedures section of faculty handbook | X |
| Policies related to health and safety, including: | |
| ● Emergency/crisis planning and practices | X |
| ● Health care for students in school and at school activities | X |
| ● Training of the staff for emergencies/crises, handling accidents and illnesses, preventing spread of infectious diseases | X |
| ● Storage and administration of student medications | X |
| ● Storage of school equipment and supplies | X |
| ● Student health records | X |
| ● Relationships with community health, safety, and fire agencies | |
| ● Controlling access to the school for visitors and other non-school personnel | X |
| ● Quality of drinking water | |
| ● Accounting for the whereabouts of students | |

# SCHOOL IMPROVEMENT PLANNING
*(Indicators 3.1-3.8)*

In this section the school will conduct their self-assessment of the Standard for School Improvement Planning, and present their Plan for Growth and Improvement.

As the final component of its Self-Study, the school develops a plan to improve those areas of student performance and organizational capacity that emerged from the Self-Study as the areas that are the highest priorities for improvement. The protocol requires that the improvement plan has three components:

- Three, four, or five measurable objectives, two of which must focus on improving areas of student performance;
- Multi-year action plans to achieve the objectives; and
- A system for monitoring implementation of the action plans and achievement of the objectives.

## A.    SCHOOL PLANS

| Type of Plan | Yes/No | | Year Last Reviewed/ Updated | Quality/Effectiveness of Plan | |
|---|---|---|---|---|---|
| **Strategic Plan/Long-Range Plan** | **X** | | **2018** | **X** | Satisfactory |
| | | | | | Needs Improvement |
| | | | | | Unsatisfactory |
| **Financial Plan** | | **X** | | | Satisfactory |
| | | | | | Needs Improvement |
| | | | | | Unsatisfactory |
| **Facilities Plan** | | **X** | | | Satisfactory |
| | | | | | Needs Improvement |
| | | | | | Unsatisfactory |
| **Technology Plan** | | **X** | | | Satisfactory |
| | | | | | Needs Improvement |
| | | | | | Unsatisfactory |
| **Professional Development Plan** | **X** | | **2017** | | Satisfactory |
| | | | | **X** | Needs Improvement |
| | | | | | Unsatisfactory |
| **Staffing Plan** | **X** | | **2019** | **X** | Satisfactory |
| | | | | | Needs Improvement |
| | | | | | Unsatisfactory |
| **Institutional Advancement and Development Plan** | | **X** | | | Satisfactory |
| | | | | | Needs Improvement |
| | | | | | Unsatisfactory |

| | | | | | |
|---|---|---|---|---|---|
| **Curriculum Review/Revision Plan** | **X** | | **2018** | **X** | Satisfactory |
| | | | | | Needs Improvement |
| | | | | | Unsatisfactory |
| **Student Enrollment Plan** | **X** | | **2018** | | Satisfactory |
| | | | | **X** | Needs Improvement |
| | | | | | Unsatisfactory |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.**

*Professional Development Plan:* Kingsman Academy has a general professional development strategy described in a 2-page overview document. However, we need to be more deliberate in how we communicate that strategy and its execution.

*Student Enrollment Plan:* Kingsman Academy has an enrollment plan that is not well-documented or updated regularly.

# B.  Self-Assessment of Adherence to the Standard for School Improvement Planning INDICATORS OF QUALITY

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

| Rating of Adherence to the Indicator | |
|---|---|
| 1.  **Does Not Meet** | The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator. |
| 2.  **In Need of Improvement** | The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**. |
| 3.  **Meets** | The evidence indicates the school **MEETS** the expectations of this Indicator. |
| 4.  **Exceeds** | The evidence indicates the school **EXCEEDS** the expectations of this Indicator. |
| **N/A** | This Indicator does not apply to our school. |

**SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION**

**The Standard:** The school plans strategically and continuously to grow and improve its students' performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school's strategic plan is aligned with and supports achievement of its Mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals.

## Indicators of Quality for all schools

| | Indicator of Quality | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|---|---|
| *The governing body and leadership ensure that the school:* | | | | | | |
| 3.1 | Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the school's community of stakeholders. | | | | X | |
| 3.2 | Bases its strategic plan on longitudinal data regarding the achievement and performance of the school's students and the school's capacity to produce the levels of student achievement and performance expected by its community of stakeholders. | | | | X | |
| 3.3 | Communicates regularly to its community of stakeholders information about the school's planning process, strategic plan, and the results being achieved by implementing the plan. | | | X | | |
| 3.4 | Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement. | | | | X | |
| 3.5 | Takes into consideration the school's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans. | | | X | | |
| 3.6 | Guarantees that its action plans address all areas of the school's programs, services, operations, and resources that are relevant to the school's mission and the strategic plan's goals. | | | X | | |
| 3.7 | Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results. | | | X | | |

## Indicator of Quality for faith-based schools

| | This Indicator does not apply to our school. |
|---|---|

**Stakeholders' comments to support the ratings:**

| STANDARD: SCHOOL IMPROVEMENT PLANNING | |
|---|---|
| Governing Body | ● The board of trustees reviews strategic plan progress on a quarterly basis. |

| Teachers | ● Teachers were integral to the school improvement process through their participation on the Faculty and Staff Advisory Council, on the accreditation Planning Committee team, and as participants in focus groups for the strategic plan. |
|---|---|
| Support Staff | ● Support staff were integral to the school improvement process through their participation on the Faculty and Staff Advisory Council, on the accreditation Planning Committee team, and as participants in focus groups for the strategic plan. |
| Students | ● Students were integral to the school improvement process through their participation as participants in focus groups for the strategic plan. |
| Parents | ● Parents were integral to the school improvement process through their participation as participants in focus groups for the strategic plan. |

# C.    Self-Assessment of the School Improvement Planning STANDARD FOR ACCREDITATION

| X | Our self-assessment is that our school **MEETS** this Standard for Accreditation. |
|---|---|
| | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

**List the school's significant strengths in meeting the School Improvement Planning Standard.**

| ● Well-planned strategic plan with significant stakeholder involvement |
|---|

**List the school's significant areas in need of improvement in meeting the School Improvement Planning Standard.**

| ● Need to continue developing other improvement plans (e.g., financial, facilities, technology, development) |
|---|

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to school improvement planning that should be included in the action plan in the Plan for Growth and Improvement.**

| ● |
|---|

# D.    EVIDENCE to Support the Self-Assessment of this Standard

| Evidence | School |
|---|---|
| The school's strategic and/or long-range plan to improve student performance | X |
| The school's long-range financial plan | |
| The school's long-range facilities plan | |
| The school's long-range technology plan | |
| The school's development/institutional advancement plan (if applicable) | |
| The school system's enrollment plan (if applicable) | |
| Evidence of stakeholder input into the school's plans | X |
| Evidence of how the school's plans are communicated to the community of stakeholders | X |
| Policies related to planning for improvement in student performance, organizational capacity, finances, facilities, and technology | |
| Periodic reviews of the school's plans | X |

# THE PLAN FOR GROWTH AND IMPROVEMENT

*Instructions:*
1. *The Protocol requires that the school submits its performance/capacity objectives to the Commissions' staff for technical review and approval prior to the Team Visit.*
2. *In the spaces provided below, place the objectives together with their baseline data exactly as they were approved by the Commissions' staff.*
3. *MSA requires between 3 and 5 objectives with at least two of them focusing on growing and improving areas of student performance. The other objectives will be focused on improving organizational capacity.*

| Student Performance Objectives | Organizational Capacity Objectives |
|---|---|
| 2 | 1, 2, or 3 |
| 3 | 1 or 2 |
| 4 | 1 |

4. *Embed or attach as an appendix the multi-year action plans that have been developed to achieve the performance/capacity objectives.*
5. *Embed or attach as an appendix the MSA Technical Review.*
6. *Duplicate tables as necessary.*
7. *Delete any tables below that are not used.*

# STUDENT PERFORMANCE OBJECTIVES AND ACTION PLANS

## Student Performance Objective #1:

**By 2026, Kingsman Academy students will demonstrate academic growth from personalized, rigorous instruction.**

Measurement #1
By 2026, 100 percent of teachers will complete a data-driven instruction and improvement course each year.

2015-16: 0%
2016-17: 0%
2017-18: 0% → Baseline

Year 1 (2019-20): 20%
Year 2 (2020-21): 30%
Year 3 (2021-22): 40%
Year 4 (2022-23): 50%
Year 5 (2023-24): 75%
Year 6 (2024-25): 90%
Year 7 (2025-26): 100% → Target

By 2026, student mastery of content as measured by the credit earning rate will increase from year to year from the current baseline of 74 percent until the school maintains a 2-year rolling average credit earning rate of at least 80 percent.

2015-16: 75%
2016-17: 71%
2017-18: 74% → Baseline

Year 1 (2019-20): 76%
Year 2 (2020-21): 77%
Year 3 (2021-22): 78%
Year 4 (2022-23): 79%
Year 5 (2023-24): 80%
Year 6 (2024-25): 80%
Year 7 (2025-26): 80% → Target

Measurement #3
The 2-year rolling average percentage of students scoring at Levels 2, 3, 4, and 5 on the English Language Arts annual state assessment will improve from year to year from the current baseline of 23.3 percent until the school maintains a 2-year rolling average of at least 33 percent.

2015-16: 12.7%
2016-17: 15.7%
2017-18: 23.3% → Baseline

Year 1 (2019-20): 27%
Year 2 (2020-21): 27%
Year 3 (2021-22): 30%
Year 4 (2022-23): 30%
Year 5 (2023-24): 33%
Year 6 (2024-25): 33%
Year 7 (2025-26): 33% → Target

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.**

Student performance on the state assessment, along with the significant gap between achievement level and grade level led the school to identify academic growth tied to the academic model as a key area of student performance for the school.

## Action Plan for Student Performance Objective #1

*See Appendix.*


## Student Performance Objective #2:

By 2026, Kingsman Academy will students will demonstrate social-emotional learning as a result of schoolwide, positive behavioral strategies.

Measurement #1
By 2026, 100 percent of instructional, behavioral, and clinical staff will complete a positive behavioral interventions course each year.

2015-16: 0%
2016-17: 0%
2017-18: 0% → Baseline

Year 1 (2019-20): 20%
Year 2 (2020-21): 30%
Year 3 (2021-22): 40%
Year 4 (2022-23): 50%
Year 5 (2023-24): 75%
Year 6 (2024-25): 90%
Year 7 (2025-26): 100% → Target

Measurement #2
By 2026, students' perceptions of emotional safety at Kingsman Academy as measured by the U.S. Department of Education's School Climate Survey (ED-SCLS) will improve from year to year from the current baseline of 335 until the school maintains a 2-year rolling average of at least 370.

2016-17: 334
2017-18: 324
2018-19: 335 → Baseline

Year 1 (2019-20): 350
Year 2 (2020-21): 355
Year 3 (2021-22): 365
Year 4 (2022-23): 365
Year 5 (2023-24): 370
Year 6 (2024-25): 370
Year 7 (2025-26): 370→ Target

Measurement #3
By 2026, the percentage students with emotional or behavioral disabilities who maintain or show a decrease in problematic severity and maintain or show an increase in functionality as measured by the Ohio Scales Assessment will increase year over year from the current baseline of 71 percent until the school maintains a 2-year rolling average of at least 80

percent.

2015-16: 65%
2016-17: 70%
2017-18: 71% → Baseline

Year 1 (2019-20): 75%
Year 2 (2020-21): 75%
Year 3 (2021-22): 77%
Year 4 (2022-23): 77%
Year 5 (2023-24): 80%
Year 6 (2024-25): 80%
Year 7 (2025-26): 80% → Target

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.**

Throughout the course of the self-study, Planning Committee members identified the need to increase comprehensive services, personalized interventions, and coordinated support for students requiring intensive social, emotional and behavior support.

## Action Plan for Student Performance Objective #2

*See Appendix.*

# ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

## Organizational Capacity Objective #1:

By 2026, Kingsman Academy will increase parent, guardian, family, and external supporter involvement in students' education.

Measurement #1
By 2026, the percentage of students under the age of 18 with parents or guardians who indicates that they feel connected to and included in their children's education, as measured by annual survey, will increase year over year from the current baseline until the school maintains a 2-year rolling average of at least 20 percentage points over the current baseline.

2018-19: TBD → Baseline

Year 1 (2019-20): 10 percentage-point increase over baseline
Year 2 (2020-21): 10 percentage-point increase over baseline
Year 3 (2021-22): 15 percentage-point increase over baseline
Year 4 (2022-23): 15 percentage-point increase over baseline
Year 5 (2023-24): 20 percentage-point increase over baseline
Year 6 (2024-25): 20 percentage-point increase over baseline
Year 7 (2025-26): 20 percentage-point increase over baseline → Target

Measurement #2
By 2026, the percentage of students under the age of 18 with family members or external supporters who attend at least one school event will increase from year to year from the current baseline until the school maintains a 2-year rolling average of at least 20 percentage points over the current baseline.

2018-19: TBD → Baseline

Year 1 (2019-20): 10 percentage-point increase over baseline
Year 2 (2020-21): 10 percentage-point increase over baseline
Year 3 (2021-22): 15 percentage-point increase over baseline
Year 4 (2022-23): 15 percentage-point increase over baseline
Year 5 (2023-24): 20 percentage-point increase over baseline
Year 6 (2024-25): 20 percentage-point increase over baseline
Year 7 (2025-26): 20 percentage-point increase over baseline → Target

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.**

Throughout the course of the self-study, Planning Committee members identified the need to increase family engagement.

## Action Plan for Organizational Capacity Objective #1

*See Appendix.*

## Organizational Capacity Objective #1:

By 2026, Kingsman Academy will retain the highest quality team by ensuring team members feel valued and supported.

Measurement #1
By 2026, the percentage of school leadership, faculty, and staff[3] who indicate that they are satisfied working at Kingsman Academy, as measured by annual survey, will increase from

---

[3]  "School leadership, faculty, and staff" includes all employees except members of the Management Team, temporary employees, interns, and externs.

year to year from the current baseline until the school maintains a 2-year rolling average of at least 20 percentage points over the current baseline.

2018-19: TBD → Baseline

Year 1 (2019-20): 10 percentage-point increase over baseline
Year 2 (2020-21): 10 percentage-point increase over baseline
Year 3 (2021-22): 15 percentage-point increase over baseline
Year 4 (2022-23): 15 percentage-point increase over baseline
Year 5 (2023-24): 20 percentage-point increase over baseline
Year 6 (2024-25): 20 percentage-point increase over baseline
Year 7 (2025-26): 20 percentage-point increase over baseline → Target

Measurement #2
By 2026, teachers' perceptions of observation and feedback[4] at Kingsman Academy as measured by the spring administration of the Insight Survey will improve from year to year from the current baseline of 5.6 until the school maintains a 2-year rolling average of at least 7.7.[5]

2015-16: 6.7
2016-17: 6.9
2017-18: 5.6 → Baseline

Year 1 (2019-20): 6.2
Year 2 (2020-21): 6.7
Year 3 (2021-22): 7.2
Year 4 (2022-23): 7.2
Year 5 (2023-24): 7.7
Year 6 (2024-25): 7.7
Year 7 (2025-26): 7.7→ Target

Measurement #3
By 2026, the percentage of effective, retainable school leadership, faculty, and staff who are retained from the previous school year will increase year over year from the current baseline until the school maintains a 2-year rolling average of at least 80 percent.[6]

2018-19: TBD → Baseline

Year 1 (2019-20): 10 percentage-point increase over baseline

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[4]     Statements in this domain of the Insight Survey include: "I get enough feedback on my instructional practice.";
        "The feedback I get from being observed helps me improve student outcomes."; and "My observer
        consistently follows up to see how successfully I am implementing feedback from our last observation."

[5]     The top quartile domain score in D.C. charter schools for the spring 2018 administration was 7.7.

[6]     This metric will be calculated as of December 1 of each school year. "Retainable" staff are those who are
        available to work at Kingsman Academy but choose not to. People who retire, relocate out of the area, or are
        out of work for health or personal reasons are not "retainable". "Effective" staff are those whose average
        annual performance evaluation rating is "effective" or "highly effective".

Year 2 (2020-21): 10 percentage-point increase over baseline
Year 3 (2021-22): 15 percentage-point increase over baseline
Year 4 (2022-23): 15 percentage-point increase over baseline
Year 5 (2023-24): 20 percentage-point increase over baseline
Year 6 (2024-25): 20 percentage-point increase over baseline
Year 7 (2025-26): 20 percentage-point increase over baseline → Target

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.**

Throughout the course of the self-study, Planning Committee members identified the need to ensure that the school retains qualified, effective personnel as a necessary factor for student growth.

Appendix
Action Plans

| Student Performance Objective 1: By 2026, Kingsman Academy students will demonstrate academic growth from personalized, rigorous instruction. | | | | | |
|---|---|---|---|---|---|
| Strategy 1: By 2026, 100 percent of teachers will complete a data-driven instruction and improvement course each year. | | | | | |
| # | Action Step | Person(s)/Group(s) Responsible | Timeline for Completion | Resources Needed | Indicators of Success | Status |
| 1 | Administer teacher data-driven instruction needs assessment. | Management | Y0-Y7: Spring 2019 and annually thereafter | Assessment | Summary report of results | |
| 2 | Create proficiency scales for each data-driven instruction competency. | Academics Working Group (WG) Management | Y1: Spring 2020 | Consultant | Training overview Training materials | |
| 3 | Develop personalized tracking matrix for data-driven instruction proficiency scale. | Academics WG Management | Y2: Fall 2020 | Consultant | Training overview Training materials | |
| 4 | Provide all team members with ongoing professional development on data-driven instruction. | Leadership Management | Y2-Y7: Fall 2020 and annually thereafter | Training materials | Presentation materials Sign-in sheets | |
| 5 | Offer school-wide courses on data-driven instruction. | Leadership Management | Y2: Spring 2021 | Training materials | Course materials Sign-in sheets | |
| 6 | Offer individualized courses focused on data and improvement. | Leadership Management | Y3: Spring 2022 | Training materials | Course materials | |
| 7 | Evaluate mastery through assessments and performance tasks. | Management Quality Improvement WG | Y4-Y7: Spring 2023 and annually thereafter | Assessment | Summary of findings and training priorities for the upcoming year | |

| Strategy 2: By 2026, student mastery of content as measured by the credit earning rate will increase from year to year from the current baseline of 74 percent until the school maintains a 2-year rolling average credit earning rate of at least 80 percent. | | | | | |
|---|---|---|---|---|---|
| # | Action Step | Person(s)/Group(s) Responsible | Timeline for Completion | Resources Needed | Indicators of Success | Status |
| 1 | Administer course, career, college, and interest survey to students. | Engagement WG Leadership Teachers | Y0-Y7: Spring 2019 and annually thereafter | Survey | Summary of findings and priorities | |
| 2 | Develop courses aligned to students' course, career, college, and interest survey results. | Academics WG Management Teachers | Y1-Y7: Fall 2019 and annually thereafter | Survey results | Planning material | |
| 2 | Review individualized graduation plans, graduation course requirements, and credits earned and explore effective ways to communicate with students and families. | Engagement WG Teachers | Y1-Y7: Fall 2019 and annually thereafter | Training | Graduation plans | |
| 3 | Host course selection night with students and families to increase family and student engagement in the course selection process. | Engagement WG | Y2-Y7: Fall 2020 annually thereafter | Budget for events | Sign-in sheet | |

| # | Action Step | Person(s)/Group(s) Responsible | Timeline for Completion | Resources Needed | Indicators of Success | Status |
|---|---|---|---|---|---|---|
| 4 | Assess students' course competencies needs and credit earning needs and explore effective ways to communicate needs. | Engagement WG<br>Leadership<br>Teachers | Y2: Spring 2021 | Assessment | Summary of findings and priorities | |
| 5 | Administer course competency diagnostic assessments and explore effective ways to communicate results. | Teachers | Y3: Spring 2022 | Assessment results<br>Communication plan | Summary of findings and priorities | |
| 6 | Develop specifically designed instructional plans for courses to explore effective ways to communicate plans. | Leadership | Y4-Y7: Spring 2023 and annually thereafter | Instructional resources<br>Training materials | Instructional plans | |
| 7 | Train students on blending learning technology platforms. | Leadership<br>Technology WG | Y4-Y7: Spring 2023 and annually thereafter | Training<br>Training material | Sign-in sheets | |
| 8 | Offer opportunities for extended learning, tutoring services, and course interventions for students requiring intensive academic support to meet course learning objectives. | Engagement WG<br>Leadership<br>Teachers | Y4-Y7: Spring 2023 and annually thereafter | Instructional resources | Program overview<br>Program offerings<br>Sign-in sheets<br>Signed partnership agreements | |
| 9 | Host student-centered activities and events to promote college and career readiness and celebrate student success. | Engagement WG | Y4-Y7: Spring 2023 and annually thereafter | Budget for events | Sign-in sheets | |

**Strategy 3: The 2-year rolling average percentage of students scoring at Levels 2, 3, 4, and 5 on the English Language Arts annual state assessment will improve from year to year from the current baseline of 23.3 percent until the school maintains a 2-year rolling average of at least 33 percent.**

| # | Action Step | Person(s)/Group(s) Responsible | Timeline for Completion | Resources Needed | Indicators of Success | Status |
|---|---|---|---|---|---|---|
| 1 | Administer reading diagnostic pre-assessments. | Teachers<br>Leadership | Y1-Y7: Fall 2019 and annually thereafter | Assessment | Summary report of assessments results | |
| 2 | Analyze assessment results and explore effective ways to communicate them. | Data WG<br>Teachers<br>Management | Y1-Y7: Fall 2019 and annually thereafter | Assessment results | Summary report of assessments results | |
| 3 | Develop personalized reading learning plans and explore effective ways to communicate them. | ICS<br>Teachers | Y2-Y7: Fall 2020 and annually thereafter | Individualized plan template | Completed learning plans<br>Communication plan | |
| 4 | Implement personalized reading interventions and specifically designed reading courses. | ICS<br>Teachers | Y2-Y7: Fall 2020 and annually thereafter | Consultants<br>Instructional resources | Intervention materials<br>Course materials | |
| 5 | Administer reading diagnostic post-assessments. | Teachers<br>Leadership | Y2-Y7: Spring 2020 and annually thereafter | Assessment | Summary report of assessments results | |
| 6 | Analyze effectiveness of interventions and explore effective ways to communicate them. | Data WG<br>Management | Y3-Y7: Fall 2021 and annually thereafter | Assessment results | Summary of findings<br>Communication plan | |
| 7 | Analyze assessment results and explore effective ways to communicate them. | Data WG<br>Teachers<br>Management | Y0-Y7: Spring 2019 and annually thereafter | Assessment results | Summary of findings and reading instruction priorities for the upcoming year | |

**Who participated in developing the action plan for Student Performance Objective #1:**

The following people developed the action plan for this objective: Executive Director Shannon Hodge and Deputy Director Kennesha Kelly, with input from the Planning Committee and Faculty and Staff Advisory Council, and by alignment with the school's strategic plan, which was developed through the collaboration of numerous key stakeholders, including board members, management, school leadership, faculty, staff, students, and parents.

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

*Areas in need of improvement:*

- The majority of students stated that there could be improvements in the learning environment.

- Area in need of improvement: Many teachers responded that students were not meeting learning targets.

- Area in need of improvement: The Planning Team believed that data literacy is important to help staff establish standards for determining academic growth.

- Changing the mindsets of traditionally minded teachers to adopt the PCBE instructional methods to improve student's learning and academic outcomes.

- Understanding and adopting the assessment criteria and proficiency scale to teach specific skills.

| Student Performance Objective 2: By 2026, Kingsman Academy will students will demonstrate social-emotional learning as a result of schoolwide, positive behavioral strategies. |
|---|

| Strategy 1: By 2026, 100 percent of instructional, behavioral, and clinical staff will complete a positive behavioral interventions course each year. |
|---|

| # | Action Step | Person(s)/Group(s) Responsible | Timeline for Completion | Resources Needed | Indicators of Success | Status |
|---|---|---|---|---|---|---|
| 1 | Administer positive behavior intervention needs assessment. | Behavior Interventions WG Leadership | Y0-Y7: Spring 2019 and annually thereafter | Assessment | Summary report of assessments results | |
| 2 | Outline competencies required for implementing positive behavior intervention strategies. | Behavior Interventions WG Leadership Management | Y1: Spring 2020 | Consultant | Training overview Training materials | |
| 3 | Create proficiency scales for each positive behavior intervention competency. | Behavior Interventions WG Leadership | Y1: Spring 2020 | Consultant | Training overview Training materials | |
| 4 | Develop personalized tracking matrix for each positive behavior intervention proficiency scale. | Behavior Interventions WG Leadership | Y2: Fall 2020 | Training materials | Presentation materials Sign-in sheets | |
| 5 | Provide all team members with ongoing professional development on addressing students' non-academic needs, including classroom-specific interventions for instructional team members and specifically related to students who require intensive behavioral interventions. | Leadership Management | Y2-Y7: Fall 2020 and annually thereafter | Training materials | Course materials Sign-in sheets | |
| 6 | Offer school-wide courses focused on advancing a supportive, nurturing, and therapeutic learning environment. | Leadership Management | Y3-Y7: Spring 2022 and annually thereafter | Training materials | Course materials | |
| 7 | Offer individualized courses focused on advancing a supportive, nurturing, and therapeutic learning environment. | Management Quality Improvement WG | Y4-Y7: Spring 2023 and annually thereafter | Training materials | Course materials | |

| 8 | Evaluate mastery of positive behavior intervention competencies through assessments and performance tasks. | Management Quality Improvement WG | Y5-Y7: Spring 2024 and annually thereafter | Assessment | Summary report of results | |
| 9 | Assess the effectiveness of positive behavior initiatives and revise as necessary. | Management Quality Improvement WG | Y5-Y7: Spring 2024 and annually thereafter | Assessment results | Summary report of results and priority area(s) for growth | |
| | | | | | | |

**Strategy 2:** By 2026, students' perceptions of emotional safety at Kingsman Academy as measured by the U.S. Department of Education's School Climate Survey (ED-SCLS) will improve from year to year from the current baseline of 335 until the school maintains a 2-year rolling average of at least 370.

| # | Action Step | Person(s)/Group(s) Responsible | Timeline for Completion | Resources Needed | Indicators of Success | Status |
|---|---|---|---|---|---|---|
| 1 | Administer student emotional safety/school climate survey and explore effective ways to communicate results. | Climate and Culture Leadership ICS | Y0: Spring 2019 and annually thereafter | Assessment | Summary report of survey results | |
| 2 | Assess students' emotional safety needs and explore effective ways to communicate results. | Climate and Culture Leadership ICS | Y1: Spring 2020 and annually thereafter | Assessment | Summary report of survey results | |
| 3 | Host school-wide training on bullying policies, reporting, interventions, and supports . | Climate and Culture Leadership ICS | Y2: Fall 2020 and annually thereafter | Consultant Training materials | Sign-in sheets Training material | |
| 4 | Form a student council to promote student advocacy and peer mentoring. | Climate and Culture Leadership | Y2: Fall 2020 and annually thereafter | Training Training materials | Meeting minutes | |
| 5 | Implement evidence-based strategies for supporting students requiring intensive social-emotional support interventions. | Climate and Culture Leadership ICS | Y2: Spring 2021 and annually thereafter | Consultant Training Training materials | Summary of strategies | |
| 6 | Provide multiple avenues for students and staff to report issues of safety and security. | Leadership Management | Y3: Spring 2022 and annually thereafter | Communication and feedback resources | Summary of strategy Communication and feedback plans | |
| 7 | Ensure students and team members have access to and information about resources needed to support student needs. | Climate and Culture Leadership ICS | Y4-Y7: Spring 2023 and annually thereafter | | Intranet | |
| 8 | Host student-centered activities and events to promote peer mentoring, student support, support groups, and team building. | Climate and Culture Engagement Leadership ICS | Y4-Y7: Spring 2023 and annually thereafter | Budget for events and activities | Sign-in sheets | |
| | | | | | | |

**Strategy 3:** By 2026, the percentage students with emotional or behavioral disabilities who maintain or show a decrease in problematic severity and maintain or show an increase in functionality as measured by the Ohio Scales Assessment will increase year over year from the current baseline of 71 percent until the school maintains a 2-year rolling average of at least 80 percent.

| # | Action Step | Person(s)/Group(s) Responsible | Timeline for Completion | Resources Needed | Indicators of Success | Status |
|---|---|---|---|---|---|---|
| 1 | Administer Ohio Scales assessment to students and explore effective ways to communicate results. | Climate and Culture Team | Y0: Spring 2019 and | Assessment | Summary report of results | |

| | | ICS | annually thereafter | | | |
|---|---|---|---|---|---|---|
| 2 | Create behavior intervention plans for students requiring intensive behavior support and explore effective ways to communicate results. | Climate and Culture Team ICS | Y1: Spring 2020 and annually thereafter | Assessment results | Completed plans | |
| 3 | Develop and implement a fully developed tiered behavior intervention system. | Climate and Culture Team ICS | Y2: Fall 2020 | Consultant | System overview Summary of strategies | |
| 4 | Create and administer staff needs assessment to determine staff capacity to address and support students with emotional and behavioral disabilities. | Climate and Culture Team ICS | Y2: Fall 2020 | Assessment Consultant | Summary report of results | |
| 5 | Train staff on evidence-based behavioral interventions. | Climate and Culture Team ICS | Y2: Spring 2021 | Training Training materials | Sign-in sheets Staff resource guide | |
| 6 | Design, create, and utilize calming, engaging, and therapeutic spaces for students throughout the school. | Climate and Culture Team School Design WG | Y3: Spring 2022 | Budget Consultant | Design plans | |
| 7 | Develop partnerships with community-based organizations to support interventions to address areas of problematic severity. | Climate and Culture Team Engagement WG ICS | Y4-Y7: Spring 2023 and annually thereafter | Community Partnerships | Signed partnership agreements | |
| 8 | Increase clinician-teacher collaboration in instructional planning, social-emotional learning, course offerings, and intervention development. | Climate and Culture Team Academics WG | Y4-Y7: Spring 2023 and annually thereafter | Course materials | Summary of strategies | |
| 9 | Host student-centered activities and events to promote social-emotional learning. | Engagement ICS | Y4-Y7: Spring 2023 and annually thereafter | Budget for events | Calendar of events Sign-in sheets | |

**Who participated in developing the action plan for Student Performance Objective #2:**

The following people developed the action plan for this objective: Executive Director Shannon Hodge and Deputy Director Kennesha Kelly, with input from the Planning Committee and Faculty and Staff Advisory Council, and by alignment with the school's strategic plan, which was developed through the collaboration of numerous key stakeholders, including board members, management, school leadership, faculty, staff, students, and parents.

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

*Areas in need of improvement:*

- Increase student advocacy by:

  o Encouraging student to be active participants in their own development by utilizing all resources (online tools, advising, peers, funding, etc.) to maximum and intentional benefit;

  o Helping students independently create long and short team goals; and

  o Engaging with students and family members to create post-secondary plans.

- Get consistent student feedback

  o Form a student council

  o Hold monthly student community meetings with the leadership and management team to address concerns and identity best practices

|   | o Provide student leadership development opportunities |

**Organizational Capacity Objective 1: By 2026, Kingsman Academy will increase parent, guardian, family, and external supporter involvement in students' education.**

**Strategy 1: By 2026, the percentage of students under the age of 18 with parents or guardians who indicates that they feel connected to and included in their children's education, as measured by annual survey, will increase year over year from the current baseline until the school maintains a 2-year rolling average of at least 20 percentage points over the current baseline.**

| # | Action Step | Person(s)/Group(s) Responsible | Timeline for Completion | Resources Needed | Indicators of Success | Status |
|---|---|---|---|---|---|---|
| 1 | Administer family satisfaction/climate survey. | Management | Y0: Spring 2019 and annually thereafter | Survey | Summary report of survey results | |
| 2 | Assess parents' needs and explore effective ways to communicate with them. | Management | Y1: Spring 2020 and bi-annually thereafter | Survey | Summary report of survey results | |
| 3 | Conduct home visits before the beginning of the school year. | All Leadership, Faculty, & Staff | Y2: Fall 2020 | Training on home visits strategies | Log of completed home visits | |
| 4 | Provide families with training on school-wide codes of character and conduct. | Leadership | Y2: Fall 2020 | Training materials | Training materials Sign-in sheets | |
| 5 | Establish parent advisory committee with annual calendar of engagement activities. | Leadership + Culture/Climate Team | Y2: Spring 2021 | | Meeting schedule and attendance records | |
| 6 | Develop a family support program to connect families to local services and resources. | Social Workers | Y3: Spring 2022 | Community partners | Parent resource guide | |
| 7 | Assess the effectiveness of family engagement initiatives and revise as necessary. | Management | Y4-Y7: Spring 2023 and annually thereafter | Survey results | Summary of findings and priorities for the upcoming year | |

**Strategy 2: By 2026, the percentage of students under the age of 18 with family members or external supporters who attend at least one school event will increase from year to year from the current baseline until the school maintains a 2-year rolling average of at least 20 percentage points over the current baseline.**

| # | Action Step | Person(s)/Group(s) Responsible | Timeline for Completion | Resources Needed | Indicators of Success | Status |
|---|---|---|---|---|---|---|
| 1 | Host at least two family engagement events, such as community fairs, family game nights, information sessions, or program-specific meetings. | Leadership | Y1-Y7: Spring 2020 and annually thereafter | Budget for events | Event materials and attendance records | |
| 2 | Assess parents' event interests. | Management | Y1: Spring 2020 and bi-annually thereafter | Survey | Summary report of survey results | |
| 3 | Establish parent advisory committee. | Management + Leadership | Y2: Spring 2021 | | | |
| 4 | Create annual calendar of engagement activities. | Parent Advisory Committee | Y3: Fall 2021 | Budget for events | | |
| 5 | Assess the effectiveness of family engagement initiatives and revise as necessary. | Management | Y4-Y7: Spring 2023 and annually thereafter | Survey results | Summary of findings and priorities for the upcoming year | |

**Who participated in developing the action plan for Organizational Capacity Objective #1:**

The following people developed the action plan for this objective: Executive Director Shannon Hodge and Deputy Director Kennesha Kelly, with input from the Planning Committee and Faculty and Staff Advisory Council, and by alignment with the school's strategic plan, which was developed through the collaboration of numerous key stakeholders, including board members, management, school leadership, faculty, staff, students, and parents.

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

*Areas in need of improvement:*

- Parents were the stakeholder group that understood the mission statement least. The school will need to identify creative ways to engage parents and help them understand the school's mission and core values.

- Make available to students' families information about child development and learning by:

   o Providing families with both qualitative and quantitative feedback on student learning goals; and

   o Creating systems for better parent-staff communication.

| Organizational Capacity Objective 2: By 2026, Kingsman Academy will retain the highest quality team by ensuring team members feel valued and supported. |
|---|

| Strategy 1: By 2026, the percentage of school leadership, faculty, and staff who indicate that they are satisfied working at Kingsman Academy, as measured by annual survey, will increase from year to year from the current baseline until the school maintains a 2-year rolling average of at least 20 percentage points over the current baseline. |
|---|

| # | Action Step | Person(s)/Group(s) Responsible | Timeline for Completion | Resources Needed | Indicators of Success | Status |
|---|---|---|---|---|---|---|
| 1 | Administer school climate survey to all leadership, faculty, and staff. | Management | Y0-Y7: Spring 2019 + annually thereafter | Survey | Summary report of survey results | |
| 2 | Identify priority areas for improvement based on the results of school climate survey. | Management<br>Quality Improvement WG | Y0-Y7: Summer 2019 + annually thereafter | | Summary of priority areas | |
| 3 | Provide a week of program-specific planning during pre-service Summer Institute. | Management | Y1: Fall 2019 | Budget for events<br>Planning facilitators<br>Materials | Schedule of program-specific planning events | |
| 4 | Develop and communicate a school-wide strategy to support and advance team members' well-being. | HR<br>FSAC<br>Management | Y1: Spring 2020 | Communications strategy consultant | One-page overview of communications system in use | |
| 5 | Create regular and ad hoc staff communication systems to engage and inform all staff. | Communications WG<br>Logistics Manager | Y1: Spring 2020 | Communications systems | Completed intranet site with details of new-hire program | |
| 6 | Develop a new-hire program that includes onboarding, orientation, and mentoring. | Quality Improvement WG<br>HR<br>Management<br>Leadership | Y2: Fall 2020 | HR consultant<br>Materials | Program materials<br>Program overview | |
| 7 | Implement, evaluate, and revise, if necessary, a school-wide strategy to suport and advance team members' well-being | HR<br>Management | Y2-Y7: Spring 2021 and annually thereafter | HR consultant<br>Partnerships with employee well-being vendors | Summary of strategy | |
| 8 | Develop and communicate a school-wide strategy for career | HR | Y2: Spring 2021 | HR consultant | Examples of communications | |

| # | Action Step | Person(s)/Group(s) Responsible | Timeline for Completion | Resources Needed | Indicators of Success | Status |
|---|---|---|---|---|---|---|
| | growth and progression. | FSAC<br>Management | | | | |
| 9 | Develop recognition opportunities to highlight a job well done. | Staff Engagement WG<br>HR<br>Logistics Manager | Y2: Spring 2021 | Budget for recognition opportunities | Calendar of recognition events and initiatives | |
| 10 | Generate a research-based report that outlines Kingsman's position on performance-based compensation. | Management<br>HR | Y3: Summer 2022 | HR consultant | Completed report | |
| | | | | | | |

**Strategy 2: By 2026, teachers' perceptions of observation and feedback at Kingsman Academy as measured by the spring administration of the Insight Survey will improve from year to year from the current baseline of 5.6 until the school maintains a 2-year rolling average of at least 7.7.**

| # | Action Step | Person(s)/Group(s) Responsible | Timeline for Completion | Resources Needed | Indicators of Success | Status |
|---|---|---|---|---|---|---|
| 1 | Ensure that all Leadership Team members are trained and continually developed on best practices. | Management | Y1: Spring 2020 | External consultants (potentially)<br>External training opportunities | Training materials<br>Leader evaluations | |
| 2 | Conduct school-wide professional development that continues to support building a strong Kingsman Team. | Management<br>Leadership | Y1-Y7: Spring 2020 and annually thereafter | Materials | Training materials<br>Sign-in sheets | |
| 3 | Develop and support individualized professional development plans for all team members that could include internal, external, teacher-led, and self-directed professional development. | Management<br>Leadership<br>HR | Y2-Y7: Spring 2021 and annually thereafter | Individualized plan template | Completed individualized plans | |
| 4 | Develop and implement a program that provides mentoring or coaching for all team members. | Management<br>Leadership<br>HR | Y3: Spring 2022 | Consultant | Program materials | |
| 5 | Ensure that all team members have individualized professional development plans on file. | Leadership<br>HR | Y4-Y7: Spring 2023 and annually thereafter | Individualized plan template | Completed individualized plans | |
| 6 | Assess the effectiveness of observation and feedback initiatives and revise as necessary. | Management | Y4-Y7: Spring 2023 and annually thereafter | Survey results | Summary of findings and priorities for the upcoming year | |
| | | | | | | |

**Strategy 3: By 2026, the percentage of effective, retainable school leadership, faculty, and staff who are retained from the previous school year will increase year over year from the current baseline until the school maintains a 2-year rolling average of at least 80 percent.**

| # | Action Step | Person(s)/Group(s) Responsible | Timeline for Completion | Resources Needed | Indicators of Success | Status |
|---|---|---|---|---|---|---|
| 1 | Develop hiring profiles by identifying the skills, traits, values, and attitudes Kingsman's most effective team members possess, and begin using the profile in hiring efforts. | Management<br>Leadership<br>HR | Y1: Spring 2020 | Consultant | Completed profiles | |
| 2 | Generate a competitive compensation report to evaluate how Kingsman compares to local schools. | Management | Y1: Spring 2020 | Compensation Study | Completed report | |
| 3 | Recognize and reward 100% of effective team members. | Management | Y1-Y7: Spring 2020 and | Recognition budget | Climate survey results | |

| | | Leadership HR | annually thereaftyer | | | |
|---|---|---|---|---|---|---|
| 4 | Assess the effectiveness of retention initiatives and revise as necessary. | Management | Y1-Y7: Spring 2020 and annually thereafter | Climate survey results Exit survey results | Summary of findings and priorities for the upcoming year | |
| 5 | Adminster exit surveys for departing team members | HR | Y1-Y7: Fall 2019 and annually thereafter | Survey | Annual summary of results | |
| 6 | Develop a hiring process that allows for the screening of shared values, identity and other aspects of the hiring profiles. | Management HR | Y2: Winter 2020-21 | Consultant | Summary of process | |
| 7 | Develop partnerships with targeted universities and teacher training programs that have a strong culture-fit with Kingsman and could potentially be feeder programs. | Management | Y2: Spring 2021 | Community Partners Consultant | Signed partnership agreements | |
| | | | | | | |

**Who participated in developing the action plan for Organizational Capacity Objective #2:**

The following people developed the action plan for this objective: Executive Director Shannon Hodge and Deputy Director Kennesha Kelly, with input from the Planning Committee and Faculty and Staff Advisory Council, and by alignment with the school's strategic plan, which was developed through the collaboration of numerous key stakeholders, including board members, management, school leadership, faculty, staff, students, and parents.

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

*Areas in need of improvement:*

- Orientation and onboarding of new team members

# Kingsman Academy
## Public Charter School

## Meeting Agendas, Minutes, & Participant Lists

Agendas for meetings of the Accreditation Planning Committee (which led the needs assessment efforts), Faculty & Staff Advisory Council, and Board of Trustees where the needs assessment was developed, where the STAR Framework was discussed, or where the school improvement plan was developed or discussed are attached. In addition, our school improvement needs were discussed at an all-staff meeting on March 13, 2019, and in biweekly Management Team meetings from December 2018 through May 2019. However, meeting agendas are not available for those meetings.[1]

### Participant Lists

**Accreditation Planning Committee**
1. Stevenette Sayeh, Co-Director of Academics & Program Director
2. D'Amber Barnes, Logistics Manager
3. Alexandra Bowen, Teacher
4. Vanessa Brancato, Teacher
5. Ma Wencilita Brown, Teacher
6. Shanise Butler, Student Services Coordinator
7. Taurean Cartwright, Teacher
8. Katrina Foster, Program Director
9. Monica Henderson, Teacher
10. Rosaline Ngole, Teacher
11. Corey Williams, Intervention Specialist

**Faculty & Staff Advisory Council**
1. D'Amber Barnes, Logistics Manager
2. Ma Wencilita Brown, Teacher
3. Shanise Butler, Student Services Coordinator
4. Kris Crossett, Teacher
5. Marissa Bowlding, Teacher
6. Vanessa Brancato, Teacher
7. Christine Haley, Teacher
8. Monica Henderson, Teacher
9. Riley Inge, Intervention Specialist

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[1] In the process of gathering documentation to submit with the school improvement plan, we recognized that we have not adequately memorialized our planning efforts with minutes and sign-in sheets. Moving forward, we will adopt and implement shared expectations a standard template for meeting agendas, meeting minutes, and sign-in sheets.

10. Kevin Nesbitt, Program Coordinator
11. Corey Williams, Intervention Specialist

**Management Team**
1. Jacob Fishbein, Senior Director of Teaching and Learning (as of January 2019)
2. Shannon Hodge, Executive Director
3. Kennesha Kelly, Deputy Director
4. Tameria Lewis, Deputy Director
5. Ayana Malone, Senior Director for Student Support Services

**Board of Trustees**
1. Steve Messner, Chair
2. Indra Chalk, Vice Chair (not present at December 6 meeting)
3. Peter Olle, Treasurer
4. Michelle Tellock, Secretary
5. Maria Blaeuer
6. Julia Bloom-Weltman
7. Toloria Gant, Parent
8. Tameka Harris, Parent
9. Martine Solages

**Planning Team Meeting**
Organizer/Lead: Kate
Date: 5.30.18
Goal/Objective: Introduce Members of Planning Team, Discuss Accreditation Process
Team Members Present: TBD
Team Members Absent: TBD
Materials: Binders for leads, chart paper, items for activity (hanger, glass, post-it notes, battery, tape, glass bottle, card holder, charger, metal rod, baked chips, tin box)

GMES: Group members will:
- Understand the accreditation basic timeline
- know their role in the accreditation process
- understand the use of the binder
- Strengthen existing or create new community bonds

1. Team Introductions
2. Guideposts and Expectations
   a. Timeline
   b. Explanation of meetings
3. Imagine an Order Activity
4. Group Norms
5. Accreditation Introduction
6. Binder Materials
7. Questions
8. Goal Setting for Next meeting
   a. What can we commit to accomplishing by next week
      i. Review Mission and checklist
      ii. Review Beliefs and checklist
      iii. Suggestion for Profile of a Graduate

Group Member Commitments

| Planning Team Meeting |
|---|

Date: 7.12.18

Attendees:

Introduction - 5 min

- Mission of this meeting (Mission, Beliefs, and Profile of a graduate)

Ice-breaker - 15

- Why are we doing the accreditation?

Review of Parking Lot - 5

- Stipends
- Communication with Management (Response)

Progress Check -20

- Updates from Subcommittees
  - Progress made
  - Document needed? (Feel free to ask the group for advise if there is a piece of information that someone may have found)
  - Most interesting find yet

Accreditation Discussion (with break) - 1 hr 15 min

- Review of Accreditation Timeline
- Mission of the school
  - Mission in email
- Beliefs of the school
  - Attached (in email and drive)
- Profile of a Graduate
  - Examples in email and drive
  - Categories first
  - Items within the categories
- Do we want to try to get a focus group of parents or students over the summer?
- Summer Institute
  - What can we prepare for now? What should we wait on?

Accreditation Approvals -10

- Approve Mission and related statements
- Approve Beliefs of the school and related statements
- Approve Draft of Profile of a Graduate to submit to management

Leadership Task/Activity (Related to Ice-breaker) -30

- Why are we at Kingsman

| Parking Lot Check -5 |
| --- |
| ● Review of Questions |
| Ending Notes and Next Meeting -5 |
| ● Talking to and/or surveying Parents/Students/Teachers |

| **Planning Team Meeting** |
|---|
| Date: 7.26.18 |
| Attendees: |
| Introduction - 5 min |
|     ● Working Morning (create a draft, work in larger teams) |
| Ice-breaker - 15 |
|     ● Games |
| Review of Parking Lot - 5 |
|     ● Timeline |
| Progress Check -20 |
|     ● Updates from Subcommittees<br>        ○ Progress made<br>        ○ Document needed? (Feel free to ask the group for advise if there is a piece of information that someone may have found)<br>        ○ Most interesting find yet |
| Accreditation Discussion (with break) - 1 hr 15 min |
|     ● Summer Institute Planning<br>    ● Review draft of profile of a graduate<br>    ● 1 hour of individual work on descriptive summary, data analysis etc in subcommittees<br>    ● Work in larger groups<br>        ○ Maintenance and Operations, School Leadership and Organization<br>        ○ Student Achievement and Performance, Educational Program and Resources, Student Life and Activities |
| Accreditation Approvals -5 |
|     ● Approve Draft of Profile of a Graduate to submit to management |
| Leadership Task/Activity (Related to Ice-breaker) -30 |
|     ● Which team member…? |
| Parking Lot Check -5 |
|     ● Review of Questions |
| Ending Notes and Next Meeting -5 |
|     ● Next meeting we will write necessary surveys |

| Planning Team Meeting |
|---|
| Date: 8.9.18 |
| Attendees: |
| Introduction - 5 min |
|     ● Preparing for Summer Institute and Beyond |
| Ice-breaker - 15 |
|     ● Blindfold communication game |
| Review of Parking Lot - 5 |
|     ● None |
| Progress Check -20 |
|     ● Estimated status from each subcommittee<br>        ○ X% of descriptive summary complete<br>        ○ X% of materials found<br>        ○ One priority for the fall<br>        ○ One big success |
| Summer Institute Preview - 1 hr |
|     ● Shannon Hodge will be visiting our meeting to provide a preview of next week |
| Accreditation Discussion - 1 hr 30 min |
|     ● Thoughts and reactions to Summer Institute Preview<br>    ● Review of Timeline<br>    ● Each Subcommittee -What do we still need to do this fall?<br>        ○ How will meetings occur<br>        ○ What do we need from Ms. Sayeh? Kate?<br>    ● How will the full Planning Team Meet<br>        ○ Virtually, in person, etc<br>        ○ Is monthly enough?<br>    ● Planning for Summer Institute<br>        ○ 1 hr meeting with group of staff<br>        ○ Present some info, survey staff<br>    ● Update from Surveys<br>        ○ Surveys have to occur for Safe Schools<br>        ○ Suggestions from Ms. Sayeh<br>    ● Task Calendar for September - November |
| Accreditation Approvals -5 |
|     ● Approve Draft of Profile of a Graduate to submit to management |

| Leadership Task/Activity (Related to Ice-breaker) -30 |
|---|
| <ul><li>Agreement Line<ul><li>Review of Summer (highs and lows)</li><li>Motivating team 'till March</li></ul></li></ul> |
| Parking Lot Check -5 |
| <ul><li>Review of Questions</li></ul> |
| Ending Notes and Next Meeting -5 |
| <ul><li>Large Planning Team meetings will be difficult moving forward. Watch your email for updates. Subcommittees will continue organized by subcommittees.</li></ul> |

**Kingsman Academy Public Charter School**

**Board of Trustees Meeting – December 6, 2018**

The meeting was called to order at 6:07pm by Chair Steve Messner.

**Board Members present:**
Steve Messner
Maria Blaeuer
Tameka Harris (by phone)
Pete Olle
Michelle Tellock
Julia Bloom-Weltman (by phone)

**Board Members NOT present:**
Indra Chalk
Toloria Grant

**Staff present:**
Shannon Hodge, Executive Director
Quineice Clarkson, Executive Assistant

**Others present:**
Martine Solages, prospective Board member
Juan Pagán, EdOps

**Approval of Minutes**

Motion:  To adopt the minutes from the October 4, 2018 meeting
- Upon motion duly made, seconded, and carried, resolved that the minutes from the October 4, 2018 meeting are approved.

**New Business**

Introduction of prospective Board member
- The Board was introduced to Martine Solages, M.D., F.A.A.P, prospective Board member.

October financials
- Juan Pagán, EdOps, presented the October 2018 financials, which the Board discussed.
- Director Hodge reported on budget variances, which the Board discussed.

Treasurer election
- The Board discussed the role of the treasurer.

- Maria Blauer resigned the role of Treasurer, and a vacancy in the office was declared.
- <u>Motion:</u> Upon motion duly made, seconded, and carried, Pete Olle was elected to the office of Treasurer.

<u>Executive Director's Report & Student Data Review</u>
- Director Hodge provided the Executive Director's Report, and the Board discussed:
    - Current and expected student enrollment (total enrollment, students with disabilities, per-pupil funding);
    - Student data dashboard, including data on attendance and truancy;
    - DC STAR Framework score and designation forthcoming;
    - Strategic plan updates, including:
        - *Student Learning*: Academic model implementation in cooperation with Marzano Research, including recent observation of teachers and provision of feedback;
        - *Culture:* The School's recent success in interscholastic football (PCSAA Football championships in Varsity Football and Flag Football), November 2018 fire incident in bathroom;
        - *Resources:* Status of building renovation project.
    - Announcements regarding PCSB Qualitative Site review, accreditation site visit; school calendar; and Conflict of Interest form.

<u>Board Agreement</u>
- The Board reviewed and offered preliminary feedback on the Board of Trustees Member Annual Agreement.  The Board agreed to continue the discussion at a later date.

<u>Executive Session</u>
- The Board convened in Executive Session at 7:58pm.
- <u>Motion:</u> Upon motion duly made, seconded, and carried, resolved to elect Martine Solages to Board membership.

**Meeting adjourned at 7:59pm.**

**Kingsman Academy Public Charter School**

**Board of Trustees Meeting – February 26, 2019**

The meeting was called to order at 2:06 p.m. by Chair Steve Messner.

**Board Members present:**
Steve Messner
Maria Blaeuer (by phone)
Indra Chalk (by phone)
Tameka Harris (by phone)
Pete Olle (by phone)
Michelle Tellock (by phone)

**Board Members not present:**
Julia Bloom-Weltman
Toloria Grant
Martine Solages

**Staff present:**
Shannon Hodge, Executive Director
Kennesha Kelly, Deputy Director
Tameria Lewis, Deputy Director
Jacob Fishbein, Senior Director for Teaching & Learning

**Others present:**
Kate Dydak, Brailsford & Dunlavey
Rachel Grich, Consultant
Shilpa Khatri, Brailsford & Dunlavey
Juan Pagán, EdOps

**Approval of Minutes**

Motion:  To adopt the minutes from the December 6, 2018 meeting
- Upon motion duly made, seconded, and carried, resolved that the minutes from the December 6, 2018 meeting are approved.

**New Business**

Measuring Our Mission
- Consultant Rachel Grich presented *Measuring Our Mission*, a report that described the process the school is using to analyze the mission statement and identify the ways in which it can be measured. The Board discussed the report.

Gym Renovation Updates
- Representatives from Brailsford & Dunlavey and Executive Director Shannon Hodge provided an update regarding the current status of the gym renovation project, which was discussed with the Board.

Academic Performance Overview
- Deputy Director Kennesha Kelly provided an overview of the school's academic performance and progress, which the Board discussed.

December Financials
- Juan Pagán, EdOps, presented the December 2018 financials, which the Board discussed.

Executive Director's Report and Student Data Review
- Director Hodge provided the Executive Director's Report, and the Board discussed:
  - Good news, including student use of "YouEarnedIt! points" from PBIS system and new school website;
  - Effects on facilities of February water leak;
  - Disciplinary issues, including violations of code of conduct resulting in suspensions pending expulsion;
  - Public testimony by school administrators and teacher before DC Council and PCSB
  - Visits to school by PCSB representatives; and
  - Accreditation goals, including related to student performance and organizational capacity.

Board Agreement
- The Board agreed to continue discussion at a later date.

**Meeting adjourned at 4:05pm.**

Kingsman Academy
Public Charter School

Faculty & Staff Advisory
Council Meeting
December 11, 2018



Advisory Council Purpose

ace360
Marissa Bowlding
Kevin Nesbitt

Middle School
Vanessa Brancato
Riley Inge

Schoolwide
D'Amber Barnes
Shanise Butler
Kris Crossett

Bridging the Gap / R.I.S.E.
Christine Haley
Monica Henderson

Odyssey + Voyager
Ma Wencilita Brown
Corey Williams

## Faculty + Staff Advisory Council SY18-19

3

1. FSAC Norms

2. School-wide Meeting Norms

3. Career Ladder

4. School Performance

5. Topics for Future Meetings

## Agenda

4

Kingsman Academy
Public Charter School

Faculty & Staff Advisory
Council Meeting
February 28, 2019

ace360
Marissa Bowlding
Kevin Nesbitt

Middle School
Vanessa Brancato

Schoolwide
D'Amber Barnes
Shanise Butler
Kris Crossett

Bridging the Gap / R.I.S.E.
Christine Haley
Monica Henderson

Odyssey + Voyager
Ma Wencilita Brown
Corey Williams
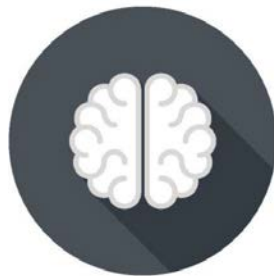
# Faculty + Staff Advisory Council SY18-19

1. FSAC Norms

2. Upcoming School Visits

3. Accreditation Action Planning
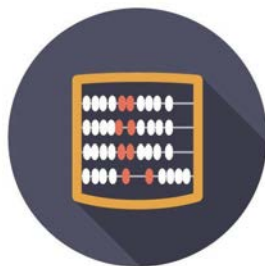
4. SY19-20 Preview

Agenda

Stay Engaged

Ask Questions

Speak Freely

24 / 48 Rule

Solution-Oriented

Others?

# FSAC Norms

Kingsman Academy
Public Charter School

Faculty & Staff Advisory
Council Meeting
March 27, 2019

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ace360
Marissa Bowlding
Kevin Nesbitt

Bridging the Gap / R.I.S.E.
Christine Haley
Monica Henderson

Middle School
Vanessa Brancato

Odyssey + Voyager
Ma Wencilita Brown
Corey Williams

Schoolwide
D'Amber Barnes
Shanise Butler
Kris Crossett

Faculty + Staff Advisory Council SY18-19

1. FSAC Norms

2. Accreditation & QSR Debrief

3. Testing & Events Calendars

4. SY19-20 Preview (Revisited)

5. Student Policies & Supports

6. Stakeholder Engagement

## Agenda



Stay Engaged

Ask Questions

Speak Freely

24 / 48 Rule

Solution-Oriented

Others?

## FSAC Norms