



## National Collegiate Preparatory Public Charter High School

### ESSA School Improvement Plan

2019-20 SY

**LEA Name:** National Collegiate Preparatory Public Charter High School

**School Name:** National Collegiate Preparatory Public Charter High School

#### **Overall Vision & Goals**

Improve academic performance and achievement which results in students prepared for adulthood for graduation. Multi-pronged programs that address academic deficiencies, social-emotional skills, improved teaching and learning, college counseling, and transition services and evaluative tools to ascertain preparedness.

We have based our school improvement plan on information collected during the needs assessment process that identified students and groups of students who are not yet achieving to the state academic content standards and the state student academic achievement standard including: a) Economically Disadvantaged students, b) Students with disabilities, and c) Students from major racial groups. The faculty and students are surveyed throughout the school year with all grade levels and the results are discussed in leadership meetings and during the annual retreat. During the retreats, Department Chairs bring in their assessments of their respective department needs and resources to meet student and family academic achievement standards. Additionally, NCP holds community meetings to create a forum to discuss school needs and available resources.

The planning team meets during the annual retreat each year, off-site to discuss and evaluate the effectiveness of previous year's implementation school wide plan while simultaneously planning for the upcoming school year. The meetings center on the evaluation/formation of revisions to the plan and each meeting begins with celebrations/successes and highlights from each department and is followed by challenges and suggestions of improvements (by department). The team then reviews the goals in the School Plan and processes to meet those goals. The dates for initial school wide planning meetings are as follows: May 7, 2018, May 8, 2018, May 9, 2018, Jun 20, 2018, and July 18, 2018. At the 2019 retreat, National Collegiate Prep's leadership

evaluated last year's school improvement plan through a comprehensive review of SY 2018-19. Additionally, this retreat began the planning stages for next year's improvement plan.

National Prep views it's planning as an on-going, living and breathing process, particularly given the ever-changing needs of the community's most vulnerable students and families. Stakeholders continuously meet throughout the year to evaluate effectiveness of existing plans and to make determinations on needed improvements.

### **Overarching school improvement goals:**

**Goal #1:** By the year 2019-2020, National Collegiate Preparatory Public Charter High School will demonstrate a 6-point composite increase in academic achievement in English language literacy and mathematics on all standardized tests (i.e., PARCC, SAT, ACT).

**Goal #2:** By the year 2019-2020, National Collegiate Preparatory Public Charter High School will demonstrate a 70% graduation rate for 4 and 5 years (ACGR).

**Goal# 3:** By the end of year 2019-2020, 100% of National Collegiate Preparatory Public Charter High School's graduating seniors will be admitted to a post-secondary educational institution.

### **Critical Categories**

#### **People**

The administrative staff works closely with the Human Resources department to recruit and retain highly qualified teachers and instructional paraprofessionals. Teachers are recruited from accredited universities and are licensed in their area of teaching. Department Chairs and Coordinators receive direct feedback and leadership opportunities to assist with career mapping. All teacher leaders are veteran teachers who aspire to move into administration and assume more leadership responsibilities that will support new teachers in their development, while building their capacity as leaders in the veteran teachers.

To develop dynamic teacher leadership, National Collegiate Prep has veteran teachers identified who serve as department chairs and coordinators and lead small teacher teams. They supervise their departments and work with school leadership to build leadership skills by participating in and conducting professional development opportunities and instructional walks and observations. New teachers are developed by participating quarterly professional development and meetings in conjunction with the New Teacher University funded by the SOAR Grant partnered with Friendship Public Charter Schools. This process ensures the cultivation of various levels of

effective leadership in both a short (3 years) and long term (5+ years) approach. The meaningful dialogue and feedback given to veteran and new teachers alike is designed to retain effective educators. Based on findings in the needs assessment, National Collegiate Prep will recruit teachers with specific expertise in technology. Those teachers will be the point of contact with our community partnerships to maximize the use of relevant technology.

### **Instruction**

During the school year, the following assessments will be used to identify students for tiered interventions in math: MAPS (a NWEA skills mastery and progress monitoring assessment that helps teachers drill down to the specific skills each student needs to learn), Common Core Based assessments (ANET), and previous PARCC data. The following assessments will be administered in the fall and spring in order to identify students for interventions in reading: MAPs (NWEA). Teachers will continue to meet bi-weekly in grade level teams to discuss multiple data points and progress. Weekly data from anecdotal notes, running records, ANET Tasks, small group instruction and informal assessments lead to decisions for assessments and remediation. The current school year will bring the implementation of MAPs testing in reading and math to more accurately assess the current level of student performance. MAPs will also interface with Khan Academy and Achieve 3000 for student level groupings. The school is working on common computerized assessments for 9th and 10th grade levels and ELA/Math subjects. Decisions are based on data from weekly assessments and data that is collected and reviewed with students. Benchmark testing is used as a formative tool at the end of each quarter for the identification tiers and needed remediation.

Continuous data collection from MAPs and benchmark scores will be used throughout the school year to guide instruction based on student need. In order to address the individual student need, differentiated instruction is addressed through small groups based on formative assessment data. In addition running records are completed every 4 weeks on students who are reading below grade level. Students will use Khan Academy and Achieve 3000. Writing Across the Curriculum is mandated for instruction in all areas of the school. The STEM program provides hands on problem solving and science activities for all grade levels. Vertical planning is a large part of the plan for improvement in reading and math. Grade levels meet together for common planning and common assessment. Quarterly benchmark assessments in reading and math will be administered to students in grades 9-10 and the data will be used to assist teachers in providing interventions.

School leadership conducts instructional walks and observations to ensure that instructional approaches are being conducted with fidelity and in a timely manner. Feedback conferences are then conducted to create short and long term goals for student planning and progress. School leadership conducts PD days that address appropriate instructional approaches, relevant content and progressive development trainings (i.e., Charlotte Danielson Framework training). Based on our previous Quality Site Review scores (QSR), we identified areas of improvement. Teacher development of instructional practice is one of the primary areas identified for needed

improvement. We are using this framework to support both our novice teachers, as well as, our veteran teachers through a common language for instructional practices. For instance, within domain 3 (instruction), NCP utilizes the demonstration of flexibility in responsiveness as one strategy used for new and veteran teachers alike. Furthermore, we have found an evidence-based strategy (provide students with feedback) to complement anecdotal case studies very well insofar as, they have a higher effect on student outcomes than others. Additionally, National Prep employs another evidence-based strategy; be flexible about how long it takes to learn. NCP adopts the concept of mastery learning because it allows students the chance to learn in their own way to access the information at their pace (Huang, M., Lash, A., Tran, L., 2016).

Through a very stringent needs assessment, it was determined that National Collegiate Prep needed to evaluate areas that contribute to the overall success of students that include how we could improve scores on the yearly standardized PARCC examinations, improve school culture and increase parental involvement. Through this process a variety of methods were used to review data that would determine how aspects of school culture such as attendance, parental involvement effectiveness and instruction impacts overall achievement for all students. Our assessments included the following: Teacher, parent, and student surveys, stakeholder meetings and the trends/results from standardized testing. From assessing our student performance data from the PARCC and other standardized assessments, it is evident that our students possess skills that are rudimentary and subpar to demonstrate college and career readiness. For instance, our students most recently scored lower on many English sub-claims on the PARCC. This indicates that although they may understand some of the prompts or questions, many cannot expound on the questions enough to fully express themselves.

Specific student data included: enrollment data, withdrawal data, and attendance data. It was also determined during the assessment that increased, positive parental involvement would have a direct correlation to the success of students inside and outside of the classroom. By strengthening relationships with our parents, NCP will garner more support of academic standards and skills learned in school and those skills will be reinforced at home. Because of our efforts to work with our parents, there will be a stronger relationship and we will show unity in our quest to have all of our students graduate in four years from high school and college; ready for their career of choice.

At NCP, our student demographics and student attendance rates are all tracked through our Student Information System (eSchool). We use eSchool to store all demographics information on each student. The DC Statewide Longitudinal Education Data (SLED) is the storehouse of school information and feeds into our eSchool system where we are able to track our students daily. Each day, all students sign in for attendance tracking purposes. When they are absent or late, our Attendance Clerk makes personal phone calls to address the attendance issues with the parents/guardians. Often, students are absent or late due to extenuating circumstances such as caring for family members who are ill, caring for their siblings, taking care of their own children,

or ongoing domestic incidents. Students therefore are truant or absent as a result and lose instructional time which is imperative to success.

To make up for lost time, extended learning is a necessity. Once students come to school, we have a captive audience and must capitalize on their presence in school, regardless of the duration, for them to learn and practice their academic skills. An extended learning opportunity will give our students a chance to glean additional support to not only make up missing work and gain skills they lose due to their attendance issues, but also to focus on closing the academic deficits they come to us with from their elementary and middle school experiences.

Data posits that when students miss school, they do not perform as well as their counterparts with regular and consistent attendance. The academic divide continues to grow with the deficits and the attendance problems. However, our after school tutoring and extended day activities program support our students academically and socially. Students gain new skills and also have access to social development activities that complement their academic career while in school and beyond.

### **Structure**

National Collegiate Prep selects evidence based strategies on their relevance to the unique composition of our student needs as identified in the needs assessment. For example, one of the items gleaned from stakeholder feedback was the need for school programming and language inclusive of a trauma-informed approach (DeGruy, J., 2005).

Customizing student trajectories was another example of feedback discovered in the needs assessment. Stakeholders shared that earlier student exposure to the significance of assessments, school programming, relevant technology and PMF/NCP charter goals may improve attendance, enrollment, reenrollment, and ACGR.

## ADDENDUM A

### PMF Goals for Improvement

<b>PMF Component</b>	<b>Goals 2018-19 &amp; 2019-20</b>	<b>PMF Data 2017-18</b>	<b>Admin Responsible for Implementing/Monitoring Plan</b>
Growth on the state ELA	40%	35%	Waldon/PARCC Team
Growth on the state Math	40%	29%	Waldon/PARCC Team
L3 ELA PARCC	40%	33.3%	Waldon/PARCC Team
L4 ELA PARCC	20%	14.3%	Waldon/PARCC Team
L3 Math PARCC	20%	10.8%	Waldon/PARCC Team
L4 Math PARCC	10%	3.1%	Waldon/PARCC Team
Attendance	92%	87.3%	Presley/Little
Enrollment/Re- enrollment	75%	71%	Hurt/Little
9 <sup>th</sup> Grade on track	90%	67.6%	Petit-Homme/Little
Graduation: 4 year ACGR	80%	59.3%	Jackson/G. Brown
Graduation: 5 year ACGR	80%	63.6%	Jackson/G. Brown
College Acceptance	100%	100%	Waldon/Fairley
AP/IB/DE	25%	14.6%	Waldon/Yaracs
Truancy	Under 35%		Presley/Brown
Suspensions/Expulsions	Under 5%		Presley/Brown

## **ADDENDUM B**

### **ESSA Needs Assessment Plan**

**2019-20 SY**

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#### **Engagement**

**The planning team includes:** the Chief Executive Officer - Jennifer L. Ross, Curriculum & Compliance Director - Alicia N. Waldon, Director of Operations - Claude Presley, Lonette Little - Director of Student Services, Carlisa Hurtt – Business Manager, Athletic Director - Samuel Korpoi, Maurice Douglas – Electives Department Chair, Melvin Stallings – Math Department Chair, Jussara Damon – World Language Department Chair, Dr. Abdul Iddris – History Department Chair, Lee Yaracs - Testing Coordinator, Thmaine Morgan - IB coordinator, Tarsha Holley - parent, Kamilah Wheeler – parent, Nigel Jackson - Social Worker, and Melvin Stallings - Technology Coordinator.

The National Collegiate Prep Family includes a host of stakeholders including: civic leaders, clergy, local politicians, universities and businesses, vocational programs, organizations that volunteer in STEM, mental health, mentorships, parents, teachers, administrators and support staff. All of these stakeholders are necessary to address the colossal challenges we face in meeting the academic and social emotional needs of our students and families. The collective expertise and tangible resources are designed to not only bolster student achievement, but to also develop perspective, opportunities for exposure, and critical analysis.

The planning team meets during the annual retreat each year, off-site to discuss and evaluate the effectiveness of previous year's implementation school wide plan while simultaneously planning for the upcoming school year. The meetings center on the evaluation/formation of revisions to the plan and each meeting begins with celebrations/successes and highlights from each department and is followed by challenges and suggestions of improvements (by department). The team then reviews the goals in the School Plan and processes to meet those goals. The dates for initial school wide planning meetings are as follows: May 7, 2018, May 8, 2018, May 9, 2018, Jun 20, 2018, and July 18, 2018. At the 2019 retreat, National Collegiate Prep's leadership evaluated last year's school improvement plan through a comprehensive review of SY 2018-19. Additionally, this retreat began the planning stages for next year's improvement plan.

Stakeholder input is continuously collected and analyzed throughout the year. At the beginning of the school year, stakeholders are engaged in two (2) specific areas: the refining of existing initiatives and the implementation of new ones. Meetings held in the early fall are designed to ensure a smooth transition back to school while simultaneously framing an overview for the remainder of the year. Meetings with stakeholders held between Thanksgiving and Christmas analyze the year to date to measure effectiveness while preparing for the new second half of the school year. This process of refinement and preparation continues throughout the school year and collectively informs the school wide plan. Certain patterns emerged such as the need for increased communication between staff and the administration, as well as, the need to increase communication between the school and the parents. Department chairs shared a need to build more cross-curricula planning into the schedule. Other feedback from stakeholders included the need to aggregate weekly data to drive instructional and disciplinary practices.

National Prep views it's planning as an on-going, living and breathing process, particularly given the ever-changing needs of the community's most vulnerable students and families. Stakeholders continuously meet throughout the year to evaluate effectiveness of existing plans and to make determinations on needed improvements.

Evidence of success to be collected includes: a review of DC Staffing Data Collaborative (TNTP) fall/spring Summary Report, Quarterly Stakeholder Surveys, STAR Framework review/analysis, NCPs PMF Goals for Improvement and NCPs Charter Goals.



**Step 2:  
Review and Analysis**

**Summary of Key Evidence and Themes**

Area of Review & Analysis	Key Qualitative and Quantitative Evidence	Key Themes
<b>STAR Framework and Other School Data</b>	<ul style="list-style-type: none"> <li>- PARCC math goals not met</li> <li>-PARCC ELA goals increased</li> <li>-SAT/ACT scores</li> <li>-IB Literacy focused scores higher</li> <li>-9<sup>th</sup> Graders off track in core subjects</li> </ul>	<ol style="list-style-type: none"> <li>1.Strategies to improve academic goals must be equal parts, innovative, and data driven</li> <li>2.Explaining specific aspects of PMF and Charter Goals to the entire staff may benefit internal goals</li> </ol>
<b>School Performance History, Community and Neighborhood Context</b>	<ul style="list-style-type: none"> <li>-PMF Comparison</li> <li>-Environmental Stress Report</li> </ul>	<ol style="list-style-type: none"> <li>1.The community’s needs are ever-changing and cannot be simply amalgamated under the umbrella of poverty</li> <li>2.Trauma has a profound on motivation and a secondary effect on teachers and school staff</li> </ol>
<b>School Team</b>	<ul style="list-style-type: none"> <li>-<b>Executive Leadership:</b> all members have significant experience at NCP (averaging 8 years of service in NCP’s 10 year existence)</li> <li>-<b>Department Chairs:</b> all department chairs are veteran teachers with significant experience at NCP</li> <li>-<b>Coordinators:</b> all department chairs are veteran teachers with significant</li> </ul>	<ol style="list-style-type: none"> <li>1.Policy and procedures must be processed driven, objective, and have consistent follow-up</li> <li>2.Departments must coordinate efforts to build cross-curriculum planning into the schedule</li> </ol>

	experience at NCP	
<b>School Instruction</b>	<ul style="list-style-type: none"> <li>--Intervention Classes for Sped for academics/post-transition goals</li> <li>-Charlotte Danielson Feedback</li> <li>-Blueprint: SIP Consultant Company</li> <li>-New Teacher University Academy</li> </ul>	<ul style="list-style-type: none"> <li>1.Results yielded from adaptive testing gives teachers more insight into areas of need</li> <li>2.It is paramount to increase student stamina</li> </ul>
<b>School Resources &amp; Operations</b>	<ul style="list-style-type: none"> <li>-100 Black Men DC Chapter</li> <li>-Dual Enrollment Programs:- University of Texas-Austin &amp; UDC</li> <li>-Technology Resources: ANET, Achieve 3000, Fuel Education, Khan Academy</li> </ul>	<ul style="list-style-type: none"> <li>1.Partnerships do not just provide material resources, but also provide exposure and opportunities that otherwise may not be available.</li> </ul>

**Step 3: Prioritize**

<b>Areas of Greatest Need</b>	<b>Root Cause Summary</b>
Increase student achievement in PARCC math and ELA	<ul style="list-style-type: none"> <li>Entering 9<sup>th</sup> graders are several grade levels below</li> <li>Transfer students with failing grades/off track seek a setting with a smaller student/teacher ratio</li> </ul>
Increase parent engagement and communication to ensure parents are well versed in school progress and their input is being validated	<ul style="list-style-type: none"> <li>Low attendance and parent meetings and events (i.e., Community Meeting, Parent/Teacher Conferences)</li> </ul>
Non-academic issues that re-enrollment, attendance, graduation rate	<ul style="list-style-type: none"> <li>Addressing the needs of a transient community</li> </ul>

## References

- Lash, A. Tran, L., Huang, M., Reginal Educational Laboratory West (ED), National Center for Education Evaluation and Regional Assistance (ED), & WestEd. (2016). Examining the Validity of Ratings from a Classroom Observation Instrument for Use in a District's Teacher Evaluation System. REL 2016-135. Regional Educational Laboratory West. Regional Educational Laboratory West. Retrieved from <http://search.ebscohost.com.proxy-bs.researchport.umd.edu/login.aspx?direct=true&db=eric&AN=ED565904&site=eds-live>
- Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing*, Joy Degruy Leary. Uptone Press (2005). ISBN 978-0963401120