

Comprehensive Progress Report

Mission: Working in partnership with parents and the community, PreEminent Charter School will offer a challenging, character-based education by providing a strong curriculum and an atmosphere of high expectations.

Vision: The shared vision of National Heritage Academies is to build a national organization of over 200 charter schools that become the finest K – 8 schools in the country. Using a partnership with parents as the foundation, we will achieve this by combining rigorous, “back to basics” academics, strong moral development, and a universal commitment to all children.... “To Better Educate More Children.”

Goals:

PreEminent Charter School will increase End-of-Grade proficiency results from 33% to 40% in reading, 31% to 40% in math and 70% to 70% in science by the 2022-23 End-of-Grade testing period.

PreEminent Charter School will meet or exceed expected growth for the 2022-23 school year.

PreEminent Charter School will hire highly certified teachers the 2021-22 school year. 90% or more of our teachers will be highly certified.

Reduce overall attrition by 25% over the 2022-2023 School Year.

90% or more of teachers will be effective in routines and procedures of the Classroom Framework.

Average daily attendance will be higher than 95%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Behavior- We spend the first 4-6 weeks of the school year focused on the Culture competency of the Classroom Framework. Teachers are required to teach and practice classroom routines and procedures during this time. Teachers are also required to have a behavior management system that also includes a positive incentive system. NHA provides colors/levels and these were reviewed during Opening PD. Teachers are required to enter behaviors into myNHA.	Limited Development 08/29/2022		
How it will look when fully met:			90% or more of teachers will be effective in routines & procedures according to the Classroom Framework. Teachers will attempt 2-3 behavior or instructional strategies to help meet the needs of the student. They will enter student behaviors into myNHA. Deans will be implementing BSP as needed. Students that need to be referred to IAT will be referred and interventions will be created, implemented, and documented to meet the needs of the student.		Stephanie Solomon	06/30/2023
Actions				1 of 4 (25%)		
10/16/22			We are currently at 62% of teachers effective. Teachers that are not effective in routines and procedures will have a teacher goal created in this area.	Complete 02/01/2023	Stephanie Solomon	12/31/2022
			Notes: Re-check percentage of effective teachers in routines and procedures. We want to be at 75% effective by 2nd Full Lesson Observation.			
10/16/22			Teachers are entering Level 2 and Level 3 behaviors in myNHA consistently.		Stephanie Solomon	06/30/2023
			Notes: Data has been reviewed with DSQ monthly in our ABCD calls. We have 1,429 behavior incidents entered into the system so far this school year. This is compared to 146 total incidents 2019-2020 and 245 total incidents 2021-2022.			
10/16/22			IAT meeting monthly with the school psychologist to review interventions and observation schedule to observe these interventions.		Tiki Wrighton	06/30/2023

Notes: Psychologist should be participating in our IAT meetings, observing the interventions, reviewing teacher's documentation, and providing feedback.

January meeting occurred.

February meeting occurred.

March meeting occurred.

Need to schedule April meeting.

10/16/22 Social Emotional groups are created to help Tier 2 and Tier 3 students with their behavior. These groups will be revisited quarterly.

Allison Gallegor

06/30/2023

Notes: Social Emotional groups started in November.

SEL groups were reviewed in mid-February for new groups to start in March.

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
		A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently have weekly 30-40 minute team meetings which include all teachers of the grade level and administration if needed. In addition 30-40 minute weekly PLC meeting that includes grade level plus dean, principal, and dean of intervention. Teachers also receive a full day each quarter for planning which lasts 6-8 hours. As a result, this is between 60-80 minutes of structured instructional planning for grade levels.	Limited Development 11/07/2022		
<i>How it will look when fully met:</i>			<p>A school improvement team discussion needs to occur around how this looks when full implementation.</p> <p>First option- Continue how we are currently implementing instructional planning.</p> <p>Second Option- Utilize half days for team planning from 1pm-4pm rather than Mental Health Days or add teacher work days to each month and extend calendar year.</p>		Jennifer Haggerty	08/01/2023
Actions				0 of 1 (0%)		
		4/10/23	Add in more planning time into the school calendar for work days. Trying to get a work day per month.		Stephanie Solomon	06/30/2023
<i>Notes:</i> 2 calendar options were offered to SIT. 3 Mental Health half-days were kept and and 3 additional work days were added throughout the year for teacher work days.						
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			National Heritage Academies provides standard aligned units of instruction. Units include standard based objectives, pre- and post-assessments, learning activities, and related materials.	Full Implementation 11/07/2022		

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All staff have MTSS intervention block specific to ELA. All staff are required to do PLC snapshots to form their tier groups and plan for instruction. There is a set reading intervention program but nothing for math. Small group/ workshop is built into regular teacher instruction. Teachers refer struggling students to IAT. The struggle is teachers implementing the correct interventions to support the special education process.	Limited Development 11/07/2022		
<i>How it will look when fully met:</i>			Teachers will be completing PLC snapshots consistently to form tiered groups and instruction. Students that are not making adequate progress will be referred to IAT. The IAT team will consistently meet at least monthly to set intervention goals for specific students. The school psychologist or member of IAT team will observe interventions in the classroom and teacher documentation to ensure information is aligned. There will also be specified intervention programs utilized for reading and math.		Tiki Wrighton	06/30/2023
<i>Actions</i>						
<i>Notes:</i>						

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Social contracts are required in all classrooms. A moral focus curriculum is provided for teachers. Teachers given professional development to grow in this area, specifically creating functional relationships with students. Behavior PLC's will be held three times a year with teachers, social worker, principal, and dean to determine which students should receive social emotional learning in small groups.	Limited Development 12/07/2022		
How it will look when fully met:			<p>Professional development will be needed for teachers to address their own social and emotional development for creating and sharing a caring and challenging classroom environment.</p> <p>Professional development will be needed to support teacher knowledge and sound practices enhancing effective social/ emotional learning implementation. For example, research based practices that teachers can use in their classrooms with students.</p> <p>Trauma professional development for teachers will be needed as well.</p> <p>More specific school wide expectations around the use of the moral focus curriculum.</p>		Stephanie Solomon	06/30/2024
Actions						
Notes:						

		A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Attrition- Review yearly attrition at spring marketing meeting. We are given a yearly attrition percentage. We have a student attrition intervention. Parents provide reasons why they are leaving the school. At times, administration or teachers are reaching out about reasons why students are looking to leave.</p> <p>Chronic Absenteeism- Pre-generated letters, attendance policy, retain students based on attendance and performance. Students receive Perfect Attendance quarterly. Teachers are required to turn in their weekly attendance grids. NHA sends weekly attendance reports on Sunday evenings.</p>	Limited Development 08/03/2022		
How it will look when fully met:			<p>Attrition- Administration will designate a contact to reach out to families to discuss reasons for withdrawal from school. Administration will make monthly attrition calls. School will hold two family attrition events. School improvement team will monitor performance measures throughout the school year.</p> <p>Chronic Absenteeism- Our Average Daily Attendance will be 95% or higher. Our chronic absenteeism will less than 16.1%. This will be closely monitored with the following action steps.</p> <ul style="list-style-type: none">Teachers will take accurate attendance daily and weekly. Our weekly attendance reports will be above 95%.The principal and Social Worker will send out monthly attendance letters from the myNHA system to the designated families.Perfect Attendance will be rewarded at the quarterly Honor Roll assemblies.		Sonda Brown	08/01/2023
Actions				0 of 4 (0%)		
	10/12/22	Perfect Attendance will be awarded at our Honor Roll Assemblies.			Stephanie Solomon	06/30/2023
Notes: Quarter 1 Perfect Attendance was complete. Quarter 2 Perfect Attendance was complete.						
	10/12/22	Attendance letters will be sent out by the principal and Social Worker the 3rd week of each month.			Stephanie Solomon	06/30/2023

Notes: October- Attendance letters were sent bi-weekly.
November- Letters were sent monthly.
December- Letters were sent monthly.
January- Letters were sent monthly.
February- Letters were sent monthly.
March- Letters were sent bi-weekly.

10/12/22 Staff will be rewarded for going an entire month with our weekly attendance at or above 95%.

Stephanie Solomon

06/30/2023

Notes: Crumble Cookies were ordered after 2 weeks of 100% attendance.
Jean's Day on Mondays from November 28th to Winter Break for 4 weeks of 100% attendance.
Principal & Registrar check week incomplete attendance report. This has been clean for several weeks.

10/12/22 Staff members who turn in the weekly attendance grids will be rewarded at the end of each quarter.

Stephanie Solomon

06/30/2023

Notes: 10 teachers were rewarded on 11/14 with a Jean's Day for turning in their attendance grids.
Teachers were rewarded with a Jean's Day for Quarter 2.
Attendance grids are due for Quarter 3 on April 14th. A Jean's day will be given before the end of April.

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Vertically aligned curriculum across the building.</p> <p>Currently offer Come Grow With Us events in the spring for Incoming Kindergarten families. Also offer Kindercamp in August for incoming Kindergarten students.</p> <p>In 5th grade classes are departmentalized for students to begin rotating between classes. Additionally we offer a Moving Up ceremony at the end of the school year.</p> <p>In Middle School, we offer Surviving Middle School sessions over the summer. We also do 8th grade high school night to prepare them for High School.</p>	Limited Development 12/07/2022		
<i>How it will look when fully met:</i>			Continue to do all of the events mentioned above but also preparing 2nd grade students for the transition to 3rd grade, specifically around Read to Achieve.		Danielle Merritt	08/01/2023
<i>Actions</i>						
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:				Limited Development 03/07/2022		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			The team from the management company provides support for school improvement planning.	06/23/22	Stephanie Solomon	06/30/2022
Actions						
Notes:						
Implementation:				06/23/2022		
Evidence			6/23/2022 See list in document upload of management team members.			
Experience			6/23/2022 We meet with the management team.			
Sustainability			6/23/2022 We will continue to meet with the management team.			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:				Limited Development 03/07/2022		
How it will look when fully met:					Stephanie Solomon	01/31/2023
Actions						
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently implement montly staff meetings ,wing meetings, SIT meetings, IAT and committee meetings. We also have monthly BTSP meetings. We have weekly O3 meetings, team meetings, Admin. Meetings, and PLC meetings. We do quartlery Data Day meetings. We have started incorporating Team Lead meetings.	Limited Development 03/02/2023		
How it will look when fully met:			Teams need to provide minutes and agendas. Consider moving our weekly staff, wing, committee meetings.		Stephanie Solomon	12/29/2023
Actions						
Notes:						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Deans observe teachers weekly and complete at least 2 full lesson observations. The first full lesson observation is done by the end of November. The second full lesson observation is done by the end of March. Deans create teacher goals and complete the coaching cycle around these goals. Weekly O3 meetings are facilitated around Dean feedback and teacher goals to help strength teacher instruction and ultimately student performance. We also have 3 scheduled data days around the end of each quarter to analyze student data and rework year long plans.</p> <p>Bridges is utilized in K-5 for Math and Illustrative Math is used in 6-8. These programs are newer in grades 3-8. As a school we utilize CUBS or CUBES, specifically in grades 3-8 when it comes to test taking strategies.</p>	Limited Development 02/09/2021		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
<i>How it will look when fully met:</i>			Our goal for this year is for our school wide math proficiency to reach 40%. Teachers should be utilizing the school wide strategy of CUBS or CUBES. Deans will continue weekly or bi-weekly observations of their teachers. Data days will occur after each check-in to analyze student data and review year long plans. The School Improvement Team will review school wide math data to determine the professional development needs of the school. The School Improvement Team will look at last year's EOG data, school wide check-in data, and K-2 numeracy assessment data to determine areas for professional development. CUBS or CUBES and K-2 Math strategies should be visible in classrooms, and these should be utilized on assessments. Students will be provided incentives to use their strategies on assessments to ensure their best performance.		Stephanie Solomon	06/30/2023
Actions				2 of 4 (50%)		
	10/12/22	Look fors will be created around the Teaching Competency from the Classroom Framework to help align observations between teachers and administration.		Complete 11/30/2022	Stephanie Solomon	11/30/2022

	<p><i>Notes:</i> Will monitor how often this needs to be adjusted.</p> <p>Weekly observations and taking pictures and giving teachers shout outs each week based of what is observed during classroom observations.</p> <p>Team One walk throughs occur on Fridays.</p>			
10/12/22	Professional Development will be provided about how to implement schoolwide strategies for UNWRAP and CUBES or CUBS. These will also be posted in classrooms in 2-8.	Complete 02/06/2023	Sonda Brown	12/31/2022
	<i>Notes:</i>			
10/12/22	Data Days will be scheduled after each round of testing- check-ins, numeracy, mClass, etc.		Sonda Brown	06/30/2023
	<i>Notes:</i> K-2 and 4th grade were able to participate in Data Day #1 K-8 completed their Data Day 2 in February.			
9/9/22	The School Improvement Team will review the school wide EOG data and EOY numeracy data for K-2 to determine school wide trends.		Stephanie Solomon	06/30/2023
	<i>Notes:</i>			
Implementation:		03/07/2022		
Evidence	<p>3/7/2022</p> <p>Tutoring calednars</p> <p>PLC notes</p> <p>Google Calendars</p>			
Experience	<p>3/7/2022</p> <p>We are strong in the practice of identifying weak standards and utilizing data. It was nice to have administration involved to hold teachers to reviewing weaker standards.</p>			
Sustainability	<p>3/7/2022</p> <p>COVID has made after-school tutoring difficult to implement this year. This is something we will be looking to continue once we get our staffing stablized.</p>			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>NHA provides much of the professional development opportunities. Professional development for our state is at our summer regional, fall regional, and then spring regional. These trainings sometimes are differentiated. NHA has done a better job to provide trainings around standards and skills that will help teachers with better student outcomes.</p> <p>At the school level the leadership team makes decisions for PD based on student data and the needs comprehensive assessment. This is done in the spring, and then goals and plans are created around these needs going into the upcoming school year.</p>	Limited Development 12/15/2022		
<i>How it will look when fully met:</i>			<p>We need to continue to do what we have been doing. We are currently in the process of rating all our indicators in our SIP to determine the highest needs. The leadership team is going to help us prioritize this focus moving forward. In the spring semester we will begin to create plans around these needs for the upcoming school year and years to come.</p> <p>NHA will continue to provide statewide PD. Our DSQs are also bringing our Curriculum & Instruction partners in to provide PD that is more aligned to school needs. This is being determined by looking at our statewide data.</p>		Stephanie Solomon	06/30/2023
<i>Actions</i>						
<i>Notes:</i>						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently attend career fairs. Administration at the school level does attend, but our Talent Acquisition team also attends these regularly.	Limited Development 12/15/2022		
How it will look when fully met:						
Actions						
Notes:						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Principal does a weekly Sunday newsletter, phone call, and text message. Grade level teams are also sending weekly newsletters. Grade level newsletters include vidoes, links, and ways to implement class strategies at home. Middle School Dean also send a bi-weekly communication to middle school families. Specials team also is sending communication to families. Teachers utilize Class Dojo, Class Tag, Google Classroom to help communicate with parents. We do a Title I and Curriculum night at the beginning of the year. Open House is scheduled before school starts. Teachers call families within the first month to make a positive contact. We do a Fall Harvest and a Spring Festival. Middle school does 4 positive phone calls weekly. Parent-teacher conferences are offered 3 times per year with the first 2 times a requirement of 100%. Principal scheduled Parent Coffees. Parents also have access to Parent Portal where they can review grades, communicate with teachers, and complete school forms.	Full Implementation 04/20/2023		