

The College Preparatory and Leadership Academy (41H)

Performance Plan

Director: Dr. Michelle Johnson

Mission: We produce future college graduates who are dynamic student leaders with exceptional intelligence and a strong sense of who they are and what they can achieve.

Vision: To create a learning organization that educates, inspires, and transforms students, families, and communities.

Demographics

African American 368 (92.46%)

Hispanic 7 (1.75%)

Indian 1 (.25%)

Multiracial 16 (4.0%)

Pacific Islander 4 (1%)

White 2 (.5%)

Females 195 (48.99%)

Males 203 (51%)

ADM 460 (Year 15-16)

ADM 313 (Year 14-15)

ADM 158 (Year 13-14)

Test Scores

	2012-2013	2013-2014	2014-2015
3rd Reading	14.30%	83.33%	59.53%
3rd Math	21.40%	50%	60.72%
4th Reading	54.50%	38.46%	37.14%
4th Math	54.50%	46.15%	11.43%
5th Reading	n/a	44.44%	31.82%
5th Math	n/a	30%	13.64%
5th Science	n/a	60%	45.45%
6th Reading	n/a	n/a	37.26%
6th Math	n/a	n/a	21.37%
7th Reading	n/a	n/a	50%
7th Math	n/a	n/a	16.67%
Composite Score	34.00%	50.34%	35%

Analysis:

2012-13

Year 1 of operation and year 1 of Common Core Testing. This was the base line year for the entire state. Even though our scores were far below we desired, as was the entire state, we were 20 plus points above the schools in our area.

2013-2014

Year 2 of operation we saw a significant jump in proficiency from 34% to 50.34%. Noticeably, our 3rd grade reading was 83.3%. We attribute this to having a 2nd year to move students from traditional failing school toward proficiency.

2014-2015

Year 3 of operation we opened the middle school, grades 6 and 7. Our enrollment also increased to 460 students. Looking at the data, we see that the lowest scores were in 4th, 5th, and 7th grade math.

The increase in enrollment over the past 3 years from 158 to 460 students, and also opening the middle school, all of which has been done in a depressed community area where the “feeder” schools are failing schools impact the proficiency and growth rate of our school. However, the data indicates that with more time and with a stabilization of enrollment, we will be able to make significant improvement.

Goals and Areas of Focus

Area of Focus / Goal	Outcome	Action	Dates
Principals will have more direct contact with instruction in the core subjects	Increase in reading and math proficiency in targeted 4 th and 7 th grades 60% of students will attain proficiency on the EOG in math and reading	Principals in targeted classrooms at least 90 minutes per day, 4 days a week Principals give direct instruction to small groups in reading and large groups in math	In progress since 10/1/15

All core teachers will have knowledge and understanding of the Common Core Standards in order to formulate daily and weekly aligned assignments	Tighter alignment of daily instruction and formative assessments to CCS	Video tutorials Weekly grade-level trainings	10/12 – 12/12 In progress
All staff will visit and receive professional development training from a high-performing charter school serving a similar demographic	Improve instruction and motivation for learning	2-day training at Henderson Collegiate (A+ School)	10/12 – 10/13 (Complete)
Provide six additional hours of instruction in the core subjects	Low –performing students will attend Saturday school twice a month	2 Saturdays a month 9am – 12pm Focus on reading, math, and science Grades 3 – 8	October – May
Teachers will offer mandatory tutoring for at-risk students	Borderline students improve proficiency	Mandatory 2 days a week (120 minutes)	In progress
Reduce teacher:student ratio in lower-performing classes	More attention to borderline, non-proficient students	Lower teacher : student ratio to 1:18 in low-performing classes	Achieved 10/5
Increase 3 rd grade reading proficiency	Increase RTA proficiency	Added extra 80 minutes a week of small group instruction for targeted students	In progress (began 9/28)
Increase reading proficiency across all grade levels	Increase proficiency from 43.1 to 60.00 composite	Added 40 minutes of Reading Lab, 5 days a week for grades 5 – 8	In progress, began 8/26
Increase math proficiency across all grade levels	Increase proficiency from 28.4 to 50.00	Added 40 minutes of Math Lab, 5 days a week for grades 5 -8	In progress, began 8/26
Increase Parent Involvement and knowledge of common core standards and expectations	Increase upper grades parent involvement	Instituted grade level villages; curriculum nights; home visits ; parent contracts	In progress

