



## Persenaire Goals

2021 – 2022

- Focus on improving ELA and Math performance – both growth and absolute by:
  - Working closely with the Literacy and Math Coaches to improve/monitor curriculum, assessments, data collection, data analysis and teacher development. Specifically:
    - Each grade and subject will increase the percentage of scholars at or above the 50<sup>th</sup> percentile as measured by MAP performance in September, January, and May.
    - Each grade and subject will decrease the percentage of scholars at or below the 20<sup>th</sup> percentile as measured by MAP performance in September, January, and May.
    - RIT growth in ELA and Math performance in each grade and subject will surpass national growth expectations as measured by MAP in both January and May.
    - In ELA, the schoolwide percent of scholars considered College and Career Ready, as measured by Achieve3000, will increase by 25% from September to June.

### Reflection

The window for MAP make-ups was extended to Tuesday, June 14<sup>th</sup>. I will provide the baseline to mid-line summary that I previously shared with the board and, prior to the June board meeting, I will update this reflection to include the end-line summary.

In 6<sup>th</sup> Grade ELA, the percentage of students at or above the 50<sup>th</sup> percentile, from September to January, remained the same. The percentage of students at or below the 20<sup>th</sup> percentile, from September to January, remained the same. RIT growth met national growth expectations as measured by MAP.

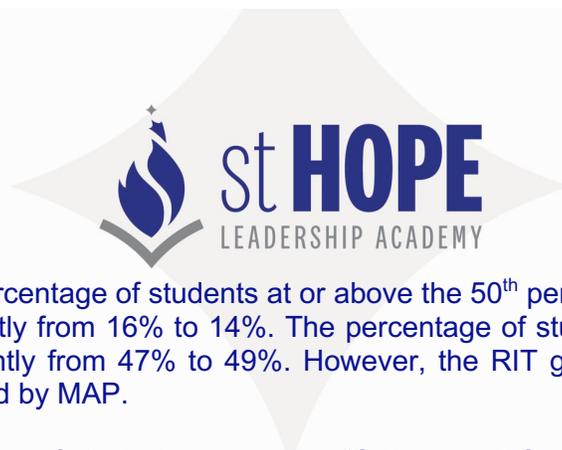
In 6<sup>th</sup> Grade Math, the percentage of students at or above the 50<sup>th</sup> percentile, from September to January, decreased slightly from 15% to 9%. The percentage of students at or below the 20<sup>th</sup> percentile, from September to January, decreased from 41% to 39%. RIT growth did not meet national growth expectations as measured by MAP, falling short by 1 point.

In 7<sup>th</sup> Grade ELA, the percentage of students at or above the 50<sup>th</sup> percentile, from September to January, decreased from 29% to 24%. The percentage of students at or below the 20<sup>th</sup> percentile, from September to January, decreased from 41% to 39%. RIT growth met national growth expectations as measured by MAP.

In 7<sup>th</sup> Grade Math, the percentage of students at or above the 50<sup>th</sup> percentile, from September to January, increased from 11 to 15%. The percentage of students at or below the 20<sup>th</sup> percentile, from September to January, decreased from 57 to 48%. RIT growth met national growth expectations as measured by MAP.

In 8<sup>th</sup> Grade ELA, the percentage of students at or above the 50<sup>th</sup> percentile, from September to January, decreased from 30% to 28%. The percentage of students at or below the 20<sup>th</sup> percentile, from September to January, increased from 32% to 38%. RIT growth fell just short of national growth expectations as measured by MAP.

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In 8<sup>th</sup> Grade Math, the percentage of students at or above the 50<sup>th</sup> percentile, from September to January, decreased slightly from 16% to 14%. The percentage of students at or below the 20<sup>th</sup> percentile increased slightly from 47% to 49%. However, the RIT growth met national growth expectations as measured by MAP.

The schoolwide percentage of students considered “College and Career Ready” increased from 16% to 28%.

- Increase Board engagement with quarterly schoolwide accountability data by:
  - Engaging with the Accountability Committee at least three times per year.
  - Completing an in-depth data analysis of MAP Baseline, Midline, Endline, and Interim data, specifically analyzing the performance and growth of ELLs, FELLs, and SwIEPs.

### **Reflection**

In September, we set three meetings with the Accountability Committee, one in December, a second in February, and the final meeting in June. I presented a more in-depth data analysis to the Accountability Committee in December, specifically analyzing the performance and growth of ELLs, FELLs, and SWIEPs. Since we did not have quorum for the scheduled February meeting, I presented an in-depth analysis to the entire board at the March meeting. Due to COVID, MAP make-ups will extend until Tuesday, June 14<sup>th</sup>, the tentative date for our final Accountability Committee Meeting, so I will propose a similar in-depth data analysis at the full board meeting in July.

- Launch a system of 360 Degree Feedback through which:
  - I receive and act on feedback from all stakeholders (students, parents, teachers, leadership).
  - The Leadership Team receives and acts on feedback from stakeholders (students, parents, teachers) by the end of the 2021-2022 academic year.
  - Teachers receive and act on feedback from stakeholders (students and parents) by the end of the 2022-2023 academic year.

### **Reflection**

In September, I laid the foundation for 360 Degree Feedback, with each member of our school's leadership team selecting their critical friends' group and proposing a timeline for the various layers of feedback. The original “why” was the professional development of our school's leadership team and teachers through a restorative process. However, in October, our Leadership Team became more fully aware of the extent and gravity of the social, emotional and academic impact of both COVID and 18 months of remote instruction. I then shifted our approach and “the why.” Our “why” became understanding, responding to, and rebuilding. Using a trauma-informed tool, we co-created a “Holding Space Protocol” with our consultant. Through this protocol, I was able to receive and act on feedback from students, teachers, and leadership. The school's leadership team was able to receive and act on feedback from students and teachers. Students were also given an opportunity to participate in this protocol, giving feedback to us. I invited families to “Coffee with the Principal” for the first three months of school. We discontinued this because of a lack of interest in months four and five.

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- Successfully navigate financial uncertainties related to enrollment and end the year with a surplus.

### **Reflection**

To ameliorate a relatively unanticipated 10% enrollment decline in September, significant budget changes were required to balance the budget. These real-time cuts were completed without cutting staff or academic programs, resulting in a projected surplus of \$27,000. We were able to continually enroll scholars throughout the year to fill vacated seats so that our average annual enrollment did not fall below the budgeted number. Thanks to continued successful budget and grant management, we are projected to end the fiscal year with a \$194,000 surplus.

- Establish a recruitment and enrollment plan that will lead to full enrollment (295) for the 2022 – 2023 academic year by:
  - Working closely with the Director of Operations to revise our current plan to ensure that we meet our enrollment target by the start of the 2022-23 academic year, OR
  - Hiring an outside consultant to develop and implement a new plan to ensure that we meet our enrollment target by the start of the 2022-23 academic year.

### **Reflection**

We implemented a similar recruitment and enrollment plan that led to full enrollment (300) in 2020-21, but we supplemented it with additional paid summer enrollment coordinators, a brand new website, a paid Google search campaign, and other marketing strategies suggested to us by our partner, North Star Marketing. While these efforts resulted in more applications received for the 2022 lottery in comparison to the 2021 lottery, the slight increase did not give me confidence that we would make the necessary and dramatic improvements necessary for student recruitment. I came to a difficult but necessary conclusion that our recruitment and enrollment strategy needed a fresh and new set of eyes. I named an existing staff member the Director of Student Recruitment and Enrollment and removed this responsibility from our Director of Operations. In the short amount of time in this role, the new Director has visited multiple DOE elementary schools and has begun a partnership with a charter elementary school that does not have a middle school. The new Director has also facilitated two open houses, called every family that has applied to our amazing school, and is working closely with North Star Marketing to spur three additional mailings before the start of 2022-2023 *and* develop marketing materials for the 2022-2023 recruitment season. The new Director is taking, what I believe to be, a necessary and overdue “boots on ground” approach coupled with a passion for St HOPE.

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