



CREW  
READING

PLAY  
AND  
LEARN

What ways can  
you learn

# Centennial Academy

...between the main idea of  
a story and the theme  
of a story.

07.17.2021

Board Retreat Presentation

# 21-22 Academic Year

## Presenters

Tequila Lamar, Head of School

Steven Pressas, CFO

Stephanie Hodges, Assoc. Head of School (K-5)

Julien Siah, Assoc. Head of School (6-8)

Renarta Freeman, Director of HR

Erica Ware, Sr. HR Manager







## Tequila Lamar

HEAD OF SCHOOL

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### Jasmine Sharpe

ADMINISTRATIVE  
ASSISTANT

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### Stephanie Hodges

ASSOCIATE HEAD OF  
SCHOOL (K-5),  
CURRICULUM &  
INSTRUCTION

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### Julien Siah

ASSOCIATE HEAD OF  
SCHOOL (6-8), STUDENT  
LIFE & LEADERSHIP

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### Steven Pressas

CHIEF FINANCIAL OFFICER

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### Renarta Freeman

DIRECTOR OF HUMAN  
RESOURCES

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### TBA

DIRECTOR OF DATA &  
ANALYTICS

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### Andrea Humphries

BUSINESS OPERATIONS  
MANAGER

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### Erica Ware

SENIOR HUMAN  
RESOURCES MANAGER

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### Sharon Gardner- Pierre

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# 20-21 Academic Year: Strategic Plan Dashboard



## CA Strategic Goals 2020 - 2025

### Academic Excellence

**5-year Strategic Goal:** Centennial Academy will achieve and sustain top tier academic results by outperforming the district and state / average, ultimately achieving a score of 90 or above, as measured by the College and Career Readiness Performance Index (CCRPI)

#### 20-21 Target Goal

60% of scholars will demonstrate proficiency in Math and ELA as measured by STAR benchmark data by the end of the academic year and 60% of scholars will meet their Typical Growth Measure as indicated by iReady assessment data

#### Results

ELA Proficiency: 31%  
Math Proficiency: 62%  
ELA Typical Growth Goal: 43%  
Math Typical Growth Goal: 33%

#### Status

**Did Not Meet**

#### Strategies

#### Status

Adopt curricula that are research-based, standards-aligned, and supported by credible data while ensuring vertical alignment

**In Progress**

Analyze high-quality formative and summative assessment data to ensure scholars in all sub-groups are growing and successful

**In Progress**

Meet the individual learning needs of all scholars through differentiated instruction (*and blended learning as needed*)

**In Progress**

Elevate a school-wide STEAM program that includes daily integration into classroom instruction and rigorous Project-based Learning ultimately resulting in STEAM Certification

**In Progress**

Establish Centennial as a nationally recognized EL Education Network School

**In Progress**

## CA Strategic Goals 2020 - 2025

### School Culture

**5-year Strategic Goal:** Centennial Academy will achieve high satisfaction among stakeholders by ensuring a safe, supportive, and inclusive environment for every scholar, educator, and parent as indicated by 4 out of 5 stars on the CCRPI School Climate Star Rating

20-21 Target Goal	Results	Status
90% of scholars will attend 90% of enrolled days by the end of the academic year	64% of Centennial Academy scholars attended 90% of enrolled days	<b>Did Not Meet</b>
Strategies		Status
Champion trauma-informed pedagogy that is focused on elevating scholars' self-esteem and self-worth		<b>In Progress</b>
Prioritize school-wide social-emotional learning practices and character education programming		<b>In Progress</b>
Build a sense of community by providing leadership, team-building, and social opportunities for scholars, educators and parents		<b>In Progress</b>
Apply school-wide classroom management techniques that promote equity and create a respectful, active, collaborative, and growth-oriented culture		<b>Not started</b>
Increase diversity of race, gender, generations, and socioeconomic makeup of scholars and staff		<b>In Progress</b>

## CA Strategic Goals 2020 - 2025

### Professional Capacity

**5-year Strategic Goal:** Centennial Academy will achieve 90% retention among staff by fostering a positive and healthy working environment that retains, supports, rewards, and attracts talented educators

20-21 Target Goal	Results	Status
80% of staff will be retained by the end of the academic year	74% of staff were retained by the end of the academic year	<b>Did Not Meet</b>
Strategies		Status
Revisit organizational structure annually to address changing priorities while clarifying roles/responsibilities		<b>In Progress</b>
Advance hiring and onboarding process to retain and attract staff who embrace our scholar-centered philosophy		<b>In Progress</b>
Strengthen performance management process to include engaging all staff in annual goal setting, professional development, and consistent coaching		<b>In Progress</b>
Ensure a competitive compensation structure that rewards and attracts high-performing talent		<b>In Progress</b>

## CA Strategic Goals 2020 - 2025

### Community Partnerships

**5-year Strategic Goal:** Centennial Academy will cultivate family and community partnerships to ensure success for every scholar and serve as the school of choice for families who value excellence in academics, applied STEAM integrated learning, and ethical leadership in an urban environment

#### 20-21 Target Goal

80% of parents will participate in a formal Parent-Teacher Conference by the end of the academic year

#### Results

83% of parents participated in a formal Parent-Teacher Conference by the end of the academic year

#### Status

**Met**

#### Strategies

#### Status

Promote a philosophy of partnership with families and engage them actively in the life of the school

**In Progress**

Involve the school community in various aspects of decision-making

**In Progress**

Establish a school-wide volunteer and service learning program for scholars, staff, parents, and community partners

**Not started**

Cultivate strategic partnerships with local universities, corporations, board members, and social service organizations

**In Progress**

Strengthen collaborative relationships with Pre-K institutions (*Blank YMCA & Sheltering Arms*) and temporary housing facilities (*Atlanta Mission & Salvation Army*)

**In Progress**

Foster success for CA's most vulnerable scholars through intensive wraparound support and community engagement

**In Progress**



## CA Strategic Goals 2020 - 2025

### Financial Sustainability

**5-year Strategic Goal:** Centennial Academy will align resources to address scholar needs and manage funds to ensure revenue will equal or exceed expenditures annually while achieving all five financial performance standards as stated in charter contract

20-21 Target Goal	Results	Status
A minimum of \$100,000 will be secured through fundraising activities (grants, donations, etc.) by the end of the academic year to support the annual reserve	\$1 million +	Met
Strategies		Status
Obtain an unqualified audit annually		Met
Grow community investment through fundraising activities including the successful launch of a Capital Campaign		In Progress
Foster relationships with grant-making organizations to maximize grant revenue while also advancing staff capacity by increasing knowledge of grant writing		In Progress
Actively seek opportunities to increase revenue		In Progress
Establish and Fund an Annual Reserve of at least \$100,000		Met

## Centennial Academy Strategic Goals 2021-2022 FINAL

### Our 21-22 Target Goals:

**Academic Excellence:** Centennial Academy will achieve and sustain top tier academic results by outperforming the district and state average, ultimately achieving a score of 90 or above, as measured by the College and Career Readiness Performance Index (CCRPI)

- **21-22 Target:** 60% of scholars will demonstrate proficiency in ELA and 65% of scholars will demonstrate proficiency in Math as measured by DRC Beacon Assessment data by the end of the academic year; 60% will meet their Typical Growth Goal in ELA and Math as indicated by iReady assessment data; 35% of scholars will meet their Stretch Growth Goal in ELA and Math

**School Culture:** Centennial Academy will achieve high satisfaction among stakeholders by ensuring a safe, supportive, and inclusive environment for every scholar, educator, and parent as indicated by 4 out of 5 stars on the CCRPI School Climate Star Rating

- **21-22 Target:** 90% of scholars will attend 90% of enrolled days by the end of the academic year

**Professional Capacity:** Centennial Academy will achieve 90% retention among staff by fostering a positive and healthy working environment that retains, supports, rewards, and attracts talented educators

- **21-22 Target:** 83% of staff will be retained by the end of the academic year

**Community Partnerships:** Centennial Academy will cultivate family and community partnerships to ensure success for every scholar and serve as the school of choice for families who value excellence in academics, applied STEAM integrated learning, and ethical leadership in an urban environment

- **21-22 Target:** 85% of parents will participate in a formal Parent-Teacher Conference by the end of the academic year

**Financial Sustainability:** Centennial Academy will align resources to address scholar needs and manage funds to ensure revenue will equal or exceed expenditures annually while achieving all five financial performance standards as stated in charter contract

- **21-22 Target:** A minimum of \$150,000 will be secured through fundraising activities (grants, gifts, donations, etc.) by the end of the academic year to support the annual reserve

# 21-22 Academic Year: Our Focus

## **School Culture**

*Health, Safety, and Social-Emotional Wellbeing of Scholars  
and Staff*

**EL  
Education**

**STEAM  
Certification**

**Human  
Capital**

## **Student Achievement**



# Our Mission

*The Mission of Centennial Academy is to provide educational equity through a relevant and rigorous STEAM curriculum to all of its scholars.*





# EL Education

**Educational equity** through an EL Education framework means that Centennial Academy scholars will experience a school environment where:

- Teachers engage **ALL** scholars with **challenging work** and **complex texts** about **meaningful content** reflecting diversity of people and perspectives.
- Teachers ensure that **all voices** are heard; work from every scholar is valued and made public.
- Scholars are **active learners with agency** in their own education, even at the earliest grades.
- Scholars **learn from one another** - and learn to respect one another. Differences are appreciated and celebrated.



# What is EL Education?

- EL Education was born out of a collaboration between The Harvard Graduate School of Education and Outward Bound that began in 1991.
- EL Education offers a different approach to school improvement with the results to prove that it works.
- EL Education helps schools create rigorous and stimulating learning environments where students love to learn and teachers love to teach.
- The model challenges students to think critically and take active roles in their classrooms and communities.
- Schools within the network give students the academic and character-building skills they need to reach their potential as learners and leaders.
- EL Education schools are outperforming state and district averages on standardized tests and closing critical achievement gaps.

***“The idea is to put really important and difficult work together with great joy in doing it.”***

~ Greg Farrell, Founding President, [EL Education](#)



# Our Vision

*We envision Centennial Academy scholars and educators as high achievers, critical thinkers, lifelong learners, and ethical leaders in a global society.*



# Students in EL schools:

- Hold themselves and their peers to high expectations for quality work, commitment to learning, and character
- Take leadership roles in their schools and communities
- Engage their families and communities in their learning by leading family conferences and making formal presentations to expert panels
- Complete projects that challenge them to do the work of professionals - scientists, historians, mathematicians, writers, and artists
- Work with experts and conduct field research to produce high-quality academic products that meet professional standards
- Benefit from learning in an environment that is physically and emotionally safe, marked by kindness, respect, and responsibility
- Graduate with the academic knowledge, critical thinking skills, and problem-solving capacity needed to succeed in college and beyond

***“This kind of innovative school is an example of how all our schools should be.”***

~ Barack Obama, US President, at Capital City Public Charter School, Washington, DC





# Our Core Values

*A commitment to EXCELLENCE in critical thinking, collaboration, communication, and creativity embodies what it means to be a HERO at Centennial Academy!*

- *Critical Thinking: Analyzing and breaking down challenges through applying knowledge from different subjects and disciplines as captured by mindfulness*
- *Collaboration: Working together to reach a goal by combining effort, talent, and expertise as we maintain trust*
- *Communication: Sharing ideas, thoughts, and solutions in effective, open, and transparent ways*
- *Creativity: Trying new approaches to solve problems in order to generate innovation and invention without fear of failure or reprisal*



# Academics

## *Curriculum & Instruction Department Mission*

The mission of CA's Curriculum & Instruction Department is to produce reflective professional educators who make effective educational decisions that facilitate scholars' academic growth within innovative, STEAM based instructional environments.



# ACADEMICS

## STRATEGIC GOALS ALIGNMENT

Academic Excellence	Strategies	Targets
<b>Strategic Goal: Centennial Academy will achieve and sustain top tier academic results by outperforming the district and state average, ultimately achieving a score of 90 or above, as measured by the College and Career Readiness Performance Index (CCRPI)</b>	<p>Adopt curricula that are research-based, standards-aligned, and supported by credible data while ensuring vertical alignment</p> <p>Analyze high-quality formative and summative assessment data to ensure scholars in all sub-groups are growing and successful</p> <p>Meet the individual learning needs of all scholars through differentiated instruction (and blended learning as needed)</p> <p>Elevate a school-wide STEAM program that includes daily integration into classroom instruction and rigorous Project-based Learning ultimately resulting in STEAM Certification</p> <p>Establish Centennial as a nationally recognized EL Education Network School</p>	<p>21-22 Target: 60% of scholars will demonstrate proficiency in ELA and 65% of scholars will demonstrate proficiency in math as measured by DRC Beacon Assessment data by the end of the academic year.</p> <p>21-22 Target: 60% of scholars will meet their typical growth in Math and ELA as measured by iReady benchmark data by the end of the academic year.</p> <p>21-22 Target: 35% of scholars will meet their Stretch Growth Goal in Math and ELA as measured by iReady benchmark data by the end of the academic year.</p>

# CENTENNIAL ACADEMY

## INSTRUCTIONAL FRAMEWORK

### A Collaborative Process

- Deconstruct standards, identify learning targets, and develop learning progressions
- Develop success criteria and goals
- Design a variety of assessments and learning experiences
- Utilize multiple forms of data

#### PLAN



- Open lesson with an activator, learning target(s), and success criteria
- Utilize instructional strategies to promote relevant and engaging learning experiences
- Close lesson with checks for understanding

#### IMPLEMENT



#### REFLECT

- Reflect on successes and challenges
- Adjust planning, implementation, and monitoring
- Celebrate growth and accomplishments
- Identify next steps

#### MONITOR



- Deconstruct standards, identify learning targets, and develop learning progressions
- Develop success criteria and goals
- Design a variety of assessments and learning experiences
- Utilize multiple forms of data

**Implement what you plan. Monitor what you implement. Reflect on all.**

## Why the Instructional Framework?

Centennial Academy's Instructional Framework creates a common vision, provides consistent expectations, and promotes a collaborative learning environment. The framework's cycle for teaching and learning ensures equity through relevant and meaningful learning experiences for all. Our Instructional Framework embodies the mission and vision of the school and supports the development of each scholar and teacher.

## Curriculum Programs

- EL Education ELA
  - Wit & Wisdom
- Eureka
  - Year 6 of implementation
- STEMScopes & HMH Science
- Gallopade
- TynkerCode & Code.Org
- Georgia Standards of Excellence



# Academics

## *Instructional Priorities*



### Authentic STEAM instruction through PBL

**GOAL:** All educators will implement cross-curricular and vertically aligned school wide STEAM/PBL instructional models resulting in STEAM certification by summer 2022.

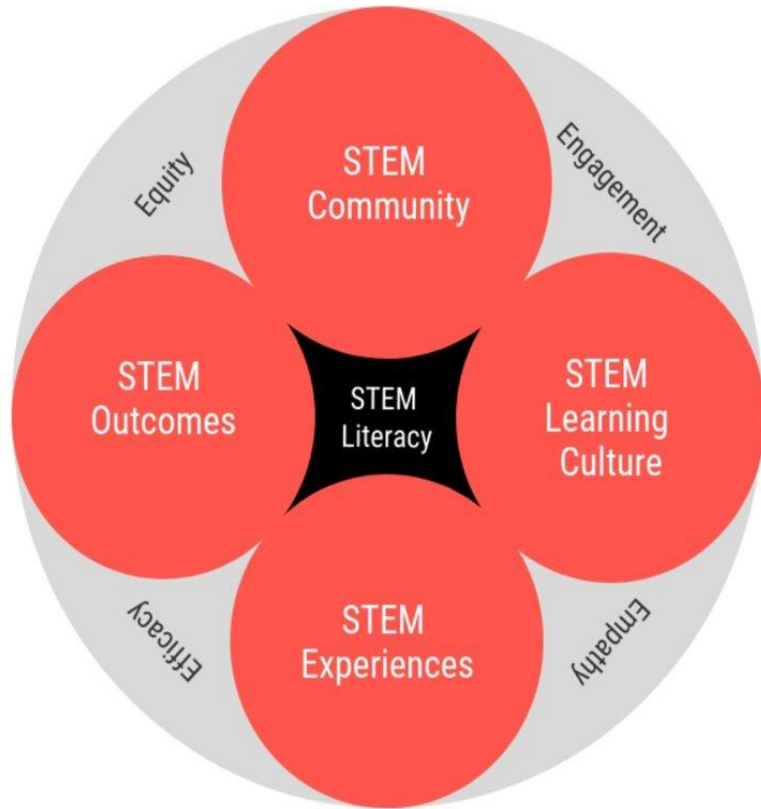
#### **Strategies:**

- Implementation of PLC framework
- Ongoing professional development on PBL Gold Standard Rubric
- STEAM implementation plan based on Cognia certification requirements
  - Create online school level STEAM portfolio
  - Leverage strategic partners to offer STEAM opportunities for scholars and staff
- Implementation of EL Core Practices and Expeditions through ELA Curriculum
- Inquiry-based science instruction using STEMSCOPES for K-5 and HMH for 6-8
- STEAM Portfolio for every scholar

# STEAM....Daily Integration Strategies

- Implementation of EL ELA Curriculum Expeditions (6-8)
- Professional Development and collaboration with STEAM Specialist
  - Quarter 1 - Mini PBLs
    - Gold Standard Rubric
  - Quarter 2 - 4
    - PBL Units
      - Build scope & sequence with PBL as foundation
  - Interdisciplinary Instruction
    - Connections Courses
      - STEAM Specialist - Coach
      - Modifications to Computer Science Course
      - Creation of STEAM Lab
        - STEAM Resources - hands on instruction
  - Collaborative projects
    - Modified schedule and planning calendar
      - Vertical and team meetings





We approach STE(A)M implementation from the paradigm of schools that truly reflect a STE(A)M culture as opposed to schools that are engaging in isolated STE(A)M activities.

The certification process is designed for schools that truly identify as “STE(A)M-focused schools”, meaning that STE(A)M is the driving force of activity and improvement.

Goal is to design a holistic model for STE(A)M, (“STE(A)M EcosySTE(A)M”) which is a learning ecosySTE(A)M that allows scholars to develop the skills, knowledge, and competency to succeed at progressive levels of learning and life. Through this environment, all scholars have the opportunity to develop STE(A)M literacy.

# Academics

## *Instructional Priorities*



### High-quality, research-driven literacy instruction in all content areas

**GOAL:** All educators will implement developmental, accelerated and preventive reading strategies resulting in at least 60% of scholars reaching their typical growth in reading as measured by iReady by May 2022.

#### **Strategies:**

- Implementation of PLC framework
- Guided reading K-8/Small group instruction
  - DRA Progress monitoring
- Implementation of EL Core Practices and K-2 Skills Block, K-5 instructional strategies, and 6-8 full curriculum
- Ongoing professional development on small group instruction including differentiation
- Classroom non-negotiables



# Focus on Literacy

- EL Education Literacy Curriculum
  - Modification of schedule
    - 110 - 120 mins
  - K-2 Skills block
  - 6-8 Full integration
  - Professional Development with Dr. Tarika Sullivan, EL Education
    - Pre-planning and August sessions scheduled
    - Coaching support for Academic Coaches
- Rollins Center for Language and Literacy
  - Foundational reading support; scaling K-8
  - SummerBridge lessons integrated with Wit & Wisdom
- Classroom Leveled Libraries



# Academics

## Instructional Priorities



### Personalized Learning for all scholars K-8

**GOAL:** All educators will provide differentiated instruction based on formative and summative data resulting in at least 35% of scholars reaching their stretch goal in reading and math as measured by iReady by May 2022 (This differentiation will include those needing remediation and those needing enrichment activities).

#### Strategies:

- Implementation of PLC framework
- Implementation of EL Core Practices
- Implementation of personalized programs such as Beyond the Bell, Saturday Academy, March Madness, Summer Innovation Academy, and W.I.N. Block
- Ongoing Professional development for teachers on differentiation and personalized learning strategies
- Classroom non-negotiables

# Personalized Learning

- Spring/Summer Innovation Academies
  - Pilot programs
  - Scaled for fall
- Growing Proficiency
- Programs
  - Beyond the Bell
    - iReady & celebrations
  - W.I.N. Block
    - Structured remediation and enrichment
    - Two teachers for small groups
  - Saturday Academy
  - Summer Innovation Academy



## Target Populations

- Centennial Place Apartments
  - Personalized Learning Specialist ownership
  - Re-establishing collaborative partnership
    - Valencia Mitchell
  - School Leadership visibility
    - Parent Workshops
  - Attendance Specialist
- Transitional Scholars
  - Social worker and Communities in Schools
  - Parent Education Series
  - Orientation process
- Special Education
  - Schedule accommodations
  - Collaboration between DSE & Academic Coaches
  - Additional teacher
- Accelerated Pathway
  - BEAST Academy
  - Georgia Aquarium collaboration
  - Modeling and co-teaching model
  - Competitions
    - Future Cities
      - Georgia Tech Mentors
    - National History Day

# Assessment Strategy

*Benchmark/Diagnostic assessments will be used to identify gaps. During learning, formative assessments will be used to inform instruction. After learning, summative assessments will be used to determine mastery.*

*This process will be supported through the implementation of Professional Learning Communities.*



## Benchmarks (Fall, Winter, Spring)

- DRC Beacon\*
- iReady

## Formative Assessments (Daily, Weekly)

- Quizzes
- Exit Ticket
- Checks for Understanding

## Summative Assessments

- Math- Mid/End of Module
- ELA - Mid/End of Unit
- Sci/SS - Unit Assessments
- Performance Tasks / PBL

# Culture

**Strategic Goal:** *Centennial Academy will achieve high satisfaction among stakeholders by ensuring a safe, supportive, and inclusive environment for every scholar, educator, and parent as indicated by 4 out of 5 stars on the CCRPI School Climate Star Rating*



**Vision:** “Every scholar should be running to school... and never want to leave....”

**How:** By building a solid SCHOLAR centered culture where:

- Scholars love coming to school to learn
- Feel safe and valuable
- Feel secure enough to take risks to grow
- Leave with a personal vision for the future

# Culture

Attendance Target: 90% of scholars will attend 90% of enrolled days by the end of the academic year



- Proactive strategies to help reduce absenteeism
- Addition of an Attendance Clerk, Ms. Meadows
- New attendance protocol will be implemented
- Partnership with Communities In School



# Culture

**Social and Emotional Commitment:** *We will focus on scholars' academic achievement and social-emotional growth; they will be at the center of all that we do and serve as the heart of our work.*



It should be noted, the Centennial Academy instructional team is aware of the research that warns some of the greatest needs of students as they emerge from the COVID-19 will be witnessed as social and emotional deficits.

- The introduction of new skills as well as the practicing of those skills will occur during our SEL block in the morning. We will utilize the *EL Education framework*, the Empowering Education curriculum and the Leader in Me framework to guide the lessons used during our SEL block.
- The daily school wide schedule allows for time during the SEL block for scholars to learn and discuss current events happening around the world.

# Culture

Social and Emotional  
Commitment Cont..

- Expectation Meeting within the first two weeks of school
- Plans to cover rules and procedures in depth
- All classes will begin and end with Crew
- One counselor per grade band
- Social Worker
- Pathways partnership



# Culture

## Creating Scholar Leaders

**Goal:** Every scholar will have the opportunity to participate in a leadership role

- Scholars will be able to demonstrate their leadership skills by joining a variety of clubs and extracurricular activities.
- Scholars will be able to hold classroom jobs to display responsibility.
- Monthly Leadership Days will highlight scholars who demonstrate the HERO traits.



# Culture

## Improving Scholar Behavior

Goal: Discipline referrals will  
decrease by 20%



- Norm Language
- Schoolwide discipline plan
- Addition of Class Monitors
- Restorative Justice Practices
- Incentivise Positive Behavior
- Calming Corners in each classroom
- Changing the narrative of In School Suspension to In School Solution
- Holding teachers accountable
- Enforcing uniform and all other policies

# Culture

## Building Staff Morale

- Monthly Adult Crew
- Creating a culture of accountability
- Monthly recognition for instructional and non instructional staff members
- Educators Advisory Committee (EAC)





# Human Resources

- Professional Development
- Diversity
- Performance Management
- Retention
- Staffing





# Professional Development

- Leadership Development Training
- 360 Feedback
- Staff Training - communication, professionalism, etc.
- Year-round HR training



# Diversity

Although we are not where we want to be, we have shown improvement in the *"more than one race"* category, from 9% to 13%.

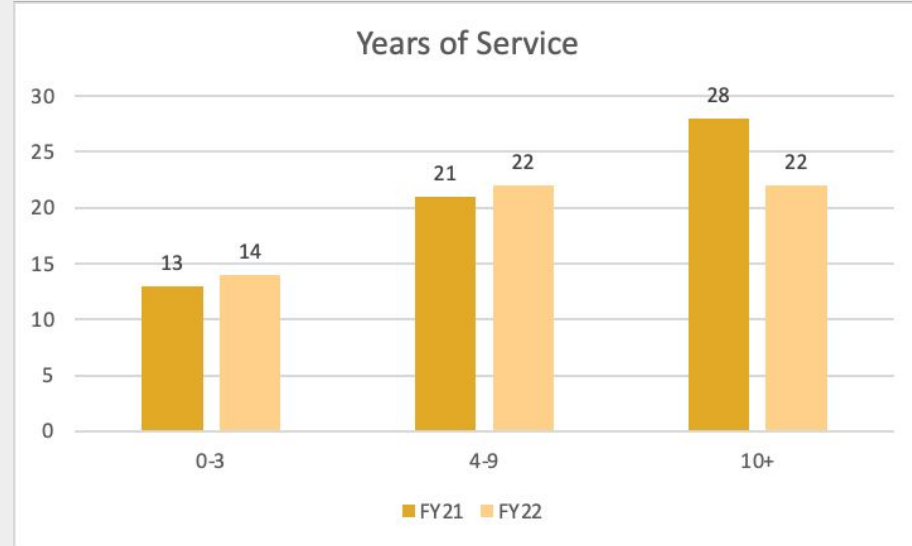


What are we doing about it?

1. Targeting more diverse colleges for recruitment
2. Participating in more diverse career fairs
3. Partnership with GA State
4. Engagement at the student teacher level

# Years of Experience

FY21 vs FY22



# FY21 Teacher Qualifications

FY21 CPI Overview						
Years of Service	T4	T5	T6	T7	Not Certified	Totals
0	1					1
1	2				1	3
2	3	2			1	6
3	2				1	3
4	1	3				4
5		1				1
6	1					1
7	4	3	1		1	9
8	3	1				4
9		2				2
10		2				2
11	1	3	2			6
12	1		1			2
13		2				2
14	1					1
15		4				4
16		1				1
18	1		1			2
19	1					1
20		1				1
21		1	1			2
23				1		1
25		1				1
28	1					1
31			1			1
Totals	23	27	7	1	4	62

\*\*By the end of FY21 we had 2 teachers not certified. 1 Teacher was given a contract because of her progress and 1 Teacher was not renewed.

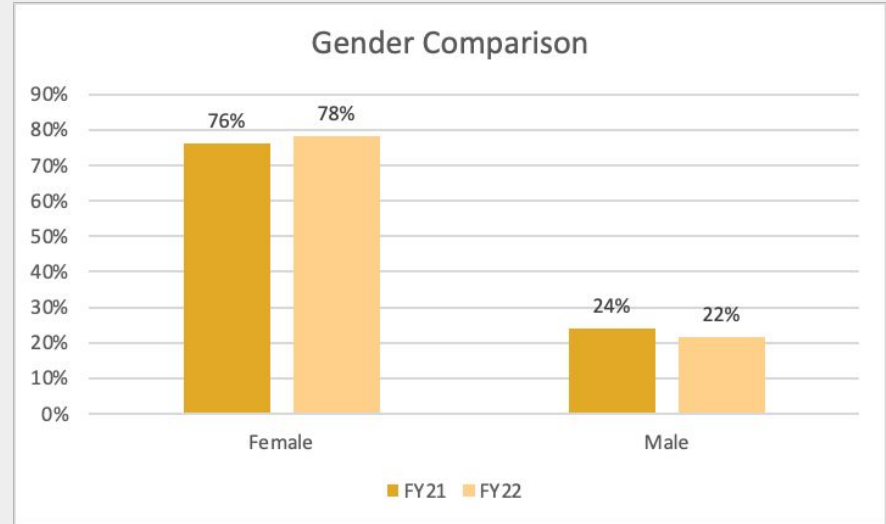
# FY22 Teacher Qualifications

Years of Service	T4	T5	T6	T7	Not Certified	Totals
0	1				2	3
1	1				1	2
2	2					2
3	3	4				7
4	5	1			1	7
5		3				3
6		1				1
7	1					1
8	3	3	1			7
9	2	1				3
10					1	1
11		2				2
12	1	1	1			3
13	1					1
15	1					1
16	1	3	1			5
17		1				1
19	1		1			2
20	1					1
21		1				1
22			1			1
26		1				1
29	1					1
32			1			1
<b>Totals</b>	<b>25</b>	<b>22</b>	<b>6</b>	<b>0</b>	<b>5</b>	<b>58</b>

\*\*2 Teachers just graduated, 1 Teacher is relocating to Georgia, 1 teacher's cert needs to be renewed, and 1 teacher needs to pass an exam

# Diversity

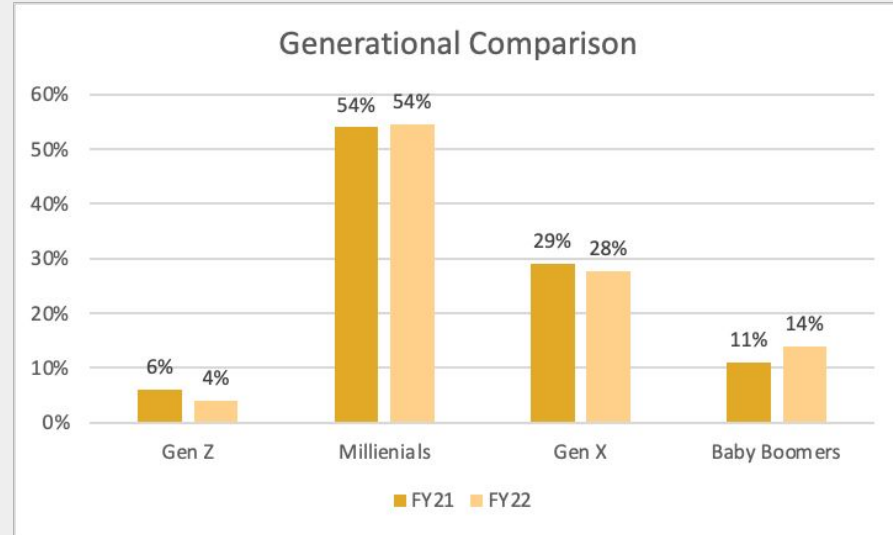
## Gender





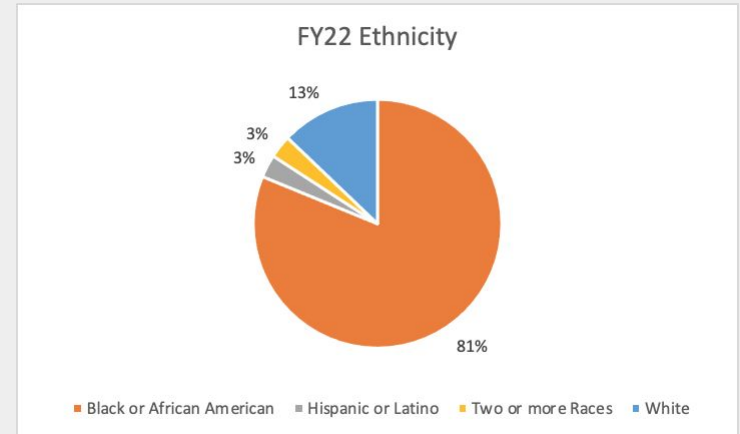
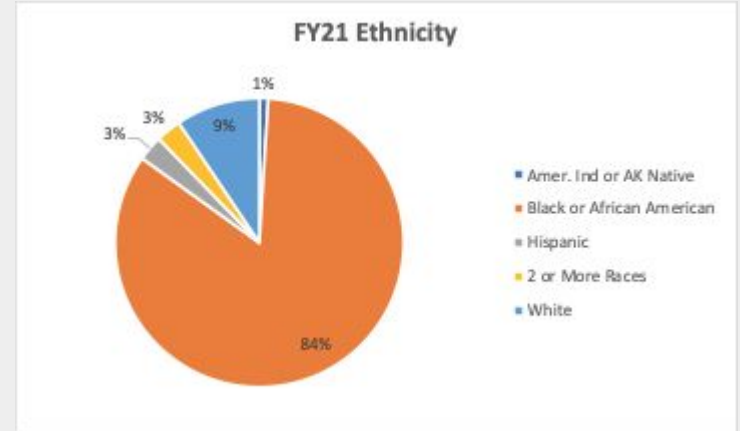
# Diversity

## Generations



# Diversity

## Ethnicity



# Performance Management

Movement toward an organization of Accountability

1. HR rolled out Performance Management for non-curriculum staff members
2. Trained Management Team
3. HR will take ownership of the TKES & LKES process to ensure accountability across the organization & compliance.



# Performance Management

## Calendar



Checkpoint	Date
<b>TKES/LKES Orientation and CP Goal Setting</b>	August 30, 2021
<b>Mid-Year Review</b>	January 19, 2022
<b>TKES Summative</b>	May 10, 2022
<b>LKES Summative</b>	May 19, 2022
<b>CP Year-End</b>	June 30, 2022

# Centennial Academy Staff Retention

18-19

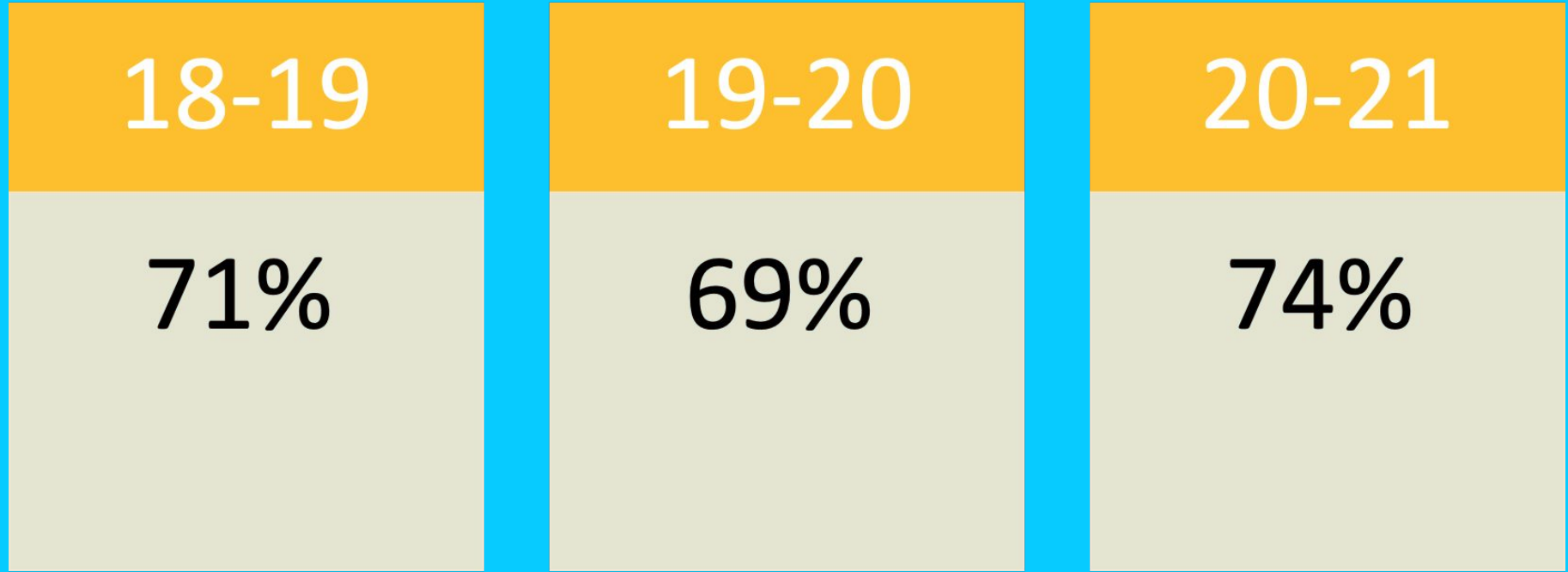
71%

19-20

69%

20-21

74%



# Attrition

## Exit Interviews

### Reasons for leaving :

- Promotions
- Transfer to India to teach
- Relocation to be closer to child
- COVID took a toll
- Change of Careers
- Too much, heavy lift
- We have had at least 4 people that left Centennial return
- Did not feel appreciated
- Termination





# Improvements to Retention

*Centennial Academy will achieve 90% retention among staff by fostering a positive and healthy working environment that retains, supports, rewards, and attracts talented educators*



- HERO Huddle
- Onboarding
- Teacher Support Coordinator
- Coaching
- Professional Development
- Contract Changes

# Current Vacancies

- 2nd Grade
- 4th Grade ELA/SS
- 4th Grade Math/Science
- 5th Grade Math
- Special Education (pending)
- Counselor

## Newly Created Positions with Vacancies:

- Classroom Monitor
- Personalized Learning Specialist
- Director of Data & Analytics



2021 - 2022 Staff Roster			
Kindergarten	First Grade	Second Grade	Third Grade
Yolanda Davis	Jennifer Rich	Branda-Nesha Hill, NEW HIRE	Anesha James
Chassidy Mitchell	Ashley Epps	Kiyanna Turner	Ashley Monroe
NEW HIRE	Rodna Dieujuste	NEW HIRE	Nikki Bodie, Accelerated
Crystal Jackson, NEW HIRE	Cynthia Rainer, NEW HIRE	Erika Smith, Accelerated	Tyanah Roach, NEW HIRE
Emily Spears	NEW HIRE	NEW HIRE	Megan Kelsey, NEW HIRE
Fourth Grade	5th Grade	6th Grade	7th Grade
LaDeandra Scott, ELA/SS, Accelerated	NEW HIRE, MATH	Ashley Langford, Math	Michael Bartlett, ELA
Kyle George, NEW HIRE, Math/Science	Melva Lutt, NEW HIRE, ELA	Allan Henderson, Social Studies	Courtney Morgan, Social Studies
Jolanda Gilbert, Math/Sci	Janee' Brown, NEW HIRE, Science	Robert Waller, ELA	Lajuana Hughes, Math
NEW HIRE, ELA/SS	Kayla Huggins and Quaterman, NEW HIRE, SS, (CREATE)	Christopher Sanders, Science - Accelerated HR	Adele Pollard, Science - Accelerated HR
	Najula Jackson, Accelerated Pathway	Department of Special Education (DSE)	8th Grade
	Connections	Erika Hall, DSE Lead Teacher	Brandon Hewitt, Math
Gifted Coordinator	Nick Viviano - Lower Academy Music	NEW HIRE, DSE	Tamara Gordon, Social Studies
Kyesha McCrary	Rachel Odendahl, NEW HIRE - Upper Academy Music	Rebecca Kutz, DSE (ELA)	Tahiti Mitchell, ELA - Accelerated HR
Media	John Jenkins, NEW HIRE, Lower Academy Performing Arts	Kim Smith, DSE (5-8)	Brooke Rose, Science
Jennifer Burke, Media Specialist	Gabrielle Johnson - Upper Academy Performing Arts	Sheila McClelland NEW HIRE, DSE	
Joni Chandler, Media Support	Paris Everheart Chapelle - Lower Academy Art	Associate TeachersDSE	Academic Coaches & Dean
Nurse	Jocelyn Rease, Upper Academy Art	Felecia Gail Wilkerson (DSE)	Ashley Gladden, MA (3-5)
Deborah Barley, RN, NEW HIRE	Paul Skowronski - Lower Academy PE/Health	Michael Willis, DSE	Kortney Lewis, UA (6-8)
ESOL	Jocelyn Storey - Upper Academy PE/Health	Sheila Appling (K)	Terion Woods, LA (K-2)
April Rhodes	Monica Taylor - Lower Academy Computer Science	Jakei Osborne, (K)	Summer Blackmon, STEAM Specialist
Counselors/SEL Coach	Brent Johnson - Upper Academy Computer Science	Tiffany Watson (K)	Jennitra Zachery, Teacher Support Coordinator
Jessica Whitfield, LA (K-2)	Jochebed Cervantes -NEW HIRE Lower Academy Spanish	Kelonna Stewart (K)	Angel Hendricks, Dean of Culture
Grace Pniwski, MA (3-5)	Nieves Corrales - Upper Academy Spanish	Tawanna Jefferson (K)	
NEW HIRE	GRADE BAND MONITORS		Human Resources
Social Worker	Irinda Gaston, K-2	NEW HIRE, 6-8	Renarta Freeman, Director of Human Resources
Shava Cureton-Clark	Shannon Morris, 3-5		Erica Ware, Senior Human Resources Manager
Support Professionals		Intervention	
Jazmine Moss, HERO Desk Receptionist	Howard Slaton, Custodian	Adina Wade, EIP, K-2, ELA	Takima Wimbley, EIP, K-2, Math
Gloria Hodges, Records Clerk	Gloria Bettis, Custodian	Jeffrey Monroe, EIP, 3-5, ELA	Catherine Ellis, EIP, 3-5, MATH
LaToshia Meadows, Family Liaison	NEW HIRE, Custodian	Hallie Lane, REP, 6-8, ELA	Marlo Luque, REP, 6-8, MATH
Jeremy McClary, Student Life Assistant	Willie Saliard, Custodian	Eric Wiggins, RTV SST Coordinator	
Tatiana Naylor, Student Life/Technology Assistant	Temekia Jefferies, Custodian	Senior Leadership	
		Tequila Davis Lamar, Head of School	
		Steven Pressas, CFO	
		Stephanie Hodges, Associate Head of School, K-5, Curriculum & Instruction	
		Julien Siah, Associate Head of School, Student Life & Leadership	
		Gregory LeePow, Technology Manager	
		Sharon Gardner-Pierre, Enrollment Manager	
		Andrea Humphries, Business Operations Manager	

# Staffing

What happened during and after COVID?

Schools are experiencing a teacher shortage



# Hiring Process

- Candidate Selected after HR Screen and Full Hiring Team Interview
- Screening includes HR verification of certification and ethics
- HR performs 7 year criminal & educational background check
- Candidate must also go through APS GBI background check/fingerprinting



# Termination Process



In most cases, we follow the progressive discipline process.

- Coaching
- Verbal
- Written (Performance Plan)
- Final
- Termination

In some cases, immediate suspension or termination may be required.

An internal investigation is conducted when appropriate.

# Finance



- FY22 Budget approved and distributed to Board members - copy below
- Potential budget enhancements  
Enrollment projected to be higher than budgeted amount- potential additional revenue of \$750,000
- Potential budget drawdowns - Weekly Covid testing at \$15 per scholar due to new variant concerns/ additional substitution costs (currently \$400,000 amount included in FY22 budget)
- Net cash on hand at June 30, 2021  
~\$4,000,000
- FY21 audit in process
- DOE46 FY22 budget, FY21 actuals and actuals vs budget in process

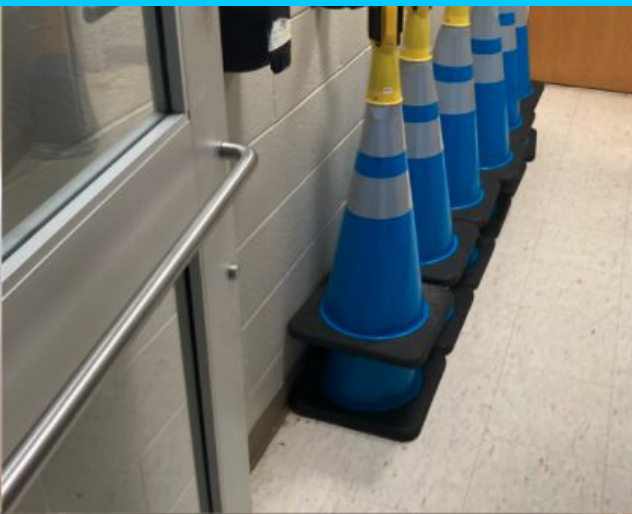
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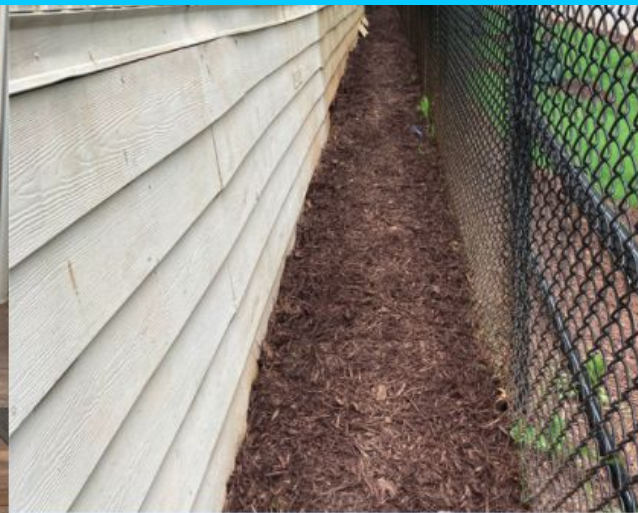


# Operations

- Facility Updates
  - HVAC Project - Chiller replacement started the week on July 12th
  - Improvement projects - painting/siding replacement/landscaping/front entrance/playground mulch, pine straw, new traffic cones, pressure washing, sinkhole filled with boulders with new sod on the top, new drainage, broken glass panels replaced











# Phase III ~ Full Re-Opening August 5, 2021

## COVID-19 Mitigation Strategies:

- Mask mandate for all scholars and staff (*regardless of vaccination status*)
- Daily COVID-19 symptoms prescreening
- Weekly COVID-19 surveillance testing and contact tracing\*
- Frequent hand washing/sanitizing
- Increased building cleaning and disinfection schedule
- Enhanced ventilation systems/air filters in every classroom

**Note:** CA will provide 100% in-person learning. Remote instruction will only be offered via Atlanta Virtual Academy.





# Learn to Grow Trees

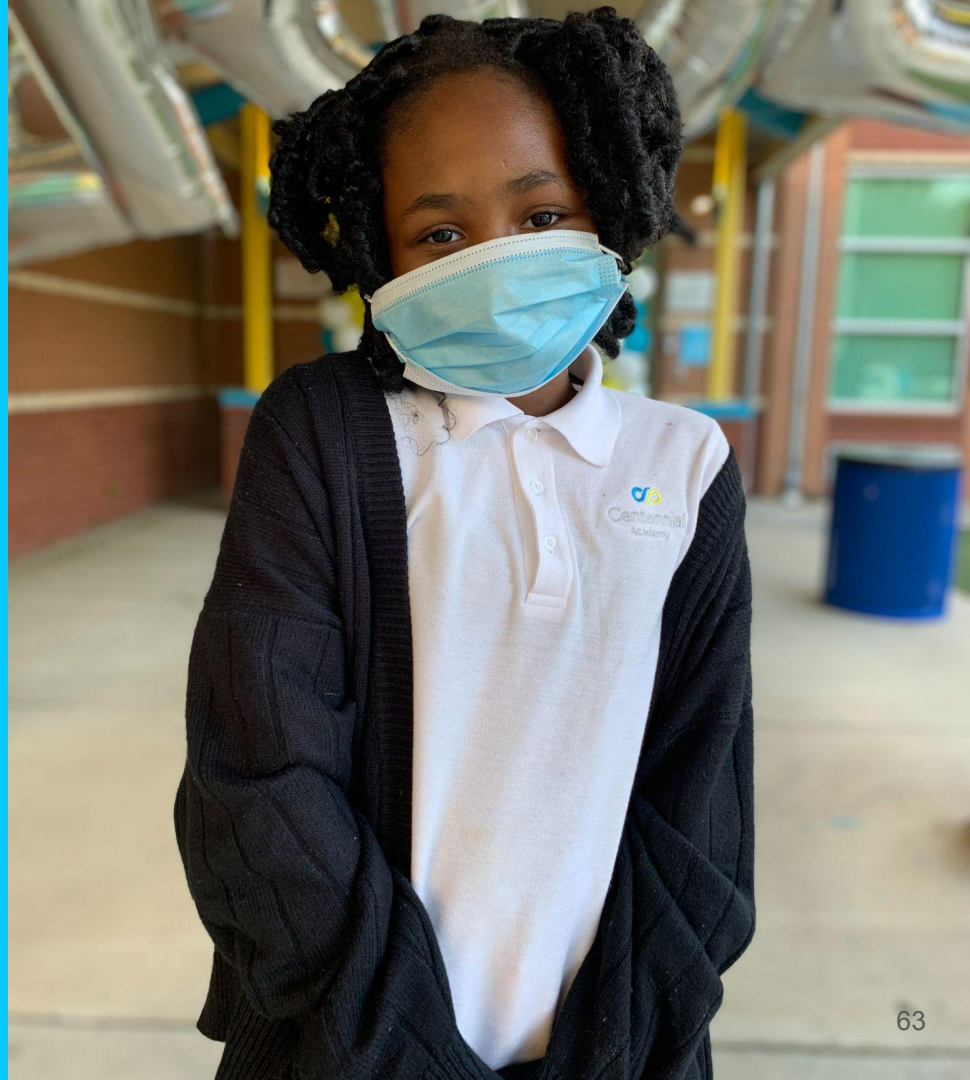
“School reform, by its very nature, requires a sustained effort. It takes more time to improve schools than is generally discussed or acknowledged in the press and in political debate, and it takes longer than our political structures support. Ideas are important, but they come in a moment. Doing is what counts, and doing takes years. ‘If you want to change schools,’ one superintendent-reformer told me in 1964, ‘learn to grow trees.’

Leaders have to provide a focus: Choose a direction and stick to it. They have to be reliable and persistent. For school reform to succeed, we, and especially the leaders, have to keep tending the trees. With respect to the work of improving schools and student achievement, leaders do not accomplish much if they are not there for the long haul. Trust and time are the fundamental requirements for growing good schools. Trust is built through constancy. Constancy is demonstrated over time.”

-Greg Farrell, Founding President, EL Education



# Q & A





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