

## Comprehensive Progress Report

**Mission:** Our central purpose is to create a mission focused learning environment that fosters the highest commitment to build cohesive teams rooted in analytical and critical thinking. Our teams will meet and exceed professional standards of teaching and learning practices, valuing the creation of new knowledge and faithful replication of best instructional practices. Thus, providing a learner-centered educational environment the absorption of knowledge and perfection of skills providing our staff with build their capacity as instructional leaders in the classroom and students with the tools required to graduate with a meaningful diploma. With a meaningful diploma our students will be equipped to succeed in either a post-secondary educational environment, a military environment, or within the workplace.

Harding University High School where each person affiliated with our school is a valued, needed member of the RAM community. Every RAM is responsible for promoting positive learning opportunities in a caring, equitable manner. This environment will enable all to develop academic, emotional, and social potential thus be empowered to assume responsible citizenship in our local, national, and global communities. To this end, we value achievement, respect and concern for others, affiliation and pride, diversity, equity and opportunity, communication, safety and order, collaboration, responsibility and

**Vision:** accountability, and trust as cornerstones of our learning community.

Harding University prepares all students to be successful in their future endeavors of choice, regardless of background, circumstance, or prior experience.

### Goals:

Instructional teams will develop and implement standards-aligned units of instruction for each content area. PLC members will unpack standards to determine the concepts, principles, and skills that each unit will cover. Objectives and activities will build from one to another, and the criteria for mastery will be determined based on the standards. Using the unpacking standards document, PLC members will develop standards-aligned learning objectives, essential questions, high leverage instructional strategies, grade-level tasks, clarifying questioning, and standard-aligned formation/summative assessments. PLC members will continuously reflect during PLC meetings to ensure that all student tasks and assessments align with the lesson objectives; which align with the standards. The leadership team will regularly use data on student needs and implementation fidelity of evidence-based practices to continuously improve professional development and coaching efforts. (A2.04). These practices will result in an: \*Increase in English II EOC college and career ready proficiency from 22.8% (2018-2019) to 25.9% (2019-2020) \*Increase 9-12 Math EOC college and career ready proficiency from 15.9% (2018- 2019) to 27.4% (2010-2020) \*Increase the EL Progression from 9.7 (2018-2019) to 14.3% (2019-2020) \*Increase EVAAS growth index from -5.97 Did Not Meet Growth to at meet growth.

Retain 100% (excluding educators remaining in CMS or Education) of effective staff as measured by various measurement tools used throughout the course of the year. (C3.04)

Harding University High School will have a safe and orderly environment where staff and students follow agreed upon procedures and rules as measured by safe school audit scores of at least a 95% and a 10% reduction in student incidents compared to 2018 – 2019. (A1.07))

Duty-Free Lunch The NC SBE's statutory provision 115C-105.27 (b) (6) requires all schools to include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the SIP. (B2.01)

Duty-Free Instructional Planning Time for Teachers The NC SBE's statutory provision 115C-105.27 (b) (7) requires a plan to provide duty-free instructional planning time for every with the goal of providing an average of at least 5 hours of planning time a week. [Note that the statute referenced provides that all classroom teachers are to be provided duty-free instructional planning time during regular student contact hours, to the extent that the safety and proper supervision of student may allow. (B2.01)

Bullying Prevention Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)

Increase the graduation rate from 55.6% to 78.5%



! = 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	
<i>Initial Assessment:</i>		We are using restorative practice as a behavior support model. The teachers have been trained and there is a support team who monitors the student's incidents.	Limited Development 05/10/2018			
<i>How it will look when fully met:</i>		The goal is to decrease student incidents and tardies to class by 10% from the 2018 -2019 portal data. Restorative practice strategies will allow the students to be redirected and remain in class.  Student rewards and incentives will be implemented on a weekly basis (Star Student Freshman Academy) to recognize student improvement in the areas of attendance, hard work, and perseverance. Communities in Schools will continue to provide incentives to reward students for increased attendance.		Robert Wingate	06/01/2020	
<b>Actions</b>			<b>2 of 6 (33%)</b>			
	10/26/18	Train teachers on PBIS	Complete 08/17/2018	Falisa Hankins	09/25/2019	
<i>Notes:</i>						
	10/26/18	Survey teachers and students throught NIJ grant on the use of PBIS and restorative practices to establish a baseline for additional professional development	Complete 10/29/2018	Falisa Hankins	05/01/2020	
<i>Notes:</i>						

5/10/18	Decrease the students tardy to class by 10%.		Robert Wingate	06/01/2020
<i>Notes:</i> Quarterly Review				
5/10/18	Decrease the number of suspensions by 10% by the end of the school year.		Robert Wingate	06/01/2020
<i>Notes:</i> bi-monthly review				
10/26/18	Monitor and provide feedback to teacher implementation of PBIS.		Falisa Hankins	06/01/2020
<i>Notes:</i>				
9/23/19	Implement interventions through utilizing proactive and reactive strategies such as visit classrooms, weekly monitoring, speak with teacher during planning periods, review educators handbook weekly, and set goals for students as an alternative to suspension.		Robert Wingate	06/01/2020
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
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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>		Teachers in the 3 EOC areas (English 2, Math 9-12, Biology) have a working level of understanding of curriculum development, pacing, and alignment to assessment and process needed to analyze data to create baseline teacher and student action plans. They are working towards adhering to policies and procedures that govern our Professional Learning Communities. They are developing an understanding in deep data analysis of student work, intentional planning based on real-time student data, and working to create common assessments and student tasks that are aligned to the standards. We have created PLC training for leads and facilitators to attend. An instructional professional learning community that meets regularly, share expertise and values, work collaboratively to improve teaching skills and plans instruction for the appropriate levels of intellectual, physical, social and emotional development of students. The instructional group will continually question, re-evaluate, refine and improve teaching strategies and knowledge based on current and informal data and/or assessments. This work must be done with fidelity in other content areas to maximize the learning potential of all teachers and increase our level of impact for all students.	Limited Development 10/05/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look</b>				<b>Andrea Foggie</b>	<b>06/01/2020</b>

**when fully met:**

Instructional teams will develop and implement standards-aligned units of instruction for each content area. PLC members will unpack standards to determine the concepts, principles, and skills that each unit will cover. Objectives and activities will build from one to another, and the criteria for mastery will be determined based on the standards. Using the unpacking standards document, PLC members will develop standards-aligned learning objectives, essential questions, high leverage instructional strategies, grade-level tasks, clarifying questioning, and standard-aligned formative/summative assessments. PLC members will continuously reflect during PLC meetings to ensure that all student tasks and assessments align with the lesson objectives; which align with the standards. The leadership team will regularly use data on student needs and implementation fidelity of evidence-based practices to continuously improve professional development and coaching efforts. Supporting evidence will include:

- Professional development plan/calendar that includes training content on multi-tiered instruction and intervention content
- PLC/Grade level/Department team agendas that include professional learning on multi-tiered instruction and intervention
- Other evidence of coaching or PD specific to job roles/responsibilities on multi-tiered instruction and intervention
- Implementation fidelity data
- Staff handbook, lesson plans for teacher professional development

Core academic practices will be defined by all grade level/spans and content areas AND include at least one of the following:

1. Instruction specified design of culturally responsive instruction, practices for ensuring student engagement, opportunities for scaffolding, description of practice opportunities, etc.
2. Curriculum materials/resources utilized, standards/goals addressed, defined scope/sequence of skills, etc.
3. Environment grouping options, time (duration and frequency), behavioral expectations of students, etc.
4. Academic instruction defined in consideration of behavior and social-emotional instruction.

The information we will use to determine that the objective has reached full implementation:

- Instructional Agendas
- Core academic matrix
- Instructional framework
- Classroom walk-through documents
- Instructional unit plans
- School Improvement Plans/MTSS implementation plans

Increase English II EOC college and career ready proficiency from 22.8% (2018-2019) to 25.9% (2019-2020)

Increase 9-12 Math EOC college and career ready proficiency from 15.9% (2018- 2019) to 27.4% (2019-2020)

Increase the EL Access Composite from 9.7 (2018-2019) to 14.3% (2019-2020)

Increase EVAAS growth index from -5.97 Did Not Meet Growth to at meet growth.

In the 3 EOC areas (English 2, Math 9-12, Biology) teachers will begin the development of each unit using the Assessment to drive instruction. They will build assessments in Master Connect, create daily lesson plans with an essential question that is measurable and they have identified three ways to assess student understanding and application in each lesson.

<b>Actions</b>		<b>1 of 19 (5%)</b>		
5/18/18	Establish PLC expectations for Harding University High School <ul style="list-style-type: none"> <li>• Establish a structure for recording PLC norms, agendas, and minutes.</li> <li>• Establish the administrative schedule to ensure an administrator is present in every PLC meeting to ensure that the appropriate supports and resources are deployed to assist as needs arise.</li> </ul>	Complete 09/25/2019	Annissa Johnson-Anthony	08/21/2019
<i>Notes:</i>				
10/26/18	Teachers will conduct a student roster analysis to identify the various subgroups and risk factors in their classroom. Our current data shows that we are not meeting the needs males in the following subgroups <ol style="list-style-type: none"> <li>Identify students in the following subgroups</li> <li>Identify attendance concerns and design plan of action (google form)</li> </ol>		Annissa Johnson-Anthony	10/15/2019
<i>Notes:</i>				

10/26/18	Develop protocols for teachers to disaggregate subgroup data to identify and to implement instructional best practices in their classroom. Our current data shows that we are not meeting the needs of males in the following subgroups. Identify students in the following subgroups a. Blacks b. Hispanic c. SWD d. LEP		Annissa Johnson-Anthony	10/15/2019
<i>Notes:</i> Fall and Spring				
10/26/18	Identified students will be invited to attend afterschool tutoring based on weekly exit tickets and based on standards that they haven't mastered from common exit tickets, common assessments, and common activities.		Falisa Hankins	11/01/2019
<i>Notes:</i>				
9/22/19	Initial professional development on multi-tiered instruction and intervention will be provided that includes the following elements: 1) rationale for and modeling of instruction and intervention design and delivery, 2) alignment/integration between the practices and MTSS, 3) guidance around data informed instruction design and delivery, as well as intervention design and delivery, that ensures optimal learning opportunities for all sub-groups of students, and 4) orientation on the essential behavioral practices of teaching school-wide expectations, acknowledging appropriate behavior, correcting errors.		Annissa Johnson-Anthony	11/15/2019
<i>Notes:</i> Instruction and intervention design and delivery includes factors such as standards, instructional routines, universal behavior supports, lesson planning for active student engagement				
5/18/18	Provide PLC protocols for governing PLCs with a focus in areas other than the Big 3 (Biology, English I and II and Math 9-12). Utilize the coaching model to ensure that all teachers have access to a coach who can assist them with areas of development in content knowledge in alignment with the differentiated teacher need.		Annissa Johnson-Anthony	02/15/2020
<i>Notes:</i> Protocols will be modeled and revisited during each weekly PLC				

10/26/18	The PLC regularly meets to plan standard-aligned activities that meet the level of rigor of the standard. The PLC reflects on student data daily to plan differentiated activities for all sub groups. Use planning protocols to ensure rigorous lessons are planned aligned to content standards; use high yield strategies, tasks, and assessments that are aligned to grade-level learning expectations.		Annissa Johnson-Anthony	06/01/2020
<i>Notes:</i>				
10/26/18	During PLC planning, the team will access Ellevations to provide strategies for LEP students within their classroom to create flexible groups by language proficiency and differentiate their activities for the unit. (EL Subgroup)		Annissa Johnson-Anthony	06/01/2020
<i>Notes:</i>				
10/26/18	Model, teach, practice, and assess culturally responsive instructional strategies that align with the level of rigor of the standards, and support high yield instruction for all students providing feedback during PLC meeting.		Andrea Foggie	06/01/2020
<i>Notes:</i> PLCs will utilize the Modeling document to model instructional strategies and provide feedback.				
10/26/18	Assigned administrator or facilitator will conduct walk-through and provide authentic, timely coaching/feedback on instructional delivery through 1:1 meetings with the teacher using Get Better Faster management and rigor trajectories.		Andrea Foggie	06/01/2020
<i>Notes:</i>				
10/26/18	PLC will continue to create exemplar models of solutions to standard-aligned assessment questions to measure the expected level of instructional rigor and student misconceptions.		Andrea Foggie	06/01/2020
<i>Notes:</i>				
10/26/18	Utilize the weekly PLCs to unpack standards and evaluate the common assessment questions and common activities to ensure they are parallel to the EOC questions and hold data meetings to plan remediation within one week. The PLC teachers use the data chat worksheet to analyze data prior to PLC meetings, as well as create flexible groupings, remediation activities, enrichment activities, and other student instructional interventions. For SBD classes, the Reach Associate will provide individual or small group support based on individual student data.		Annissa Johnson-Anthony	06/01/2020
<i>Notes:</i>				

5/18/18	Establish an effective administrator/facilitator/dean support structure to ensure consistency of feedback in planning, walk-throughs, coaching sessions and observations/evaluations and to support continued growth for Biology, English II and 9-12 Math PLCs to expand to all content areas by the end of the day.		Eric Ward	06/01/2020
<i>Notes:</i>				
10/18/18	Content area administrator and/or facilitator will monitor and give feedback on unpacking standard document, Instructional agenda, standard-aligned objectives, essential questions, clarifying questions, instructional strategies, student tasks, and formal/informal common assessments. Feedback will focus on standard-alignment, levels of engagement, level of rigor, AVID methodologies, and the 4 components of the Instructional Excellence Look For's.		Eric Ward	06/01/2020
<i>Notes:</i> Monitored weekly by Principal, Assistant Principals, Deans, and Facilitators				
9/22/19	Ongoing professional development and coaching on multi-tiered instruction and intervention is provided that includes the following elements: 1) differentiation of professional development and coaching based on staff roles/responsibilities, 2) on-going coaching, and 3) modeling of, practice of, and collaborative feedback on, evidence-based practices.		Andrea Foggie	06/01/2020
<i>Notes:</i> Provide ongoing professional development and coaching activities that develop the capacity of staff to implement MTSS. Efforts will be aligned with results of school needs assessments and modified based on the results of professional learning.				
9/27/19	Through professional development, teachers will learn to incorporate the 4 components of Instructional Excellence; which includes 1: Consistent opportunities to work on Grade-Appropriate Assignments; 2. Strong Instruction where students do most of the thinking in the lesson; 3. Deep engagement in learning; and 4. Hold high expectations for students and believe they can meet grade level standards. Teachers will learn to incorporate AVID, QTEL PEAK, Close Reading, Lead Forward, Literacy Strategies and IB Learner Profile in their instructional planning, and implement in classroom instruction.		Andrea Foggie	06/01/2020
<i>Notes:</i> Walk-through and survey data will determine the effectiveness of professional development				



10/21/19	During PLC planning, teachers will begin with standards to ensure alignment of assessments by unpacking the standards to determine what students need to Know, Understand, and Do. Teachers will utilize the “Understanding by Design” (UbD) planning process and structure to guide curriculum, assessment, and instruction. Teachers will implement the 3 steps during PLC planning; 1. Decide on their desired results (content standard, objective/goals, essential questions) 2. Assessment evidence (performance tasks, informal/formal assessments) and 3. Learning Plan (Instructional Agenda including high leverage instructional strategies.		Andrea Foggie	06/01/2020
<i>Notes:</i>				
10/21/19	Teachers will ensure mastery by implementing a mastery learning system that allows students multiple opportunities to master the standards. A daily exit ticket will be implemented to assess student attainment of the lesson objective, and student misconceptions will be re-taught in small groups, whole groups, or individually. Students will practice not yet mastered objectives through warm-ups, homework, and learning stations.		Andrea Foggie	06/01/2020
<i>Notes:</i>				
10/21/19	Pre-test will be given prior to teaching the unit to provide differentiation. Daily exit tickets and standards-based tasks will be utilized to gauge student mastery. PLCs will conduct Data analysis on common unit assessments and quizzes to create an action plan for standards that are not mastered. Parallel assessments and qualifiers will be implemented for students that have not yet mastered the standards.		Andrea Foggie	06/01/2020
<i>Notes:</i>				
<b>Implementation:</b>		05/18/2018		
<b>Evidence</b>	6/29/2017 See link within each objective comment for artifacts			
<b>Experience</b>	6/29/2017 The PLCs met weekly to plan and create common assessment. The teams used the data from the assessments to drive instruction and reloop material.			
<b>Sustainability</b>	6/29/2017 Common planning and building team's capacity to design activities/assessments that align to the curriculum.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>Student support services</b>

	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
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<b>Initial Assessment:</b>	<p>The majority of teachers currently work in PLCs and operate with access to the support of facilitators and district curriculum specialists. All staff has access to SchoolNet, and MasteryConnect as a platform to build and administer common assessments. With these supports data-driven instruction has increased in PLC's who utilize resources consistently. The gaps in the implementation of differentiation and scaffolding in all classrooms have decreased due to the reintroduction to the Instructional Planning Approach protocols. The new protocol facilitates the unpacking of standards and the identifying of specific skills that address academic deficiencies across all subject areas. The implementation of these practices will increase student proficiency and academic growth as measured by EVAAS. The Instructional Planning Approach protocol will continue with an inclusive practice of MTSS.</p>	<p>Limited Development 10/05/2016</p>		
<b>How it will look when fully met:</b>	<p>When this objective is being fully met, the Leadership Team will meet regularly to review the implementation of effective practices and communicate progress towards goal to all stakeholders. The data collected from PLCs, observations, interim assessments, parental participation, and surveys will be analyzed and an action plan will be created and monitored. All stakeholders including SLT, PTSA, and ILT will actively participate in all school-wide initiatives. The information from Leadership Team meeting agendas and minutes, as well as improved data collected from observations, interim assessments, and surveys will be used to determine that the objective has reached full implementation.</p> <ul style="list-style-type: none"> <li>• Increase English II EOC college and career ready proficiency from 22.8% (2018-2019) to 25.9% (2019-2020)</li> <li>• Increase 9-12 Math EOC college and career ready proficiency from 15.9% (2018- 2019) to 27.4% (2010-2020)</li> <li>• Increase the EL Access Composite from 9.7 (2018-2019) to 14.3% (2019-2020)</li> <li>• Increase EVAAS growth index from -5.97 Did Not Meet Growth to at meet growth.</li> </ul>		<p><b>Annissa Johnson- Anthony</b></p>	<p><b>06/01/2020</b></p>
<b>Actions</b>		<b>0 of 15 (0%)</b>		
10/25/18	Provide protocols and train teachers in the use of IPA with a focus on DDI through Action Planning		Annissa Johnson- Anthony	09/30/2019
<i>Notes:</i>				

10/2/17	(Fall and Spring) Teachers will conduct a student roster analysis to identify the various subgroups and risk factors in their classroom. Our current data shows that we are not meeting the needs males in the following subgroups a. Identify students in the following subgroups  b. Identify attendance concerns and design plan of action (google form)		Annissa Johnson-Anthony	10/15/2019
<i>Notes:</i>				
10/25/18	Develop protocols for teachers to disaggregate subgroup data to identify and to implement instructional best practices in their classroom. Our current data shows that we are not meeting the needs of males in the following subgroups. Identify students in the following subgroups a. Blacks b. Hispanic c. SWD d. LEP		Annissa Johnson-Anthony	10/30/2019
<i>Notes:</i>				
10/2/17	In English II, Math 1 and 3 and Biology, identified students will be invited to attend afterschool tutoring based on formal and informal assessments (ex. weekly exit tickets) and based on standards that they haven't mastered from common exit tickets, common assessments, and common activities.		Falisa Hankins	11/01/2019
<i>Notes:</i>				
10/26/18	Train staff on MTSS processes and protocols-Fall and Spring		Annissa Johnson-Anthony	11/15/2019
<i>Notes:</i>				
10/25/18	Provide authentic, timely coaching/feedback on teacher instructional delivery through 1:1 meetings with the teacher and formal/informal observer using the Get Better Faster trajectory.		Annissa Johnson-Anthony	06/01/2020
<i>Notes:</i>				
9/20/19	Create a Walkthrough schedule to monitor implementation of lessons planned during PLC's. Discuss trends and data during instructional leadership team meetings.		Falisa Hankins	06/01/2020
<i>Notes:</i>				
10/2/17	PLC will continue to create exemplary models on standard-based assessment questions to measure the expected level of instructional rigor.		Annissa Johnson-Anthony	06/01/2020

<i>Notes:</i>				
10/5/18	Utilize the weekly PLCs to unpack standards and evaluate the common assessment questions and common activities to ensure they are parallel to the final exam questions and hold data meetings to plan remediation within one week. The PLC teachers use the data chat worksheet to analyze data prior to PLC meetings, as well as create flexible groupings, remediation activities, enrichment activities, and other student instructional interventions. EIT Instructional Associate will provide individual or small group support based on individual student data.		Annissa Johnson- Anthony	06/01/2020
<i>Notes:</i>				
10/5/18	Explore and evaluate the planning process PLC will utilize the Backward Design approach to plan standard aligned lessons.		Annissa Johnson- Anthony	06/01/2020
<i>Notes:</i>				
10/5/18	Provide protocol, train teachers on the use of GBF DDI protocol listed Step 1  <ul style="list-style-type: none"> <li>* SEE the Exemplar: * Team interprets the standard: * “What does a student have to know/do to show mastery of this standard?” In your own words</li> <li>* Chart it -- Have visual anchor to references throughout the meeting?”</li> <li>* “An exemplar needs to include...” * “How does this align to the standard?”</li> <li>* SEE the Gap: * Team reviews the med/low student work: * Analyze the gap between mastered and almost mastered: * * Analyze process and content: “What do we see students doing that led to this error?”</li> <li>* NAME the error: * Team names the error and the conceptual misunderstanding (error = procedural, misunderstanding = conceptual):</li> <li>* DO it -- Plan the Re-teach: * Look at/refer to the next time you will encounter a similar task/standard/objective as the one you have analyzed today: * “What would you want to see the students do next time?”</li> <li>* Plan the structure of the re-teach: * Direct Instruction (think aloud, model, mini lesson, etc.) OR Guided Discourse (inquiry, show-call, chart the error, etc.)</li> <li>* Link to the conceptual: “What is the ‘why’ we want students to articulate?” * Get specific (stamp it) -- Who? Will do what? When?</li> </ul>		Annissa Johnson- Anthony	06/01/2020
<i>Notes:</i>				

10/2/17	The PLC regularly meets to plan standard aligned activities that meet the rigor of the standard. The PLC reflects on student data daily to plan differentiated activities for all sub groups. Use planning protocols to ensure rigorous lessons are planned aligned to content standards; use high yield strategies, tasks, and assessments that are aligned to learning expectations.		Annissa Johnson-Anthony	06/01/2020
<i>Notes:</i>				
10/2/17	Evaluate the common assessment questions and common activities to ensure they are parallel to the Final Exam questions and hold data meetings to plan remediation within one week.		Annissa Johnson-Anthony	06/01/2020
<i>Notes:</i>				
10/2/17	During PLC planning, the team will access Ellevations to provide strategies for LEP students within their classroom to create flexible groups by language proficiency and differentiate their activities for the unit.		Annissa Johnson-Anthony	06/01/2020
<i>Notes:</i>				
9/26/19	9th and 10th-grade core teachers have the same planning to create time to meet and discuss the progress of students. They will receive professional development on multi-tiered instruction and intervention that support the following elements: 1) modeling of instruction and intervention design and delivery, 2) alignment/integration between the practices and MTSS, 3) guidance around data-informed instruction design and delivery, as well as intervention design and delivery, that ensures optimal learning opportunities for all sub-groups of students, and 4) orientation on the essential behavioral practices of teaching school-wide expectations, acknowledging appropriate behavior, correcting errors.		Annissa Johnson-Anthony	06/02/2020
<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
<i>Initial Assessment:</i>	Currently teachers refer all student emotional needs to the counselors in the students services department. The counselor then refer the student to the school intervention team where they discuss possible solutions, make referrals and/or develop plans of support with limited teacher follow through. After students are assigned to the student intervention team, plans of support should be created to decrease negative student behavior, increase student attendance, reduce suspensions, and reduce overall discipline referrals. Administrators, and Behavior Management Technicians are made aware of the plan to assist the student with completing a successful plan.	Limited Development 10/06/2016			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>	The behavior support team has developed rules and guidelines for student discipline that will promote positive relationships and behavior reinforcement. We have several mentoring programs that works with our students. The behavior support team will gather all suspension, referral, attendance, and overall behavior data, and compare it to the previous year to report overall improvement. We will use data from PowerSchool, and Educators Handbook to determine the percentage of successful implementation. The celebrations and parent involvement team will create opportunities to highlight the student's academic success.		Annissa Johnson- Anthony	06/01/2020	
<b>Actions</b>		<b>0 of 6 (0%)</b>			
10/6/16	Student tardies will be monitored by teachers and support staff to intervene early when students are absent. The Attendance team will develop a weekly process to address students with chronic absenteeism. Referral to Student Services PLC will Develop attendance contracts and reward-based on incremental success		Annissa Johnson- Anthony	06/01/2020	

<i>Notes:</i>				
10/2/17	<p>Monitor established rules and procedures that promote a positive school culture climate (discipline, transition, during class movement, bell to bell teaching, Conflict Resolution and Attendance)</p> <p>Stage 2  School Site Planning of Whole-School Implementation and Timeline</p> <ul style="list-style-type: none"> <li>• Develop Professional Development Workshops</li> <li>• Identify a plan for training staff and student families in restorative Practice</li> <li>• Review RP Circle Series (to establish the foundation for a restorative school climate) and schedule.</li> <li>• Develop systems of support (PLC's) for continued RP Professional Development, authentic dialogue, problem-solving, and support</li> <li>• Review school community preferred outcomes and develop/design tools for on-going progress checks.</li> </ul>		Andrea Foggie	06/01/2020
<i>Notes:</i>				
10/5/18	<p>Monitor established rules and procedures that promote a positive school culture climate (discipline, transition, during class movement, bell to bell teaching. Quarterly data meetings to review discipline data to address positive student behavior and areas of improvement.</p>		Robert Wingate	06/01/2020
<i>Notes:</i>				
10/5/18	<p>Provide incentives and positive reinforcement for staff and students adhering to the school norms. Academic success will be acknowledged systematically to support an academic culture.</p> <ul style="list-style-type: none"> <li>▪ Honor Roll Celebration</li> <li>▪ Rammy Awards</li> </ul>		Annissa Johnson- Anthony	06/01/2020
<i>Notes:</i>				
9/26/19	<p>Counselors will provide grade level Social-Emotional lessons to students monthly. They will deliver lessons individually, in small groups and whole groups. They will identify students on their caseload that need individual support and meet with them a maximum of 8 times in a school year. Topics will include but are not limited to Self-Management, Creating and Maintaining Resiliency, being Social Aware, Creating a Growth Mindset, Self-Efficacy, and Emotion Regulation. By teaching these skills students will ultimately have a sense of belonging and maximize the staff to student relationship.</p>		Annissa Johnson- Anthony	06/02/2020
<i>Notes:</i>				



9/26/19	<p>The student services team will effectively implement theoretically sound counseling/support activities and interventions to a focus group of students based on the following criteria: 3 or more office referrals in a 30 day window, absent more than 7 days in a grading period (quarter), and failing 1 or more classes at the quarter. They will work with students to improve student skills and behaviors, minimize barriers to learning and reduce office referrals. This implementation should ultimately help students improve attendance, behavior and academic performance.</p> <p>By June of 2020, the following positive changes will positively impact 80% of identified students who participated in small groups during the school year.</p> <ol style="list-style-type: none"> <li>1. Pre/post perception assessment survey data - teacher, student, parents will indicate a positive change of one point on a five-point scale.</li> <li>2. The number of office referrals for each student will decrease by 25%.</li> <li>3. Quarter grades of students with D's or lower will improve by one full grade quarterly.</li> </ol>		Annissa Johnson-Anthony	06/02/2020
<i>Notes:</i>				
<b>Implementation:</b>				
<b>Evidence</b>	6/28/2017 TBD			
<b>Experience</b>	6/28/2017 TBD			
<b>Sustainability</b>	6/28/2017 TBD			

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>The student services team completes credit checklist on all students and updates the checklist at the end of each semester. Classroom guidance is given in depth at the beginning of the 9th-grade year as well as sessions are held with parents when students transition to high school. Counselors meet with all students during the registration process to ensure that class selection keeps them on the path of meeting graduation requirements. For students that need additional support (failed a graduation requirement), they are enrolled in Credit Recovery via Edgenuity, this happens during the school day if the schedule permits or after school. Counselors will meet with students quarterly to monitor progression towards graduation requirements. It is managed by licensed teachers in the four core areas to include EC and ELL support. The teacher of record will send home a progress report every 2 weeks to update parents of progress.</p>	Limited Development 05/10/2018			
<i>How it will look when fully met:</i>	<p>The Harding University Edgenuity Program is a credit recovery program designed to increase the graduation and promotion rates in all cohort. It provides students the opportunity to recover credits needed to graduate on time. Our program will offer individualized instruction which will focus on mastery learning and the application of 21st-century learning skills</p>		Jeremy Cox	06/01/2020	
<b>Actions</b>			<b>0 of 6 (0%)</b>		
5/18/18	<p>For overage and under-credited students, the graduation coaches will meet with the identified students and communicate with parents options to complete graduation requirements. The coach will complete a graduation checklist for each student and develop weekly goals to move through Edgenuity courses.</p>		Latisha Dixon	06/01/2020	
<i>Notes:</i>					

5/18/18	Students are given a credit recovery contract that is to be signed by the parent, student, and counselor. The student will present the contract to the recovery coordinator and be assigned a room to complete the courses. The teacher of record or the teacher in the lab will be given the contract and a progress monitoring checklist for each student assigned to him or her. The teacher of record will send home a progress report every 2 weeks to update parents, this will need to be returned signed. If a student misses 2 consecutive days the parents will be notified via phone, if they miss 4 days, they must attend a parent/teacher conference, if they miss 6 days, they will be put on a contract and on the 8th absence they will be dropped.		Annissa Johnson- Anthony	06/01/2020
<i>Notes:</i>				
5/18/18	Credit recovery will be offered to all students. All test will be completed in supervised sessions. This includes diagnostics, unit and summative exams. HUHS will have one location as the testing lab. The credit recovery coordinator will be assigned to the lab and oversee the testing environment. Students will be escorted to the testing lab. This time will be prearranged based on progress made and documented on the monitoring checklist. <ul style="list-style-type: none"> <li>• Credit Recovery Lab: 1st, 2nd, 3rd and 4th period on Tuesday and Thursday.</li> <li>• After School Schedule: Monday, Tuesday, Thursday 2:30 – 5:30</li> <li>• Saturday: 9:00 – 1:00</li> </ul>		Annissa Johnson- Anthony	06/01/2020
<i>Notes:</i>				
9/26/19	Counselors will meet with students quarterly and communicate with parents progression toward meeting graduation requirements. The counselor will complete a graduation checklist for each student they will provide open options for students to take courses that meet their post-secondary plans.		Latoya Gettings	06/02/2020
<i>Notes:</i>				
9/26/19	The student services team (Counselors, Graduation Coaches, Social Workers) and administrators will have weekly attendance meetings to discuss students that are chronic attendance violators. The team will support students through groups, individual counseling, check-in/check-out and conduct parent conferences and home visits.		Annissa Johnson- Anthony	06/02/2020
<i>Notes:</i>				

9/26/19	Students enrolled in Edgenuity at RAM Academy will have progress monitoring charts that will be updated by the teacher of record. The teacher of record will send home a progress report every 2 weeks to update parents, this will need to be returned signed. If a student misses 2 consecutive days the parents will be notified via phone, if they miss 4 days, they must attend a parent/teacher conference, if they miss 6 days, they will be put on a contract and on the 11th absence they will be dropped.		Jeremy Cox	06/02/2020
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*Notes:*

**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
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<p><b>Initial Assessment:</b></p>	<p>The Title I Department in CMS works in collaboration with the Learning Community Superintendents and Executive Directors to schedule and set agendas for individual meetings with principals of Focus, Priority and Low Performing schools in this planning year. The meetings included specific requirements identified under the current state (low performing) and federal regulations (Focus and Priority), utilization of funds in alignment with a rigorous plan for improvement, and requirements for engaging stakeholders in the process. Principals meet with their School Leadership Teams (SLT) to review their comprehensive needs assessment data and establish plans for improvement in alignment with district goals, turnaround principles, and coordination of allotted funds. The Learning Community staff will facilitate SLT meetings and provides stakeholders with additional information to help in decision making for low performing schools. The Title I team includes a Title I Director and Specialist to support Priority and Focus schools, can facilitate the SLT team meetings, if requested; and will coordinate and align technical assistance to identified schools with Learning Community staff, and review and approve plans and budgets for state approval. Going forward in the 2019-2020 school year, the Title I Office will meet with each school principal quarterly to review spending and alignment to Priority or Focus plan goals, strategies, and available data. Learning Community representatives will meet with schools with Low Performing state Status monthly. Title I Office will attend one SLT meeting monthly as a member of the school's SLT team for Focus or Priority schools. Title I Office will provide training in NCStar to principals and process managers in September and January in coordination with NCDPI training and will provide coaching comments monthly with constructive feedback to Priority and Focus schools in NCStar as they document and review the implementation progress of their strategic plan.</p>	<p>Limited Development 09/29/2016</p>		
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<b>How it will look when fully met:</b>	For the 2019-2020 school year, we will have a representative from the Administration, Teaching Staff from each content, Parents, and District level staff to serve on the School Leadership Team. They will attend monthly meetings and provide feedback on the agenda items. The team will monitor, assess, and provide feedback on the indicators and any school wide concerns. They will collaborate and provide solutions to school wide concerns to increase core academics, attendance, and graduation rate.		<b>DeShay Everett</b>	<b>06/01/2020</b>
<b>Actions</b>		<b>0 of 6 (0%)</b>		
5/10/18	Meet monthly to discuss comprehensive plan, school functions, and any other action items.		DeShay Everett	06/01/2020
<i>Notes:</i>				
5/16/18	Meet monthly to plan parent involvement activities and membership		DeShay Everett	06/01/2020
<i>Notes:</i>				
5/16/18	Discuss any Title IX action items		DeShay Everett	06/01/2020
<i>Notes:</i>				
10/18/19	A representative will attend the district Title I and Indistar meetings quarterly.		DeShay Everett	06/01/2020
<i>Notes:</i>				
10/18/19	School Title 1 representative will meet with District Title I Specialist for support and review documentation checklist for program monitoring.		DeShay Everett	06/01/2020
<i>Notes:</i>				
10/18/19	Monitor and assess Indistar platform goals and manage school leadership team meetings during the SLT meetings.		DeShay Everett	06/01/2020
<i>Notes:</i>				

	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
<b>Initial Assessment:</b>			Our school has developed a School Leadership Team (SLT) and Parent, teacher, student association (PTSA) that meets once a month. The teams consist of an administrator, teachers, support staff and parents. The SLT and PTSA meetings address school-wide initiatives, and progress towards goals. The school has an Instructional Leadership Team (ILT) that meets twice a month to discuss instructional strategies and school-wide professional development for staff.	Limited Development 10/05/2016		
<b>How it will look when fully met:</b>			When this objective is being fully met, the Leadership Team will meet regularly to review implementation of effective practices, school data, discuss academic progress, and student learning outcomes; which will be communicated to all stakeholders. All stakeholders including SLT, PTSA, MTSS and ILT will actively participate in all school-wide initiatives. The information from Leadership Team meeting agendas and minutes, as well as data collected from observations, interim assessments, and surveys will be used to determine that the objective has reached full implementation.		Andrea Foggie	06/01/2020
<b>Actions</b>				<b>1 of 9 (11%)</b>		
	10/26/18	Professional Development team will survey teachers to determine their professional development needs		Complete 10/02/2019	Andrea Foggie	10/02/2019
<i>Notes:</i> Professional Development Survey will be conducted in October, February, and May.						
	10/26/18	The professional development team will meet the 2nd and 4th Thursday of the month to plan school-wide professional development which includes AVID, Literacy, Technology, and the 4 Components of Instructional Excellence.			Andrea Foggie	06/01/2020
<i>Notes:</i> Professional development will be differentiated based on walk-through data, and PD Needs Survey data.						
	10/26/18	Instructional content team leaders will attend district Community of Practice (CoP) meetings and share instructional strategies through school-wide professional development on early release days.			Andrea Foggie	06/01/2020
<i>Notes:</i>						
	9/22/19	A walk through schedule will be created for data collection concerning effective implementation of instructional practices.			Falisa Hankins	06/01/2020

*Notes:* The walk-through form focuses on grade-level standard aligned curriculum, Schlechty's levels of engagement, Costa's Levels of Questioning, and the 4 components of Instructional Excellence.

9/22/19 Academic Leadership Team (Principal, Assistant Principals, Deans, Facilitators, Career Development Coordinator, IB Coordinator, Teacher Leaders ) will meet twice monthly to review instructional walk-through data to determine coaching and professional development needs, progress towards School Improvement Plan (SIP) goals, and Calibration (feedback and coaching).

Eric Ward

06/01/2020

*Notes:*

5/16/18 Parent, teacher, student association (PTSA) meet monthly to plan parent involvement activities and membership

DeShay Everett

06/01/2020

*Notes:*

5/16/18 Discuss Title IX action items during monthly School Leadership Team (SLT) and PTSA meetings

DeShay Everett

06/01/2020

*Notes:*

5/16/18 SLT monthly meeting to discuss School Improvement Plan, school-wide initiatives, school data, discuss academic progress, and student learning outcomes, and any other action items.

DeShay Everett

06/01/2020

*Notes:*

10/26/18 The Principal will meet with Assistant Principals and Deans bi-weekly to discuss the progress of the Comprehensive Needs Assessment within assigned academic areas.

Eric Ward

06/01/2020

*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
<i>Initial Assessment:</i>		Our school has systems in place to ensure teachers with specific content areas have common planning. The teams meet three times a week within their PLCs to discuss lesson planning, assessments, strategies, and disaggregate data. However, the electives, special education, and career technical teachers have to meet afterschool. They are unable to meet the three times a week to plan as a PLC. We have assigned an academic facilitator to provide training and academic support to the teams to ensure they are meeting minimal PLC requirements. All Staff will be trained on Unpacking Standards and Modeling in PLC. Each PLC team will develop norms, and roles for each member of the team. Each teacher will have up to date data and Pre-work before each PLC. Biweekly walkthroughs will allow for feedback to each team, to ensure instructional strategies are being implemented. Each Team and members will maintain an instructional binder with all pre-work, and unpacking of the standards, and lesson plan agenda.	Limited Development 10/05/2016		
<i>How it will look when fully met:</i>		Each PLC will meet two to three times a week to discuss lesson plan, instructional strategies, and student data. During each PLC meeting, the members will ensure a focus on learning and establish a results orientation by determining "what is it that students must be able to know, understand, and do?", "How will we know when students have learned it?", and How will we respond?"		Jeremy Cox	06/01/2020
<i>Actions</i>			<b>1 of 5 (20%)</b>		
	10/5/18	Utilize the EIT teachers to instruct up to 33% more of the students. The EIT Associates will provide individual support for targeted students based on the student data.	Complete 08/26/2019	Andrea Foggie	08/26/2019
<i>Notes:</i>					
	10/5/18	Model, teach, practice, and assess instructional strategies that support high yield instruction for all students and provide feedback following walkthroughs biweekly.		Falisa Hankins	06/01/2020
<i>Notes:</i>					

5/10/18	Review unpacked standards along with misconceptions and concepts and skills necessary to master the standards; determine what students need to Know, Understand, and Do. Develop objectives, essential questions, key vocabulary, warm-up, three learning activity and closure for lessons daily.		Annissa Johnson-Anthony	06/01/2020
<i>Notes:</i>				
5/24/18	Utilize data analysis/Unpack Standards/Build Assessment – Common assessments and/or analyzing student work by revisiting the standards being addressed and identifying student misconceptions, strengths and areas of need. Develop an Action Plan using individual student data.		Annissa Johnson-Anthony	06/01/2020
<i>Notes:</i>				
10/5/18	Through professional development, teachers will learn to incorporate the 4 components of Instructional Excellence; which includes 1: Consistent opportunities to work on Grade-Appropriate Assignments; 2. Strong Instruction where students do most of the thinking in the lesson; 3. Deep engagement in learning; and 4. Hold high expectations for students and believe they can meet grade level standards. Teachers will learn to incorporate AVID, QTEL PEAK, Close Reading, Lead Forward, Literacy Strategies and IB Learner Profile in their instructional planning, and implement in classroom instruction.		Andrea Foggie	06/01/2020
<i>Notes:</i> Walk-through and survey data will determine the effectiveness of professional development.				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Structures are in place for administrators, and support staff to monitor curriculum planning, and classroom instruction. These structures include but are not limited to attending PLC meetings, reviewing instructional agendas for alignment to standards, conducting walk through, and both formal and informal observations. The Get Better Faster Framework is used as the coaching and professional development model for supporting targeted groups of teachers identified using the observation data from round one evaluations. Administrators and facilitators will use the Harding walk through form to document walk throughs and feedback from coaching sessions. The principal and instructional leadership team will provide feedback to teachers using the walk through forms. Feedback on curriculum and classroom instruction will be provided during weekly PLC meetings related to instructional planning, data analysis and modeling of instructional practices. Walk through will be conducted weekly with feedback/coaching within 48 hours. The leadership team will reviews the data from walk through and observations to determine effectiveness. Patterns and trends identified will be shared during monthly staff meetings.

- All staff will received additional information about process and expectations.
- All staff received training on PLC protocols (unpacking standards, modeling documents, and data analysis).
- Teachers complete and submit a 5 – Day Instructional Agenda using Google Drive each week.
- Administrators/Facilitators attend PLC meetings weekly .
- Walk throughs occur weekly and observers provided feedback within 48 hours.
- Professional development needs are determined by patterns and trends identified by observations/feedback.

Limited Development  
10/05/2016

<b>How it will look when fully met:</b>	Administrators and facilitators engage in PLC meetings to provide support for lesson planning, unpacking standards, modeling and data analysis. Teacher will create and implement rigorous, aligned and grade level appropriate lessons using best practices and researched strategies. Administrators and facilitators will conduct walk through observation and provide timely feedback to teachers on the implementation of lessons in classroom and connections to planning during PLC time. Administrators meet to analyze data from PLCs, walk through observations, and evaluations to identify areas of growth and areas of focus and make adjustments as necessary. Teachers, facilitators, and administrator use coaching sessions to monitor, reflect, and evaluate progress from quarter to quarter. Using quarter one is used as a baseline.		Falisa Hankins	06/01/2020
<b>Actions</b>		<b>3 of 6 (50%)</b>		
9/26/19	Create a schedule for weekly walk through observations to be conducted by administrators and teacher leaders.	Complete 10/18/2019	Falisa Hankins	10/15/2019
<i>Notes:</i> Each walk through schedule will cover a month.				
9/26/19	The instructional leadership team will meet to reflect on patterns and trends from walk through data and determine focus areas of for the upcoming month.		Eric Ward	10/15/2019
<i>Notes:</i>				
9/26/19	Reflect/discuss patterns, trends and progress from walk through data with the staff during staff meetings. Update staff on focus area for the upcoming month.		Falisa Hankins	10/21/2019
<i>Notes:</i>				
9/26/19	Create a list of effective practices and look fors to be used during walk through observations conducted by administrators and facilitators.	Complete 10/04/2019	Falisa Hankins	10/21/2019
<i>Notes:</i>				
5/18/18	Provide ongoing professional development for instructional leaders on presenting PD using strategies from the Community of Practice (CoP) and Get Better Faster by Paul Bambrick-Santoyo.		Eric Ward	05/13/2020
<i>Notes:</i>				
9/26/19	Add an agenda item to the Administrative Team's agenda to review and discuss patterns and trends from walk through and formal observations.	Complete 09/27/2019	Falisa Hankins	06/01/2020
<i>Notes:</i>				

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>LEA: District staff support individual school principals to analyze student and teacher data throughout the school year. This is done in a variety of ways. The district has tools available for school leaders to support decision-making. The District Accountability Team provides enterprise reporting, measurement, analytics, coaching and professional development on a variety of topics that align with the district’s strategic goals. The District Accountability Team transforms raw data into useful and meaningful information to help support decision-making at the school and district level. A portal serves as a gateway for the information, as it pertains to the district’s strategic goals. The District Accountability Team provides data coaching and training on multiple data related platforms for all CMS schools and central office support services. The trainings offered facilitate data informed decision making, and therefore impacting student performance. Highly differentiated, school specific coaching is offered on how data can impact lesson planning, common assessment development, and school improvement planning. Learning Community Superintendents and their staff provide ongoing, differentiated support, coaching, and follow up with school leaders as they routinely conduct instructional rounds with school leaders, providing them with specific feedback to help them make decisions about school improvement needs and to plan professional development accordingly. Some CMS schools participate in a pilot of instructional rounds to help leaders systematically improve classroom instruction by looking at a specific problem of practice that is a focus during classroom observations, then analyzing the data, looking for trends to make suggestions regarding school improvement. CMS has the capacity to support its schools as they work toward increasing student achievement; however, it is not consistently translated into improved student learning. Thus, results are varied. School: School performance data and observation data guide the placement of teachers. This data is also used in the development of our root cause analysis and the creation of the 90-Day Action Plan and tiered levels of support for teachers at varying ability levels. It also aids in the development of our professional development plan. This plan is shared and analyzed by the Zone Superintendent and our UVa partners. It is a</p>	Limited Development 09/29/2016		

living document and assessed every 90 days. The data points analyzed for school improved include but are not limited to the school report card, EVAAS data, observation data, walk through data, learning walk data, teacher roster analysis, PLC data points, discipline data and various surveys (PD, EOS, MTSS, Insight Survey, Needs Assessment, etc.). These data points will be used to determine strengths and areas for growth for of the school. Observations and walk though data will support the leadership team in identifying teachers who need supplemental and intensive support. The data will also help us to determine common teacher areas for support. Teachers have been trained to use the data protocol for data analysis. The Insight survey and various survey will be used given in the Spring which can be compared to the Fall data.

***How it will look when fully met:***

The school leadership team regularly looks at school performance and classroom observation data and uses it to make school decisions about school improvement and professional development needs. The staff aggregates student outcomes and data patterns of professional practice to determine professional development needs. Professional development is connected to classroom observations and analysis of student learning data. Data is analyzed from three levels: 1) school level 2) classroom (for teacher strengths/weaknesses) 3) student level (for instructional needs of individual students.) The data points analyzed for school improved include but are not limited to the school report card, EVAAS data, observation data, walk through data, learning walk data, teacher roster analysis, PLC data points, discipline data and various surveys (PD, EOS, MTSS, Insight Survey, Needs Assessment, etc.). These data points will be used to determine strengths and areas for growth for of the school. Observations and walk though data will support the leadership team in identifying teachers who need supplemental and intensive support. The data will also help us to determine common teacher areas for support. Teachers have been trained to use the data protocol for data analysis. The Insight survey and various survey will be used given in the Spring which can be compared to the Fall data.

**Falisa Hankins**

**06/01/2020**

9/26/19	Mentors are assigned to all teachers with 0 - 3 years of experience.	Complete 09/26/2019	Carissa Johnson-Scott	09/26/2019
<i>Notes:</i>				
9/26/19	The principal will work with a team of targeted teacher to develop teacher-leaders based on teacher strengths.	Complete 10/07/2019	Eric Ward	10/25/2019
<i>Notes:</i>				
9/26/19	Walk through and formal observation data will be used to identify teachers who need intensive and intentional support. These teachers will be paired with a coach who will use the Get Better Faster coaching framework to support them.		Andrea Foggie	10/28/2019
<i>Notes:</i>				
9/26/19	The instructional leadership team will participate in a book study using the "The Leadership Challenge" as a guide.		Falisa Hankins	01/25/2020
<i>Notes:</i>				
9/26/19	The instructional leadership team will conduct learning walks in teams with each member focusing on a different area (student, teacher, environment) and triangulate the outcome into a single document to share feedback with the teacher.		Falisa Hankins	05/13/2020
<i>Notes:</i>				
5/29/19	A. To provide teachers with an overview of the purpose of IEPs and how to monitor learning goals within the classroom. Facilitator will demonstrate how to embed IEP goals into content areas and how to communicate with case managers on how students progress. The teachers will provide accommodations and documentation when students refuse support. Teachers will also notify case manager when this is the case.		Talia Chapman	05/13/2020
<i>Notes:</i>				
5/29/19	Teachers will learn how to access and read the WIDA standards to determine what ELL students should be able to do. Teachers will also discuss how to develop activities and grading practices for ELLs using their WIDA scores. Teachers will receive an overview of QTEL components with a focus on vocabulary and building backgrounds including Content and Language Objectives. Teachers will learn Differentiated Instruction and Assessment for English Language Learners, including strategies that integrate technology using Chrome books.		Kim Smoak	05/13/2020
<i>Notes:</i>				

9/27/19	Teachers will analyze student performance using the PLC protocols for data analysis. The protocol provides for identification of corrective actions for whole group, small group, and individual students and developing a plan of action for meeting the needs of students.		Falisa Hankins	05/13/2020
<i>Notes:</i>				
5/29/19	Teachers will examine various strategies in order to develop and implement a classroom management plan that establishes a safe and orderly learning environment. This includes clearly defining their role as a teacher and setting boundaries; clearly defining and teaching classroom procedures, routines, and rules; modeling respect and building positive relationships; progress monitoring student academic performance and behaviors, and planning effective lessons every day. Teachers will implement research-driven instructional practices, use data analysis to create MTSS plans for tiered interventions, provide interventions, and assess both the students' responses and the interventions' effectiveness. Teachers will integrate PBIS and Restorative Practice including Restorative Circles.		Falisa Hankins	06/01/2020
<i>Notes:</i>				
10/5/18	Teachers will learn how to incorporate technology into their lessons and utilize Canvas. Teachers will learn to integrate effective uses of technology such as promethean board, Chrome books, and instructional apps. The professional development support will be based on the principles of Technological Pedagogical and Content Knowledge (TPACK) and Substitution Augmentation Modification Redefinition(SAMR).		Kim Williamson	06/01/2020
<i>Notes:</i>				
9/27/19	The administrative team will regularly review discipline data from Educators Handbook to identify patterns and trends of behaviors to identify students who may need support beyond the tier one.		Robert Wingate	06/01/2020
<i>Notes:</i>				



9/27/19	Through professional development, teachers will learn to incorporate the 4 components of Instructional Excellence; which includes 1: Consistent opportunities to work on Grade-Appropriate Assignments; 2. Strong Instruction where students do most of the thinking in the lesson; 3. Deep engagement in learning; and 4. Hold high expectations for students and believe they can meet grade level standards. Teachers will learn to incorporate AVID, QTEL PEAK, Close Reading, Lead Forward, Literacy Strategies and IB Learner Profile in their instructional planning, and implement in classroom instruction.		Andrea Foggie	06/01/2020
<i>Notes:</i> Walk-through and survey data will determine the effectiveness of professional development				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>				
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>				
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	KEY	C3.04	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			LEA: In addition to the process for recruiting aspiring leaders, CMS has some processes in place to recruit, evaluate, reward, and replace staff, though the method is not yet systemic, limiting the impact on staff retention. Career fairs are held to recruit teachers specifically for hard-to-staff schools, and the transfer period stays open longer for Title I schools, increasing opportunities for schools to hire experienced candidates from other schools within the district. The district adopted an initiative entitled "Opportunity Culture" as a means of developing potential teacher leaders in 40 schools by providing them with flexibility to select and adapt job models to fit the needs of the specific school as a retention option for some schools. The district's human resources department provides new staff with a tool kit, in addition to a general orientation session, as part of the district's strategic plan for addressing retention. However, the impact on teacher retention is not yet known, thus teacher turnover is closer to the state average, according to the NC Report Card for CMS. In an effort to improve principal retention, CMS has strategies in place. For example, new principals are required to participate in a mandatory Summer Leadership Institute to assist with onboarding new leaders, offering the potential to impact retention of new leaders. The district also has partnerships with several universities that provide additional training for developing potential leaders, creating potential to increase the leadership capacity of principals and to impact the principal turnover rate, which is just below the state average, according to the NC Report Card for CMS. School: Approximately 65% of the teachers at Harding	Limited Development 09/29/2016		

are in years 1-3. There is a lack of clearly defined expectations and know how and consistent admin support for teachers. Harding University will retain high quality teachers and build the capacity of teachers in years one – three. Harding will improve teaching performance by increasing the retention of promising beginning teachers; promoting the personal and professional well being of beginning teachers; and satisfying mandated requirements for induction and/or licensure.

School: Approximately 55% of the teachers at Harding are in years 1-3. A facilitator was hired to focus on BTSP meetings. Beginning teachers received professional development every second Wednesday, and fourth Tuesday of the month. Increasing the retention of promising beginning teachers; promoting the personal and professional well-being of beginning teachers; and satisfying mandated requirements for induction and/or licensure is an on-going area of improvement. Three out of three years, the Beginning Teacher Support Facilitator has left before the end of the school year. Harding has improved teaching performance as measured by the Teacher Evaluation process. The utilization of Success By Design has increased the number of highly qualified teachers in content areas. Harding has increased the number of Success By Design teachers for the 2019-2020 school year. Teachers were recognized by their peers monthly through the presentation of Celebration Jars. There was a Chili cook-off, Homecoming tailgate, Staff versus Student basketball, kickball, and flag football games, and Teacher appreciation activities.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

**How it will look when fully met:**

We will offer a comprehensive PD program to meet the needs of all Teachers. We will design activities to actively engage and empower teachers to grow in their content. The celebrations team will promote fun in school and after school social events for the staff such as staff tailgates before home football/basketball games, and content department celebrations.

**Robert Wingate**

**06/01/2020**

**Actions**

**1 of 8 (12%)**

5/22/18

Teacher-Leader Path (Opportunity for teachers with qualifying data to receive compensation for their leadership and data)

Complete 08/26/2019

Andrea Foggie

08/26/2019

Notes:

10/2/17

Survey Teachers on Professional Development Needs and Design a Professional Development Schedule.

Andrea Foggie

10/02/2019

<i>Notes:</i>				
5/22/18	Train New Teacher Support Team on Onboarding and methods of support. -Design New Teacher Orientation -Assign and Train Mentors on Collaborative Coaching Methods and Onboarding.		Carissa Johnson-Scott	10/12/2019
<i>Notes:</i>				
9/23/19	Administrative staff will conduct walk throughs and observations to identify teacher who need a support coach to provide targeted coaching and feedback.		Andrea Foggie	10/29/2019
<i>Notes:</i>				
9/23/19	Teacher recruitment will include but is not limited to the following:  1. District job fairs (face to face/virtual) 2. College fair visits 3. Teacher-Leader Pathways programs		Robert Wingate	01/31/2020
<i>Notes:</i>				
5/22/18	Get Better Faster Coaches will provide on-going observations and feedback using the Get Better Faster Management and Rigor Trajectories. Identified teachers will receive non-evaluative walk-through and coaches will provide the Six-Steps to Effective feedback and coaching using the "See it", "Name it", and "Do it" protocol. Face-to-Face Individual coaching meetings, modeling and practice. Walk-through focus areas are: -Classroom Culture -Instruction and Rigor (Differentiation) -Learners and Relevance		Andrea Foggie	01/31/2020
<i>Notes:</i> The HUHS Teacher Coaching Team will use Get Better Faster as a coaching model. Coaches conduct walk through, and provide teachers with feedback. This is an area of growth that we will expand on during the 2019-2020 school year.				

5/22/18	<p>Provide Professional Development that is needs based, train teachers during whole group and PLC sessions, follow-up and extend during new teacher meetings and assess implementation on a 6 – 8 week rotation. Professional Development will focus on following:</p> <p>MTSS</p> <ul style="list-style-type: none"> <li>- Social and Emotional Learning</li> <li>- African American Males</li> <li>- Culturally Responsive Instruction</li> </ul> <p>AVID</p> <ul style="list-style-type: none"> <li>- Literacy</li> <li>- W, O, and R</li> </ul> <p>Differentiated Instruction (Not limited to)</p> <ul style="list-style-type: none"> <li>- English Learner Support</li> <li>- Hispanic</li> <li>- African American Males</li> <li>- SWD</li> </ul> <p>- District Level Support</p> <p>1st and 3rd Wednesday of each month: All teachers 2nd Wednesday &amp; 4th Tuesday: New Teacher meeting</p>		Andrea Foggie	06/01/2020
<p><i>Notes:</i> Professional Development shifted towards meeting the goals of the CMS Instructional Leadership Team (ILT); which focused on Literacy. The PD plan focused on Text Complexity, Text Dependent Questions and Tasks, Close Reading, Academic Conversations, and Pre-Writing. Canvas PD was provided at the beginning of the school year, and our Technology Facilitator provided “Tech Tuesdays”, which focused on a variety of technology instructional strategies. Data was collected through surveys, and walkthroughs.</p>				
10/6/16	<p>Celebration team will celebrate staff accomplishments with activities and social events.</p> <ul style="list-style-type: none"> <li>Celebration jars</li> <li>PBIS Celebrations</li> <li>Cookoff</li> <li>Homecoming tailgate</li> <li>Bulletin board</li> </ul>		Davina Connelly	06/01/2020

*Notes:* The Celebration team met the second Tuesday of each month. They consistently celebrated teachers during school-wide staff meetings by recognizing three staff members, and providing them with a Celebration Jar of Candy. There was a Chili cook-off, Homecoming tailgate, and invitations were sent to staff to meet off campus at various locations for gatherings. Ms. Everett and her team collaborated with the district to provide teachers with a lunch during closeout, and staff was celebrated with cake during testing.

<b>Implementation:</b>				
<b>Evidence</b>	6/28/2017 See uploads			
<b>Experience</b>	6/28/2017 Throughout the year, we have had student celebrations and parent nights to highlight student academic and achievements.  Discipline overall for the school year, has decrease. I met with the BMTs often to discuss student discipline and progress.  Social worker worked with a team of people to address attendance concerns and students who were not attending school. Parent conferences, letters home, and home visits were made throughout the year.			
<b>Sustainability</b>	6/28/2017 We will continue to have a celebrations team to honor the student's success and teachers. Attendance committee is needed to address constant concern for student's skipping and not attending school.			

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
<i>Initial Assessment:</i>		The relationship between the school and home are one of our top priorities. The school sends home ConnectEd messages via phone as well as parent letters, progress reports, and updates via the school website and PowerSchool. However, we have historically low-parent involvement in the PTSA and in campus events but making changes. We have a team of 3 parents who work faithfully and have to cover multiple areas. Our goal is to increase our PTSA membership with the support of parent leaders and have a committee to improve parent and community involvement and relations. One of our focus is to increase the Spanish speaking parents and increase their attendance. The website is updated with current events, flyers, and information by our webmaster.	Limited Development 10/05/2016		
<i>How it will look when fully met:</i>		For the 2019-2020 school year, we will be in good standing membership with NC PTA and a full functioning SLT and PTSA parent team. The team will consist of a parent from each grade level and represent our largest population of students (African Americans and Hispanics). The PTSA will be able to provide 3 or more programs throughout the school year and celebrate students for their success and improvements. The school and the parents will work collaboratively to address any concerns and/or lack within the school structures to improve core academics, attendance, and graduation rates.		DeShay Everett	06/01/2020
<b>Actions</b>			<b>0 of 10 (0%)</b>		
	10/2/17	Have 3 or more parent engagement programs for the school year.		DeShay Everett	02/01/2020
<i>Notes:</i>					
	10/17/19	Host a curriculum Night for 1st and 2nd semester to inform the parents of the curriculum and tools to help their students be successful.		DeShay Everett	02/15/2020
<i>Notes:</i>					
	10/18/19	Host a curriculum Night for 1st and 2nd semester to inform the parents of the curriculum and tools to help their students be successful.		Annissa Johnson- Anthony	02/15/2020
<i>Notes:</i>					

10/18/19	Send Connect Ed messages for school wide events in English and Spanish to invite and inform parents of events.		DeShay Everett	06/01/2020
<i>Notes:</i>				
10/17/19	Send Connect Ed messages for school wide events in English and Spanish to invite and inform parents of events.		DeShay Everett	06/01/2020
<i>Notes:</i> Connect Ed messages will be sent as events occur throughout the month.				
10/18/19	Conduct parent survey to determine the needs of the PTSA and the effectiveness of the meetings.		DeShay Everett	06/01/2020
<i>Notes:</i>				
5/29/19	Have 2 fundraising events to rebuild the funds for the PTSA.		DeShay Everett	06/01/2020
<i>Notes:</i>				
9/19/19	Begin using Member Hub to communication and use thier store for PTSA items.		DeShay Everett	06/01/2020
<i>Notes:</i>				
10/2/17	Meet as a PTSA/SLT Team monthly to review and handle the business of the committee.		DeShay Everett	06/10/2020
<i>Notes:</i>				
9/19/19	Establish active membership with the NC PTA association		DeShay Everett	10/15/2020
<i>Notes:</i>				