

School Improvement Plan



Charlotte-Mecklenburg Schools

2014-2015

2013-2014 *through* 2014-2015

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 26, 2014	Final Copy Due: October 24, 2014
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2014-2015 Harding University High School School Improvement Plan Report

Harding University High Contact Information			
School:	Harding University High School	Courier Number:	405
Address:	2001 Alleghany St	Phone Number:	(980) 343-6007
	Charlotte, NC 28208	Fax Number:	(980) 343-1767
Learning Community	West-Harding/Phillip O. Berry Learning Community	School Website:	http://schools.cms.k12.nc.us/hardinguniversityHS/Pages/Default.aspx
Principal:		John Floyd	
Learning Community Superintendent:		Curtis Carroll	

Harding University High School Improvement Team Membership			
<p><i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i></p>			
Committee Position	Name	Email Address	Date Elected
Principal	John Floyd	john.floyd@cms.k12.nc.us	8/2014

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Assistant Principal Representative	Annissa Johnson-Anthony	annissa.johnson@cms.k12.nc.us	8/2014
Teacher Representative	Michele Mveng-Magana	mj.mveng-magana@cms.k12.nc.us	8/2014
Inst. Support Representative	DeShay Everett	deshay.everett@cms.k12.nc.us	8/2014
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Parent Representative	Mary Henderson	tmtjc2002@yahoo.com	8/2014
Parent Representative	Tracey Robins	tracey.robins@compass-usa.com	8/2014
Parent Representative	Africa Hakeem	africa1255@gmail.com	8/2014
Parent Representative	Evita Ishman	evitaishman@yahoo.com	8/2014
Parent Representative	Velar Farmer	velarfarmer704@gmail.com	8/2014

Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School:

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- 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 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.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: Harding University High School offers a challenging program of academic study designed to prepare all students for success beyond high school. The curriculum incorporates real-world experiences within a college preparatory teaching/learning environment that nurtures the development of students as active citizens, leaders, scholars, and researchers.

Harding University High School Shared Beliefs

- All students are (and should be) lifelong learners
- The school community benefits from diverse backgrounds
- All students can grow academically at high levels
- Our staff is capable of providing a rigorous education for all students
- A safe environment is crucial to an effective instructional and learning environment.
- The school- and larger CMS-community are invested in the success of Harding University High School
- The ability to read, write, and communicate--critically and well—is the single-most important academic skill students will ever learn

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- Positive parental involvement is crucial and beneficial to the overall success of students
- Disadvantaged populations, especially English Language Learners and Exceptional Children, can

grow academically at similar rates to non-disadvantaged students.

Harding University High School SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the full extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- Harding University High School will increase the 4-year cohort graduation rate from 86% to 90% 2014-2015 and above 90 % in 2015-2016.
- Harding University High School will increase the IB enrollment, to include. IBMYP and IBDP.
- Harding University High School will decrease teacher turnover by 50%.

Harding University High Assessment Data Snapshot

Composite Data Snapshot

Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Participation Denominator	367	2	16	229	105	3	12	304	52	50	17
Participation Percent	94	0	0	93	93	0	0	94	92	92	0
Participation Status	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Insuf.	Not Met	Not Met	Not Met	Insuf.
Proficiency Denominator	310	2	14	197	83	3	11	261	33	44	16

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Proficiency Percent	33.9	0	0	28.9	36.1	0	0	34.1	15.2	9.1	0
Goal Percent	57.1	42.2	68.1	39.9	46.8	59.5	67.4	42.4	14.5	22.6	93.5
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Insuf.	Not Met	Met	Not Met	Insuf.

Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Participation Denominator	369	2	16	230	106	3	12	306	52	51	17
Participation Percent	96	0	0	98	92	0	0	98	87	96	0
Participation Status	Met	Insuf.	Insuf.	Met	Not Met	Insuf.	Insuf.	Met	Not Met	Met	Insuf.
Proficiency Denominator	299	2	13	194	77	3	10	254	27	46	16
Proficiency Percent	16.7	0	0	13.4	22.1	0	0	15.7	0	8.7	0
Goal Percent	44.6	36.2	66.7	28.5	36.6	44.3	53.6	32.0	14.8	18.7	84.0
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Not Met	Insuf.

Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Participation Denominator	303	2	8	217	57	6	12	239	19	38	9
Participation Percent	96	0	0	97	95	0	0	97	0	82	0
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.	Met	Insuf.	Not Met	Insuf.
Proficiency Denominator	266	1	7	193	49	6	10	213	12	27	7
Proficiency Percent	30.8	0	0	26.9	30.6	0	0	29.6	0	0	0
Goal Percent	55.9	41.5	73.0	37.7	46.1	57.2	65.5	41.7	15.4	27.9	89.8
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.

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Current Year EOC	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	1249	12	41	795	344	13	44	1049	189	174	43
Participation Percent	96	0	100	95	96	0	93	96	94	91	95
Participation Status	Met	Insuf.	Met	Met	Met	Insuf.	Not Met	Met	Not Met	Not Met	Met

ACT	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	307	2	9	214	62	6	13	242	20	35	8
Participation Percent	93	0	0	95	90	0	0	93	0	94	0
Participation Status	Not Met	Insuf.	Insuf.	Met	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Not Met	Insuf.
Proficiency Denominator	271	2	7	194	53	6	9	215	13	21	8
Proficiency Percent	34.3	0	0	30.9	39.6	0	0	34.0	0	0	0
Goal Percent	62.7	49.5	74.7	40.1	49.8	64.0	74.7	45.5	16.2	24.7	95.0
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Met/CI	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.

ACT WorkKeys	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTC	EDS	LEP	SWD	AIG
Participation Denominator	23	0	2	18	3	0	0	17	0	3	0
Participation Percent	0	0	0	0	0	0	0	0	0	0	0
Participation Status	Insuf.	~	Insuf.	Insuf.	Insuf.	~	~	Insuf.	~	Insuf.	~
Proficiency Denominator	14	0	0	11	3	0	0	9	0	3	0
Proficiency Percent	0	0	0	0	0	0	0	0	0	0	0
Goal Percent	70.6	0	0	55.5	68.7	0	0	62.1	0	36.7	0
Proficiency Status	Insuf.	~	~	Insuf.	Insuf.	~	~	Insuf.	~	Insuf.	~

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Math Course Rigor	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Proficiency Denominator	299	2	11	222	54	2	8	235	21	16	20
Proficiency Percent	98.7	0	0	98.2	100.0	0	0	98.3	0	0	0
Goal Percent	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	89.7	83.7	95.0
Proficiency Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.

Graduation Rate	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Standard (4-Year)	87.6	0	0	89.1	83.0	0	0	89.3	0	0	0
Extended (5-Year)	92.4	0	0	93.6	91.3	0	0	93.4	0	0	0
Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.

Staff Data

Certified And Administrative Staff	
Position Title	Count
Total	123
Principal, Senior High	1

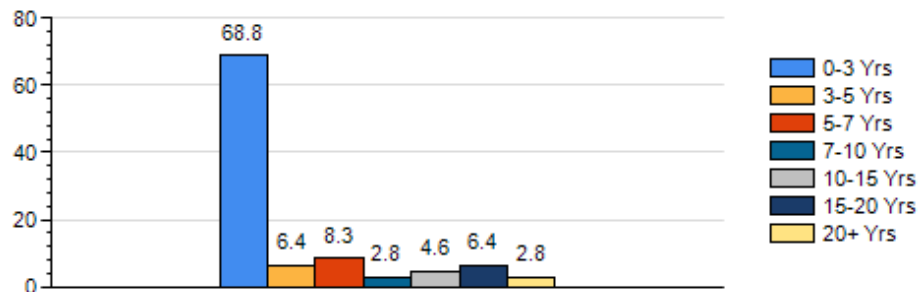
Number of Years' Experience for Teachers (in CMS only)													
0-3		3-5		5-7		7-10		10-15		15-20		20+	
N	%	N	%	N	%	N	%	N	%	N	%	N	%
75	68.8	7	6.4	9	8.3	3	2.8	5	4.6	7	6.4	3	2.8

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Assistant Principal, Sr High 1	3
Dean Of Students	2
Facilitator, Technology	1
Facilitator, Hs Instructional/	1
Facilitator, Math - Title I	1
Facilitator, High School Acade	1
Facilitator, Literacy Title I	1
Teacher, Physical Education	6
Teacher, Bilingual / ESL	5
Teacher, CTE Technology Educat	3
Teacher,	11



Degrees Held By Teachers

Highly Qualified Teachers

Highly Qualified	Not Highly
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Social Studies	
Teacher, 9-12 Math	13
Substitute, Certified Teacher	5
Teacher, EC General Curriculum	9
Teacher, CTE Business Education	5
Coord, CTE Car Dev	1
Coor, CTE HS Inst	1
Teacher, 7-12 Band	1
Teacher, EC Spec Academic Curic	2
Teacher, 9-12 English	14
Teacher, Theater Arts	1
Teacher,	1

Bachelor's		Advanced	
N	%	N	%
73	67.0	36	33.0

Qualified			
N	%	N	%
64	58.7	45	41.3



■ Bachelor's
 ■ Advanced

■ HQ
 ■ Not HQ

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Chemistry	
Teacher, ROTC	3
Teacher, Physics	1
Teacher, Biology	3
Coordinator, Magnet Schools -	1
Teacher, French	2
Teacher, 9- 12 Science	8
Teacher, Secondary Dance	1
Teacher, Spanish	6
Teacher, 7- 12 Art	2
Teacher, CTE Marketing	2
Teacher, History	1
EC Teacher, Resource (Cc)	1
Teacher,	1

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Math - 9Th Grade Only	
Teacher, Science - 9Th Grade O	1
Teacher, Language Arts - 9Th G	1

Assessment	Subgroup	2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
EOC Biology	All	42.7	32.6		19.9		67.7
		42.7	32.6		19.9		67.7
EOC English I	All						71.5
							71.5
EOC English II	All	40.3	30.5		37.7		
		40.3	30.5		37.7		
EOC Math I	All	29.5	16.7		11.2		50.4
		29.5	16.7		11.2		50.4
EOC Composite	All	36.8	25.8		22.6		62.6
		36.8	25.8		22.6		62.6
School Composite	All	36.8	25.8		22.6		62.6
		36.8	25.8		22.6		62.6

Harding University High Profile

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1. All Title I schools must complete a comprehensive needs assessment that drives all aspects of school operations.

a. Poverty and Demographic Data-Harding University High School consists of 1,763 students. Major ethnic groups represented are: African-American-1,100 (62.4%), Hispanic 523-(29.7%), American Indian- 271-(15.4%), Asian 54-(3.1%) Multi-Racial 151-(8.6%), White 18-(10.3%), and Pacific Islander-5 (.3%). Male students (860) represent 48.8% of the student body population. Female students (903) represent 51.2% of the student body population. LEP data shows that 1/3 of our population is ELL, with almost 300 served in the ESL program. (exact data pending).

b. Personnel Data- See Table beginning on Page 8 At this point, 58.7% of the teaching population Meet Highly Qualified status, with 41.3% Non-Highly Qualified Staff ; however, this will adjust monthly as NCDPI issues new teaching licenses for our significant number of beginning teachers. There are three National Board Certified Teachers. 33% of the teachers hold advance degrees.

c. Staff Development- Staff Development was created in order to meet the needs of the staff. Each staff member completed a Needs Assessment Survey in which they selected areas in which they believe they need professional development. The facilitators then took the data from the survey and created a professional development plan for Harding University High School. The Professional Development plan was created in order to differentiate trainings for teachers who are on different levels professionally, assist teachers in aligning with Common Core and assists teachers in becoming more reflective through a deeper understanding of the North Carolina Teacher Evaluation. Our Professional Development will focus on deeper understanding of student-friendly objectives and CCSS/ES, differentiation, effective assessments, rigor and relevance in the classroom, tracking and data walls, how to interpret data and Literacy across the Disciplines.

2. School reform strategies must be implemented to address the identified needs.

a. Low performing areas and strategies- Students who are currently enrolled in English II, Biology and Math I will participate in before and after school tutoring provided by classroom teachers, intervention/enrichment time that will be integrated during Extended Day. In an effort to increase academic achievement, teachers will participate in weekly ongoing professional development (PLCs) that encourage differentiation, team teaching collaboration, common assessments (pre and post), and Common Core and SchoolNet Assessments. Teachers will conduct data chats within their professional learning community about low -performing students.

b. Procedures to identify low performing students- In an effort to increase academic achievement school wide, we will implement school wide policies in order to monitor student learning. This includes common assessments across all content



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areas as well as school wide common planning and a 70/30 grading policy. Each team will participate in monitoring data and using data to guide instruction. Each content professional learning community will develop student learning objectives that identify instructional gaps. Harding University High School will implement school wide academic support systems including comprehensive exam reviews and before and after school tutorials to implement academic support strategies. Beyond monthly progress reports, student progress will be assessed with work products and in-class achievement data on a quarterly basis.

c. Strategies to decrease the achievement gap- Students will participate in focused tutoring opportunities after school. Students will be selected based on teacher recommendation, previous EOC scores, CMS at-risk indicator Graduation Cohort Data, progress reports and report cards. Tutoring will be provided by teachers whose instructional approaches are researched-based. In an effort to support the High School Graduation Cohort, a team of designated individuals will conduct monthly check-ins.

d. Extended Day Opportunities: All staff will utilize all available assessment data and assessments to re-teach and re-assess fundamental literary and math concepts for students have not reached mastery. Based on available funds Title I tutors will be hired. Title I tutors will regularly collaborate with the core teachers during regularly scheduled teacher planning. Collaboration among the teachers and tutors will continue as the tutors become regular participants and contributors within the standing Language Arts and Mathematics Professional Learning Communities to monitor the overall performance of the targeted students, and serve as an integral part of the teams that identify additional strategies to support the students. Tutors will work directly with students during scheduled class times in individual and in small group sessions.

e. Minority, poverty and Language Limited Students- Twice a month our intervention team members will meet to discuss students who are academically and socially struggling. The committee consists of teachers who know the students, counselors, social workers, resource officers and administrators. The goal of the committee is to discuss ways in which to address the issues of each student brought to the team. The Intervention Team is also responsible for periodically reviewing data (progress reports, report cards, conference with current teachers, track graduation rate, etc.) for students who have been identified as at-risk through the CMS portal. LEP teachers meet three times a week as a PLC in order to discuss student progress. The ELL teachers are available to assist regular education teachers in order to assist with offering strategies to assist LEP students. ACCESS data helps ELL teachers determine whether students will be removed from the LEP program. All teachers from each content area are attending SIOP training. The LEA Coach who is training teachers on SIOP training is also available in order to assist teachers during planning. We are continuously trying to close the achievement gap. We are constantly collaborating, building partnerships and purchasing resources that aid in closing the achievement gap. Our LEA Coachers, Academic Facilitators and teachers are



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constantly planning and attending professional developments that address differentiation, common assessments and Common Core Standards.

3. All instructional staff, including paraprofessionals must be highly qualified according to the criteria set by NCLB.

Harding University High School instructional staff is comprised of highly qualified teachers in their professional areas, school counselors, academic facilitators, an instructional accountability facilitator, and a BTSP coordinator, among others. Staff members who are not Highly Qualified receive support from school-based staff and the district Human Resources department in the areas of monitoring for additional coursework in specified content areas and making sure all staff maintain HQ status. Most Non-HQ staff is simply awaiting current licensure by NCDPI. In the event a class of students is being taught by a non-HQ teacher, letters are distributed to inform parents of the status of the teachers. It is the goal of school leadership to maintain a highly qualified staff that receives professional development on highly effective strategies that are proven effective for student learning, specifically students from economically disadvantaged backgrounds who possess academic deficits.

4. There must be high quality and ongoing professional development for staff to address the needs of the school.

Teachers completed a Needs Assessment survey. Based upon teacher needs our ongoing staff professional development plan was created. Differentiated PD sessions are held every other Wednesday during planning periods, and afterschool during BTSP sessions. PLCs meet three times weekly per subject area. In order to assist teachers in teaching and addressing needs of Harding University High School students, teachers will participate in professional development activities that will deepen their understanding of the school's initiatives and how they align with the Common Core and the North Carolina Teacher Evaluation. Teachers will collaborate with facilitators in order to establish a deeper understanding of student-friendly objectives and the Common Core Standards and Essential Standards. Professional Development will consist of training on SIOP, differentiation, effect assessments, rigor and relevance in the classroom, tracking and data walls, how to interpret data and literacy across the disciplines. Best practices are shared during teachers' common planning time. The Administrative team completes Formal and informal observations to monitor implementation of best practices. PD offerings are constantly evaluated and refined based upon current needs and requests.

5. There must be strategies in place to recruit highly qualified teachers and place them in areas of greatest need.

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Harding University High School has developed a New Teacher Academy that is supported by our New Teacher Academy Administrator as well as the entire administrative team. Bi-Monthly targeted professional development is provided for our new teachers coupled with regular mini-observations with written and face-to-face feedback. Based on EOC results and EVAAS results teachers have been strategically placed in the content area in which they are most successful. In order to recruit teachers we work closely with the Teach Charlotte, VIF and Teach For America offices in order to hire the best candidates. The recruitment of teachers is facilitated in collaboration with the CMS Human Resources department. Job vacancies are posted by the school, and highly qualified candidates are screened through the MyApp 2.0 system. HR recruiters work with the administration team to identify the best possible candidates.

6. Parent involvement is a critical and integral part of day-to-day operations in a Title I school.

There will be a focused effort to elicit support from student families through the family involvement plan which outlines increased opportunities for parental involvement in school activities and student academic progress. The school will use feedback from parents via district and school surveys, responding to parent requests from phone calls, conferences, and online feedback emails to continue to improve relations between the school and parent community. Parents will be involved with giving input on the Parent Involvement Policies and Compacts. A special effort will be made to accommodate non-English speaking parents by translating Connect-ED messages, flyers, and parent night activities. Parents of students with special needs will be kept abreast of opportunities for transition fairs, work, and educational endeavors. Parent workshops will be conducted in order to inform parents of upcoming initiatives, testing dates and information, and viable information about their child's success. We are working with the CMS Partnerships Office and our ZONE on specific efforts toward vertical articulation between Harding University High School and our feeder elementary and middle schools. We are harnessing the natural interest in our sporting events and other activities We have also re-started our Harding University High School PTA and Athletic Booster Club, which had been dormant since 2011. We will actively recruit membership throughout this school year.

7. Strategies are in place to aid in the transitions between academic grade levels, as well as school levels, i.e., pre-school to kindergarten, elementary to middle school, and middle school to high school.

The school improvement plan supports the regular education program by providing specific measures of support to students of all levels. As a comprehensive high school, our partnerships and global emphasis includes preparation for all



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students. The focus on global awareness and college-readiness provides students with quality instruction based on 21st century standards and global competencies. We have a college advisor, who meets with students periodically to discuss college and scholarship requirements, they often take students on college tours. Students who have recently transitioned from Middle School meet with counselors who ensures that they are taking the correct courses and to periodically monitor their social growth. When transitioning from high school to post-secondary life, students are equipped with critical thinking and problem solving skills, communication and collaboration abilities, and information and technology literacy. Students are also provided with services from three Communities in Schools counselors, one dedicated solely to ELLs. We have implemented a RAM Freshman Academy that creates a culture conducive to learning and socializing for beginning high school students

8. Teachers are actively involved in the use of assessments and instructional decisions are driven by data analysis.

Harding University High School has created a testing master calendar which helps keep teachers informed on district testing, state and national testing and midterm and final exams. This lets teachers know testing procedures and requirements. Teachers and their respective PLCs have created common assessments, from SchoolNet, for all content areas during common planning time. They use data trackers to disaggregate assessment data. SchoolNet has created an assessment bank where members can choose valid items to be used on common assessments. An assessment planning guide is be used to establish guidelines for rigorous, relevant assessments. After reviewing data teachers develop strategies to re-teach objectives that were not mastered. All professional learning communities, with assistance from facilitators, respond with appropriate interventions when students do not succeed.

9. Title I schools develop specific instructional activities for students identified with the greatest needs.

Harding University High School personnel incorporate the use of Data Trackers to monitor student progress as well as assist in the Data Wise process. Collecting, analyzing, and applying data is a research based strategy that is proven to improve student achievement. Additionally, we use the RTI (Response to Instruction) model through DataWise to identify students who need additional support and intervention. Through the use of a PEP (Personalized Education Plan), students who are currently below grade level in reading and math as identified by EOG and EOC scores are identified and monitored through the PEP process. PEPs set out specific educational goals in all subject areas, with primary focus being



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reading and math. Parents are kept fully informed of the process through an initial letter and quarterly progress updates and contacts. Another research based instructional strategy being used to improve student achievement is a continued focus on staff PLC's. With imbedded collaboration and reflection, PLC focuses at Harding University High School include differentiation of instruction for learning styles and ability levels; new teacher induction; new teacher evaluation; global leadership; and literacy. For our students, we will utilize the in-class model, Intervention Team and Student Support Staff. EC and LEP students who are struggling are continuously monitored by their case manager, inclusion teachers and LEP teachers. Each PLC is responsible for having chats about individual students on their case loads' progress. Students will receive additional services such as after-school and intervention period tutoring, Title I tutor assistance and extended day services.

10. Title I schools coordinate and integrate resources and services from federal, state, and local sources.

Harding University High School partners with various community agencies to enhance student school experiences. Local churches, Latin American Coalition, Communities in Schools, Big Brother and Big Sisters and other organizations work with the school to increase parent involvement, engage students in the learning environment, and enhance school cultural awareness.

Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ol style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ol style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide</p>	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p>

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<p>a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ol style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Five focus areas:</p> <ol style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service 			
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ol style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ol style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools 			
SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.			
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce.			
Strategic Plan Focus Area:	Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development.			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	Navigator Pathway:
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5		<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	
Data Used:	Master schedule with duty-free lunch periods for every teacher			



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Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> • Interim Dates
1. Create a master schedule that includes a duty free lunch period for every teacher. <ul style="list-style-type: none"> • Strategic planning • Climate/culture team promotes duty-free lunch for teachers (PD). • Rotating administrators, volunteers, and teachers with 3rd block planning 	Assistant Principal -Johnson, P.	Administrators and volunteers have a schedule to support lunch coverage at all 3 lunches each day to allow teachers 22 min.	None	Admin Volunteers	Oct 29, 2014 Jan 15, 2015 March 30, 2015 June 10, 2015
2. Creation of duty/supervisor roster. <ul style="list-style-type: none"> • Administered at the beginning of school year 	Assistant Principal -Johnson-Anthony, A.	Administrators and volunteers have a schedule to support lunch coverage at all 3 lunches each day to allow teachers 22 min.	None	Admin Teachers	Oct 29, 2014 Jan 15, 2015 March 30, 2015 June 10, 2015

SMART Goal (2): Duty Free Instructional Planning Time	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce.
Strategic Plan Focus Area:	Recruitment, Professional Development, Retention, New Career Pathways, Leadership

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	Development.			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Master schedule with duty-free lunch periods for every teacher; PLC minutes			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Creation of a master schedule that allows content teachers to plan together • Tues/Thurs PLC meetings • Unit planning sessions • PLC task force (PD)	Assistant Principal -Johnson, P.	All common assessments. Growth is shown in EOC, MSL, ACT, and SAT results PLC minutes	None	Admin Teachers PLC Leads	Oct 29, 2014 Jan 15, 2015 March 30, 2015 June 10, 2015
2. Creation of instructional excellence team. • PLC expectations • Best practices	Assistant Principal -Johnson, P.	All common assessments. Growth is shown in EOC, MSL, ACT, and SAT results. PLC minutes.	None	Admin Teachers	Oct 29, 2014 Jan 15, 2015

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<ul style="list-style-type: none"> ITT Cohort (PD) 				PLC Leads	March 30, 2015 June 10, 2015
3. Utilize academic facilitators <ul style="list-style-type: none"> Provide training Coverage when needed Academic/Planning support 	Academic Facilitators	All common assessments. Growth is shown in EOC, MSL, ACT, and SAT results. PLC minutes	None	Admin Facilitators Teachers PLC Leads	Oct 29, 2014 Jan 15, 2015 March 30, 2015 June 10, 2015

SMART Goal (3): Anti-Bullying / Character Education	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.			
Strategic Plan Goal:	Harding University High School will promote a positive climate that ensures a safe and secure environment, appropriate school facilities, and effective programs and services to enhance teaching and learning.			
Strategic Plan Focus Area:	Our plan of focus includes approaching each incident with a timely, sensitive and proactive response by accessing all school and community supports such as Behavior Management Technicians, School Resource Officers and our school's first responder team.			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades	<input checked="" type="checkbox"/> Successful completion of Math I	<input checked="" type="checkbox"/> Take and pass at least 1 AP/IB/Post-	<input checked="" type="checkbox"/> Score 1550 on SAT or 22 on ACT

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	3-5	in grade 9	Secondary class & exam
Data Used:	Data used will include 2013-2014 End of Course scores, ACT and SAT scores and NC WorkKeys data.		

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention	Walter Aikens, BMT Justin Brown, BMT Emily Dufore, Psychologist Theresa Oats, Counselor Claire Frisby, Counselor	Data collected and students tracked with decreased incidents of bullying incidents	\$0	Listed	September 2014-June 2015
2. Character Education	Dawn Slaughter, Counselor Betty Stroud, Counselor	Organized programs with 9 th to 12 th grade students. They will complete activities and presentations quarterly.	\$0	Listed	September 2014-June 2015
3. Healthy Active Child 30 min.	Dara Goldstein, AD PE Teachers Reginald Cooper, JROTC	HAC scheduled into the instructional day and participated in by all students	\$0	Listed	September 2014-June 2015



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4. School Health Team	Shay Heyward, Social Worker Leigh Barnhill, Nurse	Data collection of decreased health incidents	\$0	Listed	September 2014-June 2015
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SMART Goal (4):	Maintain Graduation Cohort Rate of 86.7 % this school year.				
Strategic Plan Goal:	Optimize district performance and accountability by strengthening data use, processes and systems				
Strategic Plan Focus Area:	I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School Performance Improvement				
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7	
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT	
Data Used:	2013 Graduation Cohort Rate				



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Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Enhance the use of counselors, social worker and support team. <ul style="list-style-type: none"> • Home visits • Student/parent conferences • Contact - phone calls, emails, and Connect Ed messages 	Counselors Social Worker Administration	Monthly Senior Cohort Meetings Counselors call Social Worker home visits	None	Teachers Admin Team Counselors	8/2014 – 6/2015
2. Create after school extended learning program Parent meeting to eliminate behavioral issues Update monthly cohort report of at risk students Create extended learning task force	Dean of Students – DeShay Everett	Extended Day and APEX attendance logs, assessment data	None	Teachers Admin Team Counselors	11/2014 – 5/2015
3. Start graduation pathways with Freshman	Dean of Students – Shakeria Barnes Counselors	Counselor Presentations Success Contract Extended Learning program	None	Teachers Admin Team Counselors	11/2014- 6/2015

SMART Goal (5):	Reduce the teachers turnover rate to below 15%
Strategic Plan Goal:	Goal 2: Recruit, develop, retain and reward a premier workforce

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Strategic Plan Focus Area:	Five focus areas: I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	2013-2014 Teacher retention rate data			

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> • Interim Dates
1. Develop a culture that motivates teachers to stay at HUHS <ul style="list-style-type: none"> • FAC will remain positive and solution-oriented • Social Committee • Provide after school activities for teachers and 	Social Committee Chair- Hemingway Academic Facilitators	Teacher Participation Log FAC Minutes A decrease in FAC concerns. Decrease in Teacher's Turn Over rate. Increase the retention rate	None	Teachers Admin Team Staff	8/2014-6/2015

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<p>their families</p> <ul style="list-style-type: none"> • Provide leadership opportunities for teachers • Provide teachers with round-table discussions. • Administration has an open-door policy. • HUHS created a Social Committee 		<p>of teachers.</p>			
<p>2. Implement the New Teacher Induction Program</p> <ul style="list-style-type: none"> • Create Mentor/Mentee groups • Celebrate success with positive notes, shout outs, and socials • Provide opportunities to new teachers to complete peer observations with high performing teachers • Monthly PD with content facilitators • The struggling teacher can observe other classes. • Facilitators will coach new teachers weekly. 	<p>Assistant Principal – Annissa Johnson – Anthony</p>	<p>Mentor/Mentee meeting logs, observation notes and reflections, and meetings with content facilitators</p>	<p>None</p>	<p>Teachers Admin Team Facilitators</p>	<p>8/2014- 8/2015</p>



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SMART Goal (6):	Increase percentage of students in IB Magnet (including IB DP and IB MYP) from 13% to 20%. Increase percentage of students in an IB course (including IB DP and IB MYP) from 25% to 40%.			
Strategic Plan Goal:	Goal 1: With the current enrollment Harding University High School will increase enrollment in both AP and IB classes.			
Strategic Plan Focus Area:	I. Academic growth/high academic achievement II. Access to rigor III. Closing achievement gaps			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Master Schedule enrollment as of 9/24/2014, including enrollment of all IBMYP rosters and IBDP rosters (each student only counted once). Special Programs enrollment as of 9/24/2014.			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Strategic Plan For Branding and Marketing at Harding	IB Coordinator- Sallie Davis	Master schedule Class enrollment	None	Teachers Admin Team	8/2014- 6/2015



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<p>University High School</p> <ul style="list-style-type: none"> • Harding University High School with updated marketing and promotional materials that represent the core elements of the program. • Teachers will receive training to provide rigor so that students are more prepared for AP and IB courses through professional development • Students in IBMYP/Honors courses will be given additional instructional support such as tutoring in order to increase numbers in the AP/IB courses • Participation in national, State, and local events that provide opportunities of positive exposure for Harding University High School • Update and drive traffic to the school website. 	<p>Assistant Principal – Johnson, P.</p>			<p>Staff</p>	
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<ul style="list-style-type: none"> Implementation of a marketing plan for school wide events. Develop a working relationship with the CMS communications department for increased coverage of signature events. 					
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SMART Goal (7):	Learning goal while using a variety of instructional strategies to support all learners.				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.				
Strategic Plan Focus Area:	I. Academic growth/high academic achievement II. Access to rigor V. Closing achievement gaps				
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7	
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT	
Data Used:	PLC minutes, feedback forms, and walk through data				



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Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> • Interim Dates
Communicate to staff Scripted, purposed who is involved (Build Trust)	Assistant Principal- Johnson- Anthony, A.	Goals written as “I Can Statements”	None	Staff	February 2015 June 2015
Identify high leverage researched based strategies and provide training	Dean of Students – Barnes, S.	SIOP Professional Development Literacy Professional Development	None	Staff	February 2015 June 2015
Define a learning goal PLC Foundation Smart Goals	Assistant Principal- Johnson, P.	PLC Professional Development PLC feedback form	None	Staff	February 2015 June 2015 Cre
Create a progress monitoring walkthrough form	Dean of Students – Everett, D.	Walkthrough Data	None	Staff	February 2015 June 2015



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Mastery Grading Procedures Plan – Required for All Schools				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.			
Strategic Plan Focus Area:	Academic growth/high academic achievement			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input checked="" type="checkbox"/> Successful completion of Math I in grade 9	<input checked="" type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:				

4. Additional learning opportunities <ul style="list-style-type: none"> Process of holding students accountable for learning via re-teaching, re-assessment and assigning a final value (i.e. 84%) 	Academic Facilitators PLC Leads Administrative Team	<ul style="list-style-type: none"> Evidence of success includes increased usage of 21st century skills by students Utilization of New Student Technologies by teachers and 	Staff	September 2014 December 2014 February 2015 June 2015
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		<p>students</p> <ul style="list-style-type: none"> • An Increase in district formative assessment scores • Application of Content across all curriculum areas and elective classrooms as evidenced in lesson plans • Increased collaboration through the Professional Learning Community Model. 			
<p>5. Late and make-up work</p> <ul style="list-style-type: none"> • School expectations for holding students accountable for completing assignments 	<p>Academic Facilitators</p> <p>PLC Leads</p> <p>Administrative Team</p>	<ul style="list-style-type: none"> • Improved student grades • Increased number of students passing courses • Improved Graduation rate 		Staff	<p>September 2014</p> <p>December 2014</p> <p>February 2015</p> <p>June 2015</p>



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<p>6. Grade reporting</p> <ul style="list-style-type: none"> Set expectations for the timeliness of recording grades in PowerSchool (initial grades and final grades after retest if applicable) 	<p>Academic Facilitators</p> <p>PLC Leads Administrative Team</p>	<ul style="list-style-type: none"> Timeline for inputting grades into Power School Progress reports dates established for teachers. 		<p>Staff</p>	<p>September 2014 December 2014 February 2015 June 2015</p>
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{Harding University High School} - 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*



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Approval of Plan			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			



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Quarter 2 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			



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Quarter 3 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			

Quarter 4 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			

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Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			