

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

December 06, 2013

Harding NCES - na

Charlotte-Mecklenburg Schools

CMS Improvement Indicators

Key Indicators are shown in **RED**.

Providing operational flexibility and sustained support

Federal Requirement: Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

Indicator	A01 - The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation. (1633)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/09/2012
	Evidence:	CMS ensures its Board policies are aligned with State policies. There is a process to regularly review Board policies and regulations to ensure they are current and are aligned with State and Federal laws and district goals. CMS ensures that the school improvement process is aligned with State law and all necessary components are included. These are reviewed by district-level staff and approved by the Board of Education and NC State Board of Education. Each spring, the district implements a process for stakeholder involvement in the review and revision of the CMS Parent Involvement Policy. All Title 1 schools must work collaboratively with the School Leadership Team to develop a Family Involvement Plan and Student-Parent-Teacher-School Learning Compact.

Indicator	A02 - The LEA has reoriented its culture toward shared responsibility and accountability. (1634)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/09/2012

	Evidence:	<p>CMS has provided extensive professional development on the Professional Learning Communities (PLCs) model to promote collaboration among staff within the school, between schools and central office, and within the central office. Principals and assistant principals received monthly training and share their learning with school staff. Within the PLC model, there has been a shift towards making data driven decisions. CMS has provided central office and school personnel with several data management and intervention tools that provides them information for decision-making and monitoring progress. The Managing for Performance Portal provides teachers, administrators, and central office staff with information about achievement, WIDA scores, EC, attendance, at-risk factors, behavior, etc. Thinkgate is the platform used to house data from district created benchmarks. Easy access to this data enables teachers to develop remediation plans, Electronic Personalized Education Plans are maintained in Easy PEP on all students scoring below grade level on standardized tests. Additionally, the district has provided extensive monthly training to principals and assistant on the North Carolina Educator Evaluation System to ensure evaluators are able to accurately assess teachers' level of performance and provide feedback, coaching, and professional development to promote growth.</p>
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Indicator	A04 - The LEA has aligned resource allocation (money, time, human resources) within the school's instructional priorities. (1636)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 10/09/2012
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	Evidence:	<p>The Superintendent works collaboratively with the Board of Education to develop a budget that is aligned with the goals of Strategic Plan 2014. The district budgeting process requires various stakeholders and central office employees to evaluate the effectiveness of instructional programs and initiatives in achieving the district's goals to determine future funding priorities. Decisions about textbooks, technology standards, and data management systems are made and funded at the district level. State and local funding is provided to schools based on the 20th day ADM. Principals involve their School Leadership Teams to prioritize school budgets that are in alignment with the School Improvement Plan. Staffing allocations provided by the state are reviewed and the district uses a weighted student-staffing ratio to account for the needs of schools with high levels of student poverty. Extended Day funding, that is used to provide remediation and additional instructional time for students, is allocated based on the number of students scoring below grade level in reading at a school. The district has provided additional zone staff, including literacy and math specialists, to support the instructional program in Title 1 schools.</p>
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Providing operational flexibility and sustained support

Federal Requirement: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or EMO).

Indicator	B10 - The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (1659)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/09/2012
	Evidence:	The School Improvement Team is comprised of school leaders who are engaged in the implementation of the School Improvement Plan. School Improvement Team's will meet on a consistent basis (monthly or quarterly) to monitor progress in areas of parent outreach, student achievement, and discipline. During these meetings, the team's can assess the implementation that has already taken place as well as plan ahead to determine full implementation. In addition, zone teams participate in school walkthroughs where instructional feedback is provided to the school leadership. Principals can choose to implement changes based on this feedback or share feedback with the School Improvement Team and determine adjustments from that point.

Indicator	B15 - The LEA provides the school transformation team members with information on what the school can do to promote rapid improvement. (1663)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/09/2012
	Evidence:	Through the zone office support is offered to schools in the areas of math, literacy, exceptional children, and behavior intervention. Specialists in each of these areas collaborate with the school and provide support, training and feedback as needed to the school to promote rapid improvement. The collaboration between the specialists and the school occur in various forums such as individual meetings with school-based leadership, small group support to teachers, and/or planning sessions with facilitators. The zone office provides research based content that has been proven to increase student achievement and teacher effectiveness.

Developing and increasing teacher and school leader effectiveness

Federal Requirement: Replace the principal who led the school prior to commencement of the transformation model.

Indicator	C01 - The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (1639)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/09/2012

	Evidence:	All new CMS principals are given a two year contract during that time they participate in a district wide induction program. In the first year, principals are assigned a mentoring coach who meets with them monthly to provide professional development and support. In the second year, principals participate in the SAM's Project, which includes a coach and extensive professional development. Additionally, all CMS principals are evaluated using the North Carolina School Executive Performance Evaluation tool. Throughout the year they are monitored consistently using a professional development plan that targets their areas for growth.
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Indicator	C06 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (1644)	
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Status	Full Implementation	
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Assessment	Level of Development:	Initial: Full Implementation 10/09/2012
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	Evidence:	CMS uses the Principal Talent Pool selection process to cultivate a pipeline of change leaders. In this process, potential principals must go through a paper screening process to assess the quality of their previous experiences and their ability to lead for instructional growth as indicated by qualitative data. During the second phase of the process, potential principals must demonstrate leadership through an extensive interview, participation in a case study discussion, and respond to an experience- based writing prompt. After being accepted into the Principal Talent Pool, candidates can apply for principal leadership positions within the district. The Zone Superintendents works with all school-based stakeholders to create a principal profile, which is used to identify needed competencies and skills. Potential principal candidates are selected for interviews based on a match of the school-based profile and their strengths. Following all potential principals must interview with a representative group of school stakeholders and Central Office staff. The best candidate is then approved by the Superintendent.
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Indicator	C08 - The principal effectively and clearly communicates the message of change. (1665)	
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Status	Full Implementation	
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Assessment	Level of Development:	Initial: Full Implementation 09/28/2012
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	Evidence:	The principal has a clear protocol to deliver information to all stakeholders through School Leadership Team, Department Chair PLC, Harding Headlines, Parent Nights, & Parent University. The principal utilizes many resources such Title I instructional coaches to deliver job embedded professional development and the CMS Diversity Specialist. Key staff members have been trained to present PD to staff, parents and students on Bullying Awareness. Staff representatives facilitate the Students Against Violence Club(S.A.V.E.)on campus with student participation. The IB Coordinator meets monthly with instructional IB staff and quarterly with the IB parents.
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Indicator	C13 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)		
Status	Tasks completed: 0 of 7 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/01/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The principal creates opportunities for leadership through department chair selections and monthly department meetings. The principal empowers the department chairs to lead their respective disciplines in regular PLCs. Individual disciplines meet at least 2 times weekly to collaborate, plan units, lessons and teacher made assessments. The principal encourages staff to lead professional development, chair school committees, serve on the School Leadership Team, and PTSA. The principal empowers instructional staff to seek grant opportunities to fund instructional programs. The Administrative team meets weekly to review data gathered from the administrative walk-through evaluations. Professional development and department meetings are developed as an outcome of these walk-throughs. The principal uses information from administrators, teachers staff, and referrals on discipline. Areas of support are based on review of the data and collaboration.</p>	
Plan	Assigned to:	Alicisa Johnson	
	How it will look when fully met:	<p>We will provide evidence that the plan is fully implemented by using survey data on the effectiveness of the role of department chair. Assessment data, walk through data and NCEES standards evaluation tool will be used to evaluate effectiveness of instructional goals and practices. The School Leadership Team will provide monthly documentation of three smart goal teams in place and the strategies that are have been implemented to address Advanced Studies and school culture.</p>	
	Target Date:	06/06/2014	
	Tasks:		
	1. Provide professional development at Monthly Departmental Chair Meetings with agenda and sign in sheets.		
	Assigned to:	Alicisa Johnson	
	Added date:	11/06/2012	
	Target Completion Date:	06/06/2014	
	Frequency:	monthly	

		Comments:	Professional development is very streamlined to meet various needs and multiple opportunities are offered each month to all staff and optional days are offered on Mondays and Tuesday. Tuesday is specifically for technology professional development. There is no longer a need to have an embedded professional development in the department chair meetings due to all of the support given throughout the month for all staff members. Department chairs are afforded opportunities to seek off site training as needed to assist their departments' instructional needs.
		2. Administrative team review of weekly walk through data and address the areas of need and identify methods needed for additional support.	
		Assigned to:	Alicisa Johnson
		Added date:	11/06/2012
		Target Completion Date:	05/22/2015
		Frequency:	weekly
		Comments:	
		3. School Leadership Team is one collaborative team each member is responsible for working together to create strategies to make improvements to school culture and advanced studies.	
		Assigned to:	Sam Speroni
		Added date:	11/06/2012
		Target Completion Date:	06/10/2015
		Frequency:	monthly
		Comments:	
		4. Providing monthly professional development sessions for staff facilitated by teacher leaders.	
		Assigned to:	Yolanda Whitley
		Added date:	11/07/2012
		Target Completion Date:	06/06/2014
		Frequency:	monthly
		Comments:	
		5. Appoint a grant contact to share grant opportunities with staff that will improve school culture, environment and achievement.	
		Assigned to:	Amy Prior
		Added date:	11/07/2012
		Target Completion Date:	06/06/2014
		Comments:	
		6. Require department chairs and facilitators to develop a plan of support for struggling teachers within their department.	
		Assigned to:	Alicisa Johnson
		Added date:	11/07/2012
		Target Completion Date:	06/06/2014
		Comments:	This will be on an ongoing basis as needed.
		7. Provide administrators with additional leadership opportunities to prepare them for the principalship.	
		Assigned to:	Alicisa Johnson

		Added date:	11/07/2012
		Target Completion Date:	06/30/2015
		Frequency:	weekly
		Comments:	This is an on-going process that occurs weekly or more often whenever needed.
Implement	Percent Task Complete:	Tasks completed: 0 of 7 (0%)	

Developing and increasing teacher and school leader effectiveness

Federal Requirement: Use rigorous, transparent, and equitable evaluation systems for teachers and principals that a) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and b) are designed and developed with teacher and principal involvement.

Indicator	D01 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/01/2012
	Evidence:	The principal requires administrative weekly walk-through observations on every instructional staff member. Data is collected from these walk through observations along with teacher artifacts such as student work, teacher reflections, teaching logs and surveys. The principal uses a variety of observation tools for valid results such as NCEES, HUHS data trackers, classroom management evaluations, classroom environment evaluations, instructional observations, conferences, video and other administrative team walk through data. The assessment data analysis is used to create the master schedule. (i.e. EVAAS/Value added)

Indicator	D02 - The principal includes evaluation of student outcomes in teacher evaluation. (1672)		
Status	No decision has been made		
Assessment	Level of Development:	Initial: No development or Implementation 10/01/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Always a discussion with teachers but has not been included in their evaluations. However, with implementation of Standard #6 it will become a part of the evaluation.	
Plan	Assigned to:	Alicisa Johnson	
	How it will look when fully met:	Administrators will share student assessment outcomes and student survey responses and work with them on ways to improve teaching and learning.	
	Target Date:	06/12/2013	
	Tasks:		
	1. The IAF along with administrators will design a survey to be administered to one class of each teacher during the first semester. Responses will be shared with teachers to make necessary adjustments for the second semester.		
	Assigned to:	Stacey Ferriell	
	Added date:	11/07/2012	
	Target Completion Date:	01/30/2015	
	Frequency:	once a year	
	Comments:		
	Task Completed:	01/31/2013	
Implement	Percent Task Complete:	Tasks completed: 1 of 1 (100%)	

Developing and increasing teacher and school leader effectiveness

Federal Requirement: Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Indicator	E12 - The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers. (1690)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/09/2012	

	Evidence:	Each school zone retains a Human Resource Manager on their team to support principals in the dismissal process of low performing staff. The HR Manager meets with principals to ensure that the dismissal process is being followed correctly and assists principals with the data collection needed for dismissal. In addition, Zone Superintendents coach principals through the dismissal process giving them constructive feedback on the paper documentation or providing an awareness of the timeline for dismissal procedures. In some cases, Executive Directors or Zone Superintendents will participate in the observations of low-performing staff to provide general feedback and provide documentation support.
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Developing and increasing teacher and school leader effectiveness

Federal Requirement: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Indicator	F03 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/01/2012

	Evidence:	<p>Professional development is provided two times monthly to meet the needs of all teachers through differentiated sessions presented through gallery crawls, seminars, rotating stations, and book studies. Student data is used to drive the areas of concentration in the differentiated PD. Teacher data is also used such as walk through evaluations, formal observations and PLC minutes. The principal has created a climate that promotes collaboration and planning to promote growth through the professional development choices.</p> <p>LEA RESPONSE: CMS aligns professional development with the goals in Strategic Plan 2014 and needs identified from student achievement and teacher evaluation data. The district has taken the lead on providing an introduction to and implementation of the Common Core Standards. Curriculum and Instruction (C&I) Directors have worked collaboratively with department members and teacher leaders to develop system-wide training that was conducted during the five professional development waiver days. Additionally, the C&I department implemented a summer Teacher's Institute, STEM Institute, and other workshops for teachers. To further help with building teachers' content understanding, the C&I department implements monthly alliance meetings for a variety of content areas. During these meetings, they share instructional strategies and resources. The district has also created an electronic walkthrough form that is used through the Teachscape platform. C&I and Zone Staff have access to the data collected on teachers at the school and are able to tailor professional development sessions for the schools and teachers. This year, the district is focusing on instructional coaching with central office staff, principals and assistant principals to help build their capacity for improving teachers' performance. The district provides additional professional development opportunities and teachers are able to register through the MyPD system. Title 1 PD Coaches provide professional development opportunities, including the Differentiation Academy, Support Interaction, Literacy Across the Content Areas, Writing in the Math Classroom, etc., that are specially designed to the meet the needs of Title 1 teachers. The zone office staff further support teachers by providing coaching support on the implementation of the common core and Balanced Literacy Model.</p>
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Indicator	F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/01/2012

	Evidence:	<p>The school has required standards-based, data driven and job embedded professional development 2 times monthly with differentiated sessions to meet the needs of all instructional staff. Professional development is created from results of student data, teacher, student and parent surveys, walk-through evaluations, and specific departmental needs. Staff is encouraged to attend district professional development sessions as well as out of district PD. Staff members are involved in sharing their areas of expertise along with presenting professional development based on current educational trends, innovative technology updates, instructional diversity such as SIOP and other cultural and collaborative presentations.</p> <p>LEA RESPONSE: CMS aligns professional development with the goals in Strategic Plan 2014 and needs identified from student achievement and teacher evaluation data. The district has taken the lead on providing an introduction to and implementation of the Common Core Standards. Curriculum and Instruction (C&I) Directors have worked collaboratively with department members and teacher leaders to develop system-wide training that was conducted during the five professional development waiver days. Additionally, the C&I department implemented a summer Teacher's Institute, STEM Institute, and other workshops for teachers. To further help with building teachers' content understanding, the C&I department implements monthly alliance meetings for a variety of content areas. During these meetings, they share instructional strategies and resources. The district has also created an electronic walkthrough form that is used through the Teachscape platform. C&I and Zone Staff have access to the data collected on teachers at the school and are able to tailor professional development sessions for the schools and teachers. This year, the district is focusing on instructional coaching with central office staff, principals and assistant principals to help build their capacity for improving teachers' performance. The district provides additional professional development opportunities and teachers are able to register through the MyPD system. Title 1 PD Coaches provide professional development opportunities, including the Differentiation Academy, Support Interaction, Literacy Across the Content Areas, Writing in the Math Classroom, etc., that are specially designed to the meet the needs of Title 1 teachers. The zone office staff further support teachers by providing coaching support on the implementation of the common core and Balanced Literacy Model.</p>
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Indicator	F07 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/01/2012

Evidence:		<p>Professional development has been specifically structured around specific areas, such as working with the CMS Diversity Office to provide professional development for staff throughout the entire school year to bring clear understanding of students of all ethnicities. The principal encourages and supports building capacity within the building. The Parent Involvement Committee meets monthly and is involved in ongoing projects to support the development of students, parents and community served by the school. School leadership attendance is required at the Zone professional development meetings. The school offers to its staff an on-going professional development through Dream Builders, offering PD in communication skills and motivation for our staff to meet the needs of the students.</p> <p>LEA RESPONSE: Within Strategic Plan 2014, CMS has established Effective Teaching and Leadership as a district priority. Within in this priority, one of the Key Indicators is provide access to training that is tailored to student and teacher learning needs. Some of the strategies listed are to provide training on a variety of instructional strategies, implement the Differentiation Academy, provide support of the understanding and use of data through the Data Wise process, provide training on rigor, expand the instructional coaching model, fully implement PLCs as a means of providing job-embedded professional training, and provide training on the RTI model. CMS has provided training in each of these areas and monitors the effectiveness of each through survey and student achievement data, participation rosters, and walk-through and teacher evaluation data. After each professional development session, teachers complete an online feedback survey. Zone staff are aware of teachers and schools that have completed the Differentiation Academy and are able to monitor teachers' ability to implement strategies in their classrooms. The RTI model is being rolled out in phases. Schools who are identified as RTI schools have been assigned a coach who support and monitor implementation. CMS carefully analyzes the achievement performance at each of the schools and assesses the growth and achievement gaps of each subgroup to more formally monitor the effectiveness of the system-level professional development.</p>
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Developing and increasing teacher and school leader effectiveness		
Federal Requirement: Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.		
Indicator	G01 - The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders. (1645)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/09/2012

	Evidence:	<p>CMS has identified two programs to identify new principals who are trained to be turnaround leaders. These programs, New Leaders for New Schools and Leaders for Tomorrow (Winthrop University), provide intensive professional development and on the job training to ensure that future leaders are knowledgeable of instructional practices and are prepared to lead for change. In addition, CMS has implemented the Strategic Staffing Initiative that allows for placing highly effective leaders into challenging and hard to staff schools. Zone Superintendents collaborate with the Deputy Superintendent to identify the district's most effective leaders based on student achievement data and cultural competencies. There is a three year commitment of a Strategic Staffing principal, which is meant to create stability for the school with a highly effective leader in place.</p>
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Indicator	G03 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/01/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	<p>The principal includes multiple persons in conducting evaluations. The administrative team collectively has experience in the classroom and is licensed and trained to perform evaluations. Those evaluators provide one piece of written feedback per walk-through observation. The school uses teacher leaders to conduct PLC meetings, present professional development and use their classrooms as learning labs for other instructors. There is an application process for department chairs. Department chairs are elected by the principal and their expertise is used in the subject or grade level of the teacher being evaluated to provide additional support through peer walk through observations and provide feedback. The school uses the CMS teacher survey, working conditions survey and quarterly surveys to gauge teacher and administrator perceptions and concerns about the evaluation system and revises the system as necessary.</p> <p>LEA RESPONSE: CMS has a system of procedures for recruiting, evaluating, rewarding, and replacing staff. The district advertises all vacancies on the website and candidates complete an online application through the MyAPP 2.0 platform. Additionally, HR advertises on Facebook and attends various colleges to participate in job fairs. CMS has a system in place to identify teachers with leadership potential and provide them opportunities to participate in administrator licensure programs. CMS follows the North Carolina evaluation procedures and instruments for teachers and administrators. Principals and assistant principals are provided monthly training on the implementation of the evaluation process and matrix to ensure consistency and calibration in identifying highly effective educators and how to coach for improvement. Additionally a group of consultant coaches and principals worked collaboratively to develop indicators that reflect leveled performance for each of the standards in the evaluation matrix. The CMS Human Resources Department (HR) and Executive Staff, with the input of principals, have developed a matrix that outlines the acceptable level of summative performance for non-career teachers to be eligible for a continuing contract. Teachers who do not meet these standards, may be recommended for non-renewal. Career teachers must follow a directed professional development plan for two years and not make acceptable growth to be recommended for termination. Highly effective teachers are identified through their student growth composites and summative ratings and are provided leadership opportunities, including serving as a Professional Development Master Teacher and being Strategically Staffed, as a reward for their performance.</p>
Plan	Assigned to:	Alicisa Johnson
	How it will look when fully met:	We will include teacher leaders and administrators in developing systems, procedures and protocols that are related to staff morale, teacher retention, replacing staff, rewarding staff and evaluating staff.
	Target Date:	06/05/2015
	Tasks:	

		1. Create teams consisting of teachers to interview candidates for vacant positions.
	Assigned to:	Alicisa Johnson
	Added date:	11/07/2012
	Target Completion Date:	06/30/2015
	Comments:	Department chairs from the particular disciplines, teachers from the area and administration are part of the interview team.
		2. Require administrators to organize at least two activities for a group of teachers, a department or the school that will serve as a boost for morale.
	Assigned to:	Alicisa Johnson
	Added date:	11/07/2012
	Target Completion Date:	06/05/2015
	Comments:	This will be ongoing as needed. A recommendation would be create opportunities quarterly!!
		3. Conduct a survey using Survey Monkey to gauge perceptions and to determine strengths and areas needing improvement.
	Assigned to:	Alicisa Johnson
	Added date:	11/07/2012
	Target Completion Date:	06/05/2015
	Frequency:	twice a year
	Comments:	The process should take place after the first semester of each school year and again the last full month of school to prepare for the next school year.
		4. Require weekly walk through observations with written feedback to teachers and track administrators progress using an Excel Tracker.
	Assigned to:	Alicisa Johnson
	Added date:	11/07/2012
	Target Completion Date:	06/05/2015
	Frequency:	weekly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Comprehensive instructional reform strategies

Federal Requirement: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

Indicator	H01 - The principal ensures that teachers align instruction with standards and benchmarks. (1714)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/01/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal works to provide resources to incorporate changes required to align with the standards, such as assessing through formal observations, weekly walk-through observations, Title I coaches work to make standards aligned. The Title I coaches work within their respective area to assist with alignment. (i.e. SIOP, Literacy, EC and Math. The Title I tutor works closely with English teachers to monitor implementations of the Common Core State Standards. Assessment data from sources such as common assessments, Thinkgate and district formative assessments are used. A process needs to be established for articulating across grade levels and content areas.	
Plan	Assigned to:	Alicisa Johnson	
	How it will look when fully met:	We will work with Title I instructional coaches, district curriculum specialist and PLC leads to ensure instruction is aligned with the essential standards and Common Core State Standards.	
	Target Date:	06/13/2014	
	Tasks:		
	1. Participate in UNCC's Common Core training and create a site based implementation team.		
	Assigned to:	Alicisa Johnson	
	Added date:	11/07/2012	
	Target Completion Date:	06/06/2014	
	Comments:		
	2. Guide content area teams through the process of implementing effective PLCs to align instruction with standards and improve achievement.		
	Assigned to:	Alicisa Johnson	
	Added date:	11/07/2012	
	Target Completion Date:	06/05/2015	
	Comments:		
	3. Require Title I instructional coaches to observe teachers, provide feedback and recommendation professional development that is needed.		

		Assigned to:	Phillip Johnson
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
	4. The IAF and API will work with teachers to distribute and interpret common assessments, Thinkgate and district formative assessments.		
		Assigned to:	Phillip Johnson
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
	5. The Title I tutor is a retired English teacher and will work closely with English teachers on alignment, engagement and achievement.		
		Assigned to:	Phillip Johnson
		Added date:	06/10/2013
		Target Completion Date:	06/06/2014
		Frequency:	daily
		Comments:	The Title I tutor provided hands-on with English II students and teachers on a daily basis. She has worked countless hours with students to ensure that they achieve at the highest level and are prepared to graduate from high school. She works with the Senior Exit papers and presentations by tutoring students and providing them with valuable resources to aid them in achieving.
Implement	Percent Task Complete:		Tasks completed: 0 of 5 (0%)

Indicator	H03 - All teachers, working in teams, prepare standards-aligned lessons. (1718)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/01/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The teachers work in PLCS to prepare standards-aligned units, that apply to the grade level and unit topic. The PLCs consider the most appropriate elements for mastery. They develop pre and post assessments that are clear and specific and provide evidence needed for mastery. Administrators checking for daily lesson plans is part of the walk-through process.</p> <p>Administrators meet with teachers who do not have plans or have plans that do not meet lesson plan requirements. Administrators use future walk-throughs to monitor feedback and changes provided to the teachers. Teachers are tracking assessment data to monitor student mastery. Administrators are monitoring teachers data tracking systems. A school-wide tracker is used to monitor student progress and mastery is set at 85%.</p>	
Plan	Assigned to:	Alicisa Johnson	
	How it will look when fully met:	Teachers will work with PLC leads, Common Core State Standards implementation team, department chair persons and curriculum specialist to prepare standards aligned lessons.	
	Target Date:	06/05/2015	
	Tasks:		
	1. Administrators will check daily lesson plans during weekly walk through observations and discuss any concerns with teachers.		
	Assigned to:	Administrative team	
	Added date:	11/07/2012	
	Target Completion Date:	06/05/2015	
	Frequency:	weekly	
	Comments:		
	2. Administrators and the IAF, IB coordinator will monitor the use of data to determine student mastery and additional support needed.		
	Assigned to:	Alicisa Johnson	
	Added date:	11/07/2012	
	Target Completion Date:	06/05/2015	
	Frequency:	weekly	
	Comments:		
	3. Teachers will work closely with content area to collaboratively develop standards aligned lessons.		
	Assigned to:	Alicisa Johnson	
	Added date:	11/07/2012	

		Target Completion Date:	06/05/2015
		Frequency:	twice weekly
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 3 (0%)

Comprehensive instructional reform strategies

Federal Requirement: Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

Indicator	I01 - The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/01/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teams are implemented to assess and adjust instruction in short-term cycles of improvement through monthly School Leadership Team meetings, monthly Department Chair meeting, weekly Administrative Leadership meetings, weekly PLCs and monthly departmental meetings. Due to transition and the number of new teachers our PLC process is still being developed. EOC teams meet weekly with lead teacher facilitating the meeting. Non-EOC teams meet weekly while some meet monthly such as visual and performing arts.	
Plan	Assigned to:	Alicisa Johnson	
	How it will look when fully met:	Using a team within a team concept the School Leadership Team will focus on identifying goals and activities designed to meet those goals. PLCs will be created to inform and differentiate instruction to improve student attendance and achievement.	
	Target Date:	06/05/2015	
	Tasks:		
	1. PLC leads will be identified to organize and facilitate weekly meetings to plan instruction and assessments.		
	Assigned to:	Alicisa Johnson	
	Added date:	11/07/2012	
	Target Completion Date:	06/05/2015	
	Frequency:	weekly	
	Comments:		
	2. The School Leadership Team will be restructured to include more teacher leaders to monitor SIP goals and design activities/strategies to meet the goals.		
	Assigned to:	Suzanne Black	

		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Frequency:	monthly
		Comments:	
	3. Designate weekly meetings for Administrators and monthly meetings for department chairs to discuss progress on instructional strategies and additional support needed.		
		Assigned to:	Alicisa Johnson
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	I02 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/01/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers use various assessments of standards-based objectives. Teachers should be tracking the progress of their students regularly and using the data from per objective on formatives such as exit tickets, per objective on summative assessments and other assessments to provide data of objectives mastered at 85%. Objectives not mastered will receive remediation instruction, corrective looping or re-teaching. Also, teachers should be discussing data and student mastery in PLC meetings, content and department meetings. Administrations monitor this process through discussion with teachers during PLC process, formal observation conferences and walk through observation conferences.	
Plan	Assigned to:	Alicisa Johnson	
	How it will look when fully met:	Teachers will utilize assessment data to track student progress toward achievement of instructional goals.	
	Target Date:	06/05/2015	
	Tasks:		
	1. IAF will work with teachers to administer formative assessments.		
	Assigned to:	Stacey Ferriell	
	Added date:	11/07/2012	
	Target Completion Date:	06/05/2015	
	Comments:		
	2. Teachers are required to track student progress toward attendance and achievement goals.		

	Assigned to:	Nina Adams
	Added date:	11/07/2012
	Target Completion Date:	06/05/2015
	Comments:	
	3. Teachers will collaborate during weekly PLCs meetings to analyze data from common assessments and formative assessment to inform instructional planning.	
	Assigned to:	Alicisa Johnson
	Added date:	11/07/2012
	Target Completion Date:	06/06/2014
	Comments:	
	4. Title I instructional coaches will observe teachers and provide feedback related to curriculum adjustment and instructional presentation strategies.	
	Assigned to:	Alicisa Johnson
	Added date:	11/07/2012
	Target Completion Date:	06/06/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Indicator **I03 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716)**

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 10/01/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	The teachers working in their PLCs are strong in continual assessing of students with valid data. They do an excellent job of motivating. We must do a better job of developing strategies to meet the individual needs of the students. We must work harder to understand what can be done to assist low performers. Instructional strategies need to include more differentiated student centered activities. Professional development sessions are being held to help teachers develop differentiated strategies. Teachers should be using their assessment data to plan the differentiated lessons.
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Plan	Assigned to:	Alicisa Johnson
	How it will look when fully met:	Teachers will collaborate within PLCs to develop lessons that are differentiated and aligned with state standards.
	Target Date:	06/05/2015

Tasks:

	1. Teachers will meet weekly with PLC team members to design lessons and analyze data to increase engagement, interest and achievement.	
	Assigned to:	Alicisa Johnson

		Added date:	11/07/2012
		Target Completion Date:	06/06/2014
		Comments:	
	2. Differentiated professional development sessions will be organized to meet the diverse needs of teachers.		
		Assigned to:	Yolanda Whitley
		Added date:	11/07/2012
		Target Completion Date:	06/06/2014
		Comments:	
	3. Teachers will be recommended to attend CMS Differentiation Academy and district learning labs related to differentiation.		
		Assigned to:	Yolanda Whitley
		Added date:	11/07/2012
		Target Completion Date:	06/06/2014
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	I04 - All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (1719)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/01/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers believe that the students can learn and will work with students to try to bring about their success. Lack of classroom management contributes to the ability to implement instruction in a variety of modes. Instruction that is provided needs to be higher level, more engaging and differentiated. Professional development is offered on classroom management techniques and strategies. Additionally, feedback and suggestions are provided based on walk-through observations and referrals.	
Plan	Assigned to:	Alicia Johnson	
	How it will look when fully met:	Professional development will be provided to expose teachers to a variety of instructional strategies as well as strategies to effectively manage student behavior.	
	Target Date:	06/05/2015	
	Tasks:		
	1. Professional development will be provided to help teachers determine students learning styles.		
		Assigned to:	Alicia Johnson
		Added date:	11/07/2012

		Target Completion Date:	06/06/2014
		Comments:	
	2. The Learning Walk Model will be implemented to help teachers observe other teachers implementing designated strategies that they can implement within their own classrooms.		
		Assigned to:	Alicisa Johnson
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
	3. Department chair persons and administrators will observe teachers frequently and develop a plan of support for struggling teachers.		
		Assigned to:	Alicisa Johnson
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	I05 - All teachers employ effective classroom management. (1721)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/01/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Teachers believe that students can learn and offer numerous opportunities to students to uphold the "Failure is Not an Option" policy such as classroom corrective looping for objectives not mastered, after-school tutorials, remediation after-school, Core Academy, Nova Net, Saturday School and the remediation block held Monday through Thursday each week, during a time allotted for students' remedial needs. This is an ongoing process throughout the entire school year. The principal and her administrative staff work directly with teachers through feedback from weekly walk through evaluations. Teachers monitor student learning through regular feedback, re-looping, re-testing and allowing for students to track their own data. Some teachers incorporate differentiated lessons into their curriculum to meet the vast learning needs of every student. Teachers are encouraged to build those skills in differentiation through regular collaboration with team and PLCs, and through professional development opportunities both on-site and district level. Additional work is needed in the area of classroom management.</p>	
Plan	Assigned to:	Alicisa Johnson	
	How it will look when fully met:	Professional development and strategies related to effective classroom management will be shared with teachers to eliminate disruptions and allow teachers to focus on instruction.	
	Target Date:	06/05/2015	
	Tasks:		
	1. Based on formal and informal observations administrators will provide feedback and suggestions related to effective classroom management.		
	Assigned to:	Alicisa Johnson	
	Added date:	11/07/2012	
	Target Completion Date:	06/05/2015	
	Comments:		
	2. Safety nets for students will be implemented school wide to decrease incidents of inappropriate behavior related to low achievement.		
	Assigned to:	Alicisa Johnson	
	Added date:	11/07/2012	
	Target Completion Date:	06/05/2015	

		Comments:	HATS, Harding's Alternative to Suspension program is adding a literacy strand to the program going forward.
Implement	Percent Task Complete:	Tasks completed:	0 of 2 (0%)

Indicator	I06 - The school Leadership Team regularly looks at multiple measures (e.g., behavior data, aggregated classroom observation data, and school climate surveys of staff, students, and parents) and uses this data to make decisions about student social and emotional learning. (2590)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/17/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have a School Leadership Team however, the team has been restructured to include mostly staff with some parent participation. The team will be organized to monitor the goals of the School Improvement Plan as well as other components necessary for the school improvement plan such as survey response data. All administrators are members of the School Leadership Team and will oversee the processes and procedures.	
Plan	Assigned to:	Alicisa Johnson	
	How it will look when fully met:	The SLT will be reorganized to include more teachers and administrators to monitor school improvement goals and strategies needed to obtain goals.	
	Target Date:	06/05/2015	
	Tasks:		
	1. Require each department to have a representative on the SIP so that all departments have input and a voice in decision making.		
	Assigned to:	Alicisa Johnson	
	Added date:	11/07/2012	
	Target Completion Date:	06/05/2015	
	Comments:	Find more ways to involve whole staff in the SIP.	
	2. Divide the SLT into committees related to the top three SIP goals and require them to work on activities to achieve the goal.		
	Assigned to:	Alicisa Johnson	
	Added date:	11/07/2012	
	Target Completion Date:	06/05/2015	
	Comments:	This is working as a successfully strategy and should continue to develop going forward.	
	3. Share data related to School Improvement with SLT members and department chairs to gain input on next steps needed to address identified issues.		

		Assigned to:	Alicisa Johnson
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
Implement		Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Increasing learning time and creating community-oriented schools

Federal Requirement: Establish schedules and strategies that provide increased learning time.

Indicator **J08 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)**

Status Tasks completed: 0 of 5 (0%)

Assessment	Level of Development:	Initial: Limited Development 10/01/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:	<p>The school day is structured for RAM block daily, Monday through Thursday. This block is to give students additional time during the school day for remediation. The RAM block is designed so that all students have a chance to revisit weekly every class that is on their schedule for enrichment and or remediation. Teachers are required to maintain 2 days a week of after-school hours to support students needing additional tutoring and remediation. The school has adopted the "Failure is not an Option" plan to ensure students have necessary support, such as credit recovery. (i.e. Nova Net, Core Academy, After-School Tutorials/Extended Day) A plan needs to be developed for student data and teacher accountability in these additional support areas.</p> <p>LEA RESPONSE: Through the use of Title I funds schools are able to offer before or after school learning opportunities for students. Students who struggle in their core academic areas are afforded these opportunities for additional instruction. Schools use formative assessments to inform student progress and determine whether adjustments need to be made in the instruction. In addition, technology is often used to provide extended learning opportunities for students. Academic enrichment that is technology based generates reports that provide specific feedback on student strengths and weaknesses. Teacher are able to use these reports to modify and adjust instruction. The district provides teacher training through the Differentiation Academy that gives strategies on how to adjust instruction in all settings to meet the needs of all students. The Differentiation Academy is available to all teachers and central office staff who support schools. This unified understanding of differentiation serves as a necessary component for instruction.</p>
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Plan	Assigned to:	Alicisa Johnson
	How it will look when fully met:	Student achievement data will be analyzed to determine extended learning opportunities to address student needs.
	Target Date:	06/05/2015

- Tasks:**
1. Develop a credit recovery program to address the deficiencies of juniors and seniors related to graduation requirements.

		Assigned to:	Nina Adams
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
	2. Develop Core Academy program to help students improve grades in EOC classes in which they are currently enrolled.		
		Assigned to:	Nina Adams
		Added date:	11/07/2012
		Target Completion Date:	06/06/2014
		Frequency:	four times a year
		Comments:	
	3. Implement a "Failure Is Not An Option" incentive whereby students can recover academic deficiencies by retaking tests and improve their overall grade.		
		Assigned to:	Suzanne Black
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
	4. Include a remediation, acceleration, and mentoring block during the school day to provide students with enrichment opportunities as well as opportunities to improve their grade.		
		Assigned to:	Alicisa Johnson
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Frequency:	daily
		Comments:	
	5. Develop a bilingual tutoring program to better meet the needs of our ELL students.		
		Assigned to:	Nina Adams
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 5 (0%)

Increasing learning time and creating community-oriented schools

Federal Requirement: Provide ongoing mechanisms for family and community engagement.

Indicator	K04 - The LEA/School has engaged parents and community in the transformation process. (1649)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/01/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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	Describe current level of development:	<p>The school uses many community resources such as partnerships through faith-based relationships, such as the mentoring program with 2XSalt Ministries, Parent University, Communities In Schools, on campus college advisor, McKinney Vento social worker, Title I social worker, and Title I coaches. The principal requires each administrator to seek out and maintain at least one partnership within the community. Parent and student surveys are used to build up the programs and make improvements. Parent and community members are encouraged to be a part of the School Leadership Team and PTSA. Off site locations for parent and community meetings are being scheduled for at least 3 times within this school year. Parent nights and Open House opportunities are offered throughout the school year along with parent education classes to offer assistance to parents and making them able to assist their student. Teachers regularly update Parent Assist through NC Wise to alert parents of successes and concerns. The school website, teacher Wiki pages and Connect Ed messages are also used to keep parents informed. The Parent Involvement committee assesses the effectiveness of each parent engagement activity and determines the need for follow up and future implementation.</p> <p>LEA RESPONSE: The parents and community of schools are informed and guided by work sessions that are offered by Parent University, which is a division within CMS. These work sessions provide valuable information to parents and community members regarding academics, intervention opportunities, social/emotional/mental health services, and school access. Students who are not able to access the curriculum are provided additional support through a Personalized Education Plan (PEP). The development of this plan includes parents, teachers, and other staff. Parents are invited to be a part of this process anytime a PEP is developed. Another support for students is the Response to Intervention (RtI), which parents participate in as well. Students are given specific interventions based on their academic challenges and parents share their concerns in this process. Students who are identified as being exceptional children are given an Individualized Education Plan, which must be developed with the parents as active participants. At the zone office, there are expert in all of the processes, which support the goals and provide additional support to parents as needed. The protocol for all student intervention is to have parents participate in the process and be involved in the development of educational plans and the implementation of them.</p>
Plan	Assigned to:	Alicisa Johnson
	How it will look when fully met:	Faculty and staff will work collaboratively to increase opportunities for parental and community involvement and engagement.
	Target Date:	06/05/2015
	Tasks:	
	1.	Members of the administrative team will security one community partnership host PTSA and other parent meetings.

		Assigned to:	Alicisa Johnson
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
	2. The Parent Involvement Committee will collaborate to provide numerous opportunities throughout the school year to involve and engage parents.		
		Assigned to:	Marcia Jeter
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
	3. Work to secure mentoring programs that will address the academic and social needs of students.		
		Assigned to:	Suzanne Black
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
	4. Work with community to secure locations for off site parent meetings to increase parent attendance.		
		Assigned to:	Suzanne Black
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
	5. Faculty and staff will vary communication methods to keep parents and community informed about school related events and information.		
		Assigned to:	Alicisa Johnson
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 5 (0%)

Indicator	K07 - The LEA/School has established a positive organizational culture. (1651)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/01/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The Principal fosters the development of a school learning climate conducive to teaching and learning by establishing positive expectations and standards, maintaining high visibility, providing incentives for teachers, such incentives for excused absences from non-instructional, non-required workdays. The principal and her team offer students incentives for free admission to campus events, student of the month and through the activities sponsored by the Student Incentive committee. We are in the process of rebuilding our culture and seeking additional ways to provide a more inclusive environment. This rebuilding is a priority of the SLT.</p> <p>LEA RESPONSE: CMS is working diligently to create a positive organizational structure. In creating this environment several forums for communication have been established. The Superintendent of CMS is hosting several employee and community forums to hear concerns and provide feedback in an effort to open up lines of communication. In addition, there are several school surveys that are underway to determine how the central office can better work to support schools. On a yearly basis, the school environmental survey is completed by staff that shares their feelings and impressions regarding morale and culture. These surveys are reviewed by the principal to inform school change. CMS is working to recognize the "irreplaceable" teachers by giving principal the tools for how to encourage them and support them in their work. Throughout the district initiatives to recognize leaders, hard work and talent have been implemented to bring about a more positive organizational culture. At the zone office level, staff support teachers and principals by giving individual feedback and working along- side teams to give them an expert lens in various areas. This collaborative nature translates to a more positive environment for everyone.</p>	
Plan	Assigned to:	Alicisa Johnson	
	How it will look when fully met:	Faculty, staff and administration will collaborate on initiatives to rebuild the school culture. Various committees will work on ideas and strategies to address the needs and be more inclusive of our student population.	
	Target Date:	06/05/2015	
	Tasks:		
		1. Administrators will design an alternative to suspension center to improve attendance and decrease suspensions based on previous years data.	
	Assigned to:	Alicisa Johnson	

		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
	2. A student incentive committee will be created to reward and recognize positive student behaviors.		
		Assigned to:	Yolanda Whitley
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Comments:	
	3. A recognition ceremony will be scheduled quarterly to recognize student achievement and attendance.		
		Assigned to:	Yolanda Whitley
		Added date:	11/07/2012
		Target Completion Date:	06/05/2015
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	