

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.

10/26/2015

Lincoln Heights Academy NCES - na

Charlotte-Mecklenburg Schools

Priority School 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)(DistYR1)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	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 LEA (CMS) is in the process of a central office re-organization. Priorities will be set based on support to the school house and service from central office to each individual school. CMS is in the development of Strategic Plan 2018 which will have clear academic and school re-design goals. Given this shift, indicators in A01 are considered at a limited development stage with this as a high priority.	
Plan	Assigned to:	Not yet assigned	

Indicator	A02 - The LEA has reoriented its culture toward shared responsibility and accountability.(1634)(DistYR1)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	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:	Previous tools for data management and analysis and management are under review and will be upgraded throughout the 2013-2014 school year. CMS will be implementing a data monitoring calendar, The Navigator that is linked to a variety of available data source points.	
Plan	Assigned to:	Not yet assigned	

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	B15 - The LEA provides the school transformation team members with information on what the school can do to promote rapid improvement.(1663)(DistYR1)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Through the introduction and implementation of Strategic Plan 2018, schools will be provided professional development, tools and support for transforming their school. CMS central services have undergone a shift to provide support to schools in identifying what is needed to truly promote rapid improvement.	
Plan	Assigned to:	Not yet assigned	
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)(DistYR1)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/24/2013	
	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.	
Indicator	C06 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(1644)(DistYR1)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	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	CMS is currently working with many challenges in attracting and	

	development:	retaining top talent. All new CMS principals are given a two year contract and they participate in an induction program. Activities include coaching, participation in the SAMS project, and extensive professional development. Principals are evaluated using the North Carolina Executive Performance Evaluation Tool. Targeted professional development is provided. Attention to the development of strong leaders is ongoing.	
Plan	Assigned to:	Not yet assigned	
Indicator	C08 - The principal effectively and clearly communicates the message of change.(1665)(SchoolYR1)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/20/2013	
	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:	06/30/15 Since the development of our original indistar plan there has been a change in leadership. The current principal complete year one of her principalship in 2014-2015. An entry plan was created and implemented to navigate the change. Insight survey data supports that we are on the right track as our domaine score is only one point away from the top quartile schools in the district. According to the Spring 2015 scores: Teachers understand how our actions contribute to school priorities and goals (63%) Leaders at my school seek out feedback from teachers.(58%) When my school leadership commits to a program or priority, they follow through. (42%) My school has effective instructional leadership.(63%) My school leaders articulate a clear overarching vision that drives priorities, goals and decision making within the school. (56%) My school leaders model the behavior they hope to see across the school community. (68%)	
Plan	Assigned to:	Katherine Willenbrock	
	How it will look when fully met:	When this objective is fully implemented we will have a Cultural Index Domain score of 8.0 or above in the area of Leadership. Our goal is to improve our survey response to a score of 80% or higher on the following survey questions: 1) Teachers understand how our actions contribute to school priorities and goals. 2) Leaders at my school seek out feedback from teachers. 3) When my school leadership commits to a program or priority, they follow through. 4) My school has effective instructional leadership. 5)My school leaders articulate a clear overarching vision that drives priorities, goals and decision making within the school. 6) My school leaders model the behavior they hope to see across the school community.	
	Target Date:	05/24/2016	
Indicator	C13 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(1712)(SchoolYR1)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/20/2013	
	Evidence:	On the state working conditions survey Morgan school has raised its score in several areas that impact leadership capacity. According to	

	<p>the survey: Teachers are recognized as educational experts (up from 61.9 in 2010 to 76.2% in 2012), Teachers are encouraged to participate in school leadership positions (up from 75% in 2010 to 85.7% in 2012) and Teachers have an appropriate level of influence on decision making (up from 35% in 2010 to 73.7% in 2012). In the areas related to achieving learning goals and improving instruction, 80% of teachers feel that professional development provided enhances their ability to implement instructional strategies that meet diverse student learning needs, and to improve student learning; 95% of teachers responded that they are encouraged to try new things to improve instruction, and that supports provided translate to improvements in instruction. It is necessary that teachers continue to be provided the support and opportunities for growth as we move forward to sustain our efforts. We will need to collect behavioral and academic data to support the impact our changes have on student learning.</p>
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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)(SchoolYR1)		
Status	Tasks completed: 5 of 6 (83%)		
Assessment	Level of Development:	Initial: Limited Development 10/20/2013	
	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:	The administrative team meets all District expectations for the formal evaluation process. As of 6/30/2015 the team discussed the challenges we faced as a school this year as well as progress towards our goals. We have a plan in place to regularly evaluate teachers, but struggled to implement this plan due to several members of the administrative team taking short and long term medical leave. The team agreed that extending this goal through the first quarter will allow for collection of evidence that this plan is effective.	
Plan	Assigned to:	Katherine Willenbrock	
	How it will look when fully met:	<p>Every two weeks all teachers will have at least one walk through and will be provided with timely written and verbal feedback in reference to that walk through. The walk through form is based on best practices as outlined in the North Carolina Teacher Evaluation Instrument. The walk throughs will be completed by the literacy and academic facilitators, Title I instructional coaches, and members of the administrative team. In addition to walk throughs, teachers will receive feedback through formal and informal observations completed by administrators, peers and instructional support staff.</p> <p>5/5/15 The team discussed the challenges we faced as a school this year as well as progress towards our goals. We have a plan in place to regularly evaluate teachers, but struggled to implement this plan due to several members of the administrative team taking short and long term medical leave. The team agreed that extending this goal through</p>	

		<p>the first quarter will allow for collection of evidence that this plan is effective.</p> <ul style="list-style-type: none"> As of 6/30/2015 the team discussed the challenges we faced as a school this year as well as progress towards our goals. We have a plan in place to regularly evaluate teachers, but struggled to implement this plan due to several members of the administrative team taking short and long term medical leave. The team agreed that extending this goal through the first quarter will allow for collection of evidence that this plan is effective. <p>The spring InSight survey for the 2014-2015 school year, we exceeded the district response rating for observation and feedback. 65% of the teachers believe that feedback is valuable and improves their teaching. Over 60% of the teachers believe that the evaluator has an accurate perception of their classroom. When fully implemented, these numbers will meet or exceed the top quartile of district responses.</p>
	Target Date:	05/24/2016
	Tasks:	
	1. Academic walk-through data will be shared with individual teachers immediately, compiled into a Google doc. every two weeks, and will be discussed during common planning on a monthly basis.	
	Assigned to:	Eugenia Hopper
	Added date:	10/29/2013
	Target Completion Date:	01/31/2014
	Frequency:	monthly
	Comments:	A Plan has been developed including a schedule where all members of the academic support and administrative team will regularly walk through every classroom. The form and google doc have been created. It is noted that there is a change in administration.
	Task Completed:	01/24/2014
	2. Develop a walk through schedule for the year to ensure that every teacher is seen every two weeks.	
	Assigned to:	Melissa Melton
	Added date:	11/01/2013
	Target Completion Date:	11/15/2013
	Comments:	This is complete. The schedule is updated every 4 weeks.
	Task Completed:	11/15/2013
	3. Develop a walk through form to provide immediate feedback to teachers and a Google Doc. to track walk through data.	
	Assigned to:	Melissa Melton
	Added date:	11/01/2013
	Target Completion Date:	11/22/2013
	Comments:	A form has been created, but additional time is needed for the form to be printed on triplicate paper which will allow for the immediate feedback
	Task Completed:	11/15/2013
	4. The administrative team will develop a plan to utilize the data collected through walk-thrus to provide individualized and targeted support to teachers in the form of coaching and professional development.	
	Assigned to:	Katherine Willenbrock

	Added date:	02/14/2014	
	Target Completion Date:	09/26/2014	
	Comments:	This date was pushed back due to several instructional days lost to inclement weather. 5/30/14 The team has developed a plan, but due to testing, and other challenges the team has not been able to implement the plan therefore the timeline has been extended to 9/26/14.10/23/14 The team has utilized data from walk-throughs and staff surveys to provide professional development to teachers during their instructional planning both optional and mandatory sessions.	
	Task Completed:	09/12/2014	
	5. The administrative team will explore the use of student and parent surveys as an additional measure to rate teacher performance		
	Assigned to:	Melissa Melton	
	Added date:	05/30/2014	
	Target Completion Date:	04/30/2015	
	Comments:	10/23/14 Due to new administration, the team has decided to push back the date to explore the use of student and parent surveys as an additional measure to rate teacher performance. 2/10/15 Due to changes in PTA and administration out on medical leave, this task has been pushed back. 3/24/15 We completed a parent survey as a part of the March Parent Night.	
	Task Completed:	03/24/2015	
	6. The administrative team will complete walkthroughs on all teachers twice a month to evaluate our implementation of balanced literacy and reading across the contents.		
	Assigned to:	Katherine Willenbrock	
	Added date:	06/30/2015	
	Target Completion Date:	05/24/2016	
	Frequency:	twice monthly	
	Comments:	We discussed developing a teacher survey aligned to Insight survey questions related to evaluation and feedback to assess success.	
Implement	Percent Task Complete:	Tasks completed: 5 of 6 (83%)	
Indicator	D02 - The principal includes evaluation of student outcomes in teacher evaluation.(1672)(SchoolYR1)		
Status	Tasks completed: 5 of 7 (71%)		
Assessment	Level of Development:	Initial: Limited Development 10/20/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 transient nature of our students makes tracking value added data more difficult. In the 2011-2013 school year over 33% of our students were initial placements from other states, these students come throughout the school year and many did not come in time to be counted in our student growth data. The goal we have for our students is for them to transition out of our school and return to their home	

		<p>school, students that accomplish this goal do not count towards our student outcome data if they leave before the school year is over. At this time about 20% of our students are either new to CMS or are re-enrolls from higher levels of care. We are working to develop individualized student data files to better track learning outcomes for any student that we serve throughout the year.</p> <p>6/30/15: The team agreed that there is a need for additional professional development and support to teachers from administration on using data to drive instruction. Additional time is needed to make this goal a reality. The team believes a solid plan can be in place by the start of second semester in the 2015-2016 school year.</p>
Plan	Assigned to:	Katherine Willenbrock
	How it will look when fully met:	<p>All teachers will present a clear objective analysis of where students currently are performing and monitor progress towards outlined goals. Student progress will be discussed in grade level academic and PBIS PLC meetings. In these meetings teachers will bring student data notebooks and be prepared to discuss student progress on the state essential and common core standards as well as IEP goals. The data will be collected through the following tools: PowerSchool/ NCVPS progress reports, MAP, Achieve 3000, Brigance, anecdotal records, SWISS reports, point sheets, and a summary of formal exceptional children's assessment data.</p> <p>5/5/15 The team agreed that there is a need for additional professional development and support to teachers from administration on using data to drive instruction. Additional time is needed to make this goal a reality. The team believes a solid plan can be in place by the start of second semester in the 2015-2016 school year.</p>
	Target Date:	01/29/2016
	Tasks:	
	1. A student data sheet will be developed that captures all key data points both academically (progress on IEP goals, common core standards, MAP data, Lexile Level data) and behaviorally (IEP goals, incident report data, and SWIS data)	
	Assigned to:	Katherine Willenbrock
	Added date:	10/29/2013
	Target Completion Date:	01/31/2014
	Comments:	1/30/14 A sheet has been created, but due to inclement weather we have not yet had a chance to review with the school leadership team. We will review at our next meeting.
	Task Completed:	02/18/2014
	2. Work collaboratively with Turning Point Academy to select an evidence based program to support students in reading and math	
	Assigned to:	Olavee Williams
	Added date:	10/29/2013
	Target Completion Date:	01/31/2014
	Comments:	Academy/Path driver will be used for Reading and Math skill practice on alternating days. In addition there are three reading levels that will be used during reading learning lab days. Those levels are MCI aqua level and gold level and S.P.I.R.E. S.P.I.R.E will be used for our non-readers, MCI aqua level will be used for most of our students and the MCI gold level will be for the students that need a higher level than aqua.

	Task Completed:	01/24/2014
3. In order to facilitate data conversations during academic team planning, we shall create a standardized agenda.		
Assigned to:	Melissa Melton	
Added date:	11/01/2013	
Target Completion Date:	11/15/2013	
Comments:		
	Task Completed:	09/13/2013
4. All case managers will complete the student data sheet for all students on their case loads		
Assigned to:	Katherine Willenbrock	
Added date:	03/03/2014	
Target Completion Date:	05/29/2015	
Frequency:	three times a year	
Comments:	The form has been created. SLT members will review the form and determine share date with staff.	
	Task Completed:	06/12/2015
5. Middle School MAP data will be utilized to develop an intervention plan for Learning Lab to prepare students for the EOG.		
Assigned to:	Melissa Melton	
Added date:	02/14/2014	
Target Completion Date:	03/28/2015	
Comments:	<p>Administrative and academic support team members will model how to develop an intervention plan based on data with targeted student growth goals for middle school learning lab.</p> <p>10/24/14 - Middle school has seen a spike in student enrollment. Additional time is needed to collect data.</p> <p>2/ 3/14- Data has been collected from the MCI program and learning lab products to assess student's needs towards EOG's. Middle school starting creating plan for the EOG blitz. The plan will be created and turned in by March 28th.</p>	
	Task Completed:	05/01/2015
6. The Instructional Leadership team will complete the Implementation Rubric for DDI and develop an action plan for fostering a data driven culture, development of assessment, analysis of data, and actions based on the analysis.		
Assigned to:	Katherine Willenbrock	
Added date:	06/30/2015	
Target Completion Date:	08/14/2015	
Comments:		
7. A quarterly teacher feedback survey will be created.		
Assigned to:	Eugenia Hopper	
Added date:	10/13/2015	
Target Completion Date:	11/10/2015	
Comments:		

Implement	Percent Task Complete:	Tasks completed: 5 of 7 (71%)	
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)(DistYR1)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/24/2013	
	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:	CMS is organized with human resources and employee assistance support aligned with individual learning communities. This process for addressing performance issues with employees continues to evolve from purely a compliance effort to a focus on coaching teachers towards effectiveness.	
Plan	Assigned to:	Not yet assigned	
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)(SchoolYR2)		
Status	Tasks completed: 3 of 3 (100%)		
Assessment	Level of Development:	Initial: Limited Development 10/23/2014	
	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>We have had a change in leadership this year. A full-time Title I Literacy coach has been assigned to us as well. Staff perception data indicates staff have been pleased with the professional development they have received particularly regarding the Boys Town Classroom Management Model. Last year we provided differentiated professional developments based on staff interest.</p> <p>As of 6/30/15: The administrative team discusses staff performance based on formal observations and classroom walkthroughs. Additional time is needed to develop and implement plans to review and discuss student work samples and data with teachers on a regular basis. Staff perception data (Insight Survey data from 2014-2015 school year) supports the belief that professional development needs are being addressed. We have differentiated staff professional development</p>	

		based on need as well as interest. For example, we had several staff trained in Leveled Literacy Intervention and are offering a variety of summer professional development opportunities both on and off site. The Crucial Conversations training is rescheduled for the beginning of the 2015-2016 school year due to inclement weather and the loss of teacher workdays in the 2014-2015 school year.
Plan	Assigned to:	Katherine Willenbrock
	How it will look when fully met:	All staff will be provided with quality, on-going professional development that is differentiated to meet their professional needs as well as meet the needs of their students. First round observations will be completed by the end of November. The Administrative team will meet and based on both formal evaluations and walk-through data, PDP goals, as well as teacher input to develop a differentiated professional development plan for the second semester. This plan will take into account teacher strengths (potential leaders for PD) and teacher needs. This same planning format will be used at the end of the school year to plan first semester professional development for the following school year. Supports and professional development will also be planned separately for teachers new to Lincoln Heights and for those new to both Lincoln Heights and the profession.
	Target Date:	05/24/2016
	Tasks:	
	1. The Administrative team will meet and based on both formal evaluations and walk-through data, teachers will be ranked in order of effectiveness as well as the level of support they need.	
	Assigned to:	Katherine Willenbrock
	Added date:	10/24/2014
	Target Completion Date:	11/27/2014
	Comments:	This task has been completed. Staff have been enrolled in professional development or support that they feel they needs. The level of support assigned to teachers is based on their needs as well as the coaching offered them.
	Task Completed:	01/16/2015
	2. All staff will be trained in Crucial Conversations. Crucial Conversations will be offered to all staff in a two -part training, January 16th and February 23rd, 2015.	
	Assigned to:	Katherine Willenbrock
	Added date:	11/06/2014
	Target Completion Date:	09/25/2015
	Comments:	11/6 Boys Town has been the focus of professional development for the last two years. Instructional professional development has been lacking. There is a focus this year on instructional professional development. Teams are working on common assessments and professional development has been delivered at both team planning and staff meetings. More time needs to be allocated and held sacred. Staff are willing and eager to increase their instructional strategy repertoire. 2/3 Staff completed the first training on January 23rd. The next session was reschedule to a TBD due to inclement weather. 10/13/15 All staff have been trained in Crucial Conversations. Crucial Conversations training is rescheduled for the beginning of the 2015-2016 school year
	Task Completed:	09/25/2015

	3. All Elementary Staff will be trained in Leveled Literacy Implementation.		
	Assigned to:	Melissa Melton	
	Added date:	11/06/2014	
	Target Completion Date:	11/28/2014	
	Comments:	All Elementary staff as well as 2 middle school staff have been trained in LLI. They will begin implementation after Christmas.	
	Task Completed:	11/21/2014	
Implement	Percent Task Complete:	Tasks completed: 3 of 3 (100%)	
Indicator	F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(1695)(SchoolYR2)		
Status	Objective Met 6/30/2015		
Assessment	Level of Development:	Initial: Limited Development 10/24/2014	
		Objective Met - 06/30/2015	
	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>We have had a change in leadership and administration this school year. A Title I literacy coach has also been assigned to us full-time. We have 5 new teachers this year with us, all brand new to the district and 3 are new to the teaching profession. Planning structures have been in place on Tuesdays and Thursdays for academic and behavioral planning. This time has become protected for teachers with no IEPs or intakes scheduled during this time. The technology facilitator as well as the Title I literacy coach have sent out surveys to staff to see what type of Professional development they feel is needed. Professional development is offered to teachers Mondays, Tuesdays, Wednesdays and Fridays during their planning time.</p> <p>06/30/2015: In the Professional Development Domain on the Insight Survey we maintained a rating of 7.5 all year, which is 0.3 points above the district average. Despite many challenges staff perception in the area of professional development continued to rise overall. We saw an 11% gain in the question "professional development opportunities at my school are well planned and facilitated." In the Instructional Planning Domain we were 0.1 points away from the district average in the fall and 0.6 points away in the spring. We maintained growth for the question "I regularly meet with other teachers though out my school or district who teach in my same grade or subject areas to plan and share resources." Other areas fell which can be directly correlated to the missing pieces of our administrative/ instructional support team for the entire second semester. In the Peer Culture Domain we were 0.8 points away from the district average in the fall and dropped to 1.0 points away from the district average in the spring. We grew by 7% on the question "The time I spend collaborating with my colleagues is productive, falling only 4% behind the Top-Quartile responses and growing by over 25% from last spring.</p>	
Plan	Assigned to:	Eugenia Hopper	
	How it will look when fully met:	Ongoing professional development will be offered to teachers throughout the school day and year through various methods. It will be	

		based teacher choice, walk-through data and staff evaluations as well as common assessments and other data points. Professional development will be offered through planning times, optional before and after school sessions as well as staff meetings.
	Target Date:	05/29/2015
	Tasks:	
	1. A school wide perception of professional development survey will be created to establish whether staff professional development needs are being met and if not, how their needs can be met. 5/5/15 No additional surveys were needed as this objective was covered by the insight survey questions	
	Assigned to:	Melissa Melton
	Added date:	10/24/2014
	Target Completion Date:	11/28/2014
	Comments:	The date was pushed back for this survey to ensure that all staff will receive the survey.
	Task Completed:	05/08/2015
	2. The School Leadership Team will create a Professional Development calendar based on survey results and student data.	
	Assigned to:	Tyronne McDonald
	Added date:	11/06/2014
	Target Completion Date:	11/28/2014
	Comments:	2/3/2015 Due to assistant principal being out on medical leave, this has been pushed back to the spring. We have utilized teacher interest surveys, participated in planning days, school wide Boystown professional development, Discovery Ed training, LLI, Reading Apprenticeship training and Secondary Literacy training, and Reading Apprenticeship training as well as Crucial Conversations.
	Task Completed:	03/03/2015
Implement	Percent Task Complete:	
	Objective Met:	6/30/2015
	Experience:	6/30/2015 The administrative team has worked collaboratively with the teachers to identify strengths and areas for improvement. We have focused on developing a collaborative culture meeting daily in the mornings before unloading the buses, twice a week for PLC planning, and weekly for staff professional development. Observation feedback has become more targeted and tied to professional development opportunities. Teachers were provided paid opportunities to participate in after school and Saturday sessions as well as professional development related to our school culture (Boys Town and Crucial Conversations).
	Sustain:	6/30/2015 The administrative team has a plan to provided targeted observation feedback as it relates to areas of professional development through walk through and formal observation feedback. The team will continue to monitor the Insight Survey results and seek input from teachers as well as referencing teacher and student performance data on a regular basis.

Evidence:	<p>6/30/2015</p> <p>In the Professional Development Domain on the Insight Survey we maintained a rating of 7.5 all year, which is 0.3 points above the district average. Despite many challenges staff perception in the area of professional development continued to rise overall. We saw an 11% gain in the question "professional development opportunities at my school are well planned and facilitated." In the Instructional Planning Domain we were 0.1 points away from the district average in the fall and 0.6 points away in the spring. We maintained growth for the question "I regularly meet with other teachers though out my school or district who teach in my same grade or subject areas to plan and share resources." Other areas fell which I believe can be directly correlated to the missing pieces of our administrative/ instructional support team for the entire second semester. In the Peer Culture Domain we were 0.8 points away from the district average in the fall and dropped to 1.0 points away from the district average in the spring. We grew by 7% on the question "The time I spend collaborating with my colleagues is productive, falling only 4% behind the Top-Quartile responses and growing by over 25% from last spring.</p>		
Indicator	F07 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice.(1698)(SchoolYR1)		
Status	Tasks completed: 4 of 5 (80%)		
Assessment	Level of Development:	Initial: Limited Development 10/20/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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>According to the NC teacher working condition survey results in 2012 83% of teachers believe professional development is aligned with the school improvement plan, 71% believe they have sufficient resources for professional development, and 80% believe that the professional development provided enhances their ability to implement instructional strategies and their ability to improve student learning. The survey also indicates that 95% of teachers believe that the supports they are provided translate to improvements in instructional practices. We provide professional development through our grade level PLCs that meet twice a week as well as weekly staff meetings. During grade level meetings teams focus on behavioral data and improvement strategies one day and academic data and planning the second. This year we are working with the LEA coach and our facilitators to improve the productivity and team work that occurs during our grade level meetings. We have provided staff with all required professional development as directed by the district including sessions on the common core and time to complete required exceptional children's compliance training. All teachers are provided with opportunities to participate in optional professional development offered by the district throughout the year. 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</p>	

		<p>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 walkthrough 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> <p>06/30/15: we have improved our offering of professional development and staff perception data indicates a belief that professional development has been meaningful for staff. Members of the team believe that additional levels of accountability are needed to ensure follow through of skills learned in professional development such as role play opportunities and targeted walk through feedback related to practices highlighted in professional development. We have developed a task related to providing targeted feedback regarding the implementation of literacy across content areas for the 2015-2016 school year.</p>
Plan	Assigned to:	Katherine Willenbrock
	How it will look when fully met:	<p>Each professional development session will be developed around a SMART goal for the staff. This goal will be monitored throughout the school year following the professional development. Teachers will assist with the development of monitoring tools/protocols used to assess the implementation of professional development. Teachers will receive timely feedback regarding implementation of newly learned strategies and/or tools.</p> <p>5/5/15 Staff feedback indicates additional levels of accountability are needed to ensure follow through of skills learned in professional development such as role play opportunities and targeted walk through feedback related to practices highlighted in professional development.</p>
	Target Date:	10/30/2015
	Tasks:	
		1. Professional development needs survey given during the first quarter to guide the themes for mini-professional development sessions and again in the spring to guide plans for summer and beginning of the year professional development sessions.
	Assigned to:	Melissa Melton
	Added date:	10/29/2013
	Target Completion Date:	11/29/2013
	Frequency:	twice a year
	Comments:	Due to the tragic loss of a student the completion of this task was delayed.
	Task Completed:	12/13/2013
		2. Team members will explore the possible uses of the EC instructional support help desk
	Assigned to:	Christie Johnson

	Added date:	10/29/2013
	Target Completion Date:	11/22/2013
	Comments:	This is a request form that individual teachers can submit for specific support or can be submitted for whole school/teams to assist with specialized PD. The School Leadership Team discussed considering this as an option to plan professional development based on the PD survey results
	Task Completed:	11/19/2013
	3. A survey will be completed during a general staff meeting to find areas of interest based on previous Charlotte Teacher's Institute themes.	
	Assigned to:	Holly Lambert
	Added date:	10/29/2013
	Target Completion Date:	03/14/2014
	Frequency:	monthly
	Comments:	This task was redesigned. We will utilize the curriculum units and themes from the Charlotte Teacher's Institute to develop a series of cross curricular projects for students.
	Task Completed:	03/21/2014
	4. All Exceptional Children's teachers will complete all required professional development as outlined by the district.	
	Assigned to:	Katherine Willenbrock
	Added date:	11/01/2013
	Target Completion Date:	05/30/2014
	Comments:	Teachers have certain criteria that must be met within in 2 months, 6 months, a year and two years of their hire date. 10/23/14 This is an ongoing task due to the turnover of staff and new teachers in the district.
	Task Completed:	05/01/2015
	5. The administrative team will complete walkthroughs on all teachers twice a month to evaluate our implementation of balanced literacy and reading across the contents.	
	Assigned to:	Katherine Willenbrock
	Added date:	06/30/2015
	Target Completion Date:	11/10/2015
	Frequency:	twice monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 4 of 5 (80%)

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)(SchoolYR1)	
Status	Tasks completed: 3 of 5 (60%)	
Assessment	Level of Development:	Initial: Limited Development 10/20/2013
	Index:	2 (Priority Score x Opportunity Score)

	Priority Score:	2	(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>Currently some teachers consistently utilize assessment data and the standards to instruction, but this is not consistent throughout the school. WE have transitioned from the NCSCOS to the Common Core and State Essential Standards through the use of crosswalk documents, district training, district support, professional development and purchasing instructional materials aligned to the new standards. One of the challenges we face every year is finding highly qualified teachers for content. Our teachers are highly qualified to teach special education, but most are not qualified in the content area. We are allotted a 7-12 Math, and a 7-12 Science content positions, which provides our high school students with math and science instruction from a highly qualified teacher, as well as support to our middle school program. We have dedicated time weekly for building level curriculum planning and professional development. In addition we identified a team to participate in the district wide Instructional Leadership Team cohort. Our school administrative team has a plan for completing classroom walkthroughs which includes reviewing of teacher lesson plans to ensure internal and external alignment.</p> <p>06/30/15: 3 of the 4 created tasks have been completed. The remaining task relates to the administrative team will monitor internal and external alignment of standards with instruction through classroom walkthroughs in addition to formal observations.</p>	
Plan	Assigned to:	Eugenia Hopper	
	How it will look when fully met:	All teachers will consistently align lessons and activities to the Essential and Common Core State Standards. Teachers will participate in weekly academic team planning to evaluate internal, external and vertical alignment of instructional standards. This will be measured by 90% of the teachers scoring Proficient or above on the curriculum Template Rubric as well as the Lesson Plan Rubric.	
	Target Date:	01/26/2016	
	Tasks:		
	1. School resources will be organized and an inventory of instructional resources will be provided to teachers that align to the common core standards.		
	Assigned to:	Tamara Smith	
	Added date:	06/02/2014	
	Target Completion Date:	09/26/2014	
	Comments:	10/23/14 This was completed this summer. Math/Science and Literacy labs were created upstairs and downstairs for elementary and secondary teams. All resources were consolidated and inventoried. Discards were sent to the textbook warehouse. Both academic and behavioral planning meetings have been taking place every Tuesday and Thursday.	
	Task Completed:	08/29/2014	
	2. An instructional needs assessment will be completed and shared with staff in the Exceptional Children's department as a part of the instructional plan.		
	Assigned to:	Melissa Melton	
	Added date:	06/02/2014	

	Target Completion Date:	09/26/2014
	Comments:	Teachers are participating in weekly academic and behavioral planning meetings with their team and Title I Literacy Coach.
	Task Completed:	09/26/2014
	3. Work collaboratively with the EC department to develop a multi-year instructional plan for Lincoln Heights.	
	Assigned to:	Melissa Melton
	Added date:	01/30/2014
	Target Completion Date:	03/14/2014
	Comments:	Originally there were two tasks related to identifying the "Big 10" standards in all content areas and the development of both vertical alignment and interdisciplinary planning sessions. Given the transition from NCSCOS to the Common Core we found it difficult to make a list of 10 key standards. Through discussions with district support staff in various content areas as well as the EC department it became clear that we needed to work collaboratively with content specialist to make these decisions. Ms. Melton will now be working with Carly Kidder from the EC department to establish a multi-year instructional plan. Once this plan is developed additional tasks that relate to this indicator will be created.
	Task Completed:	05/21/2014
	4. Administrative team will monitor internal and external alignment of standards with instruction through classroom walk-thrus and formal observations.	
	Assigned to:	Katherine Willenbrock
	Added date:	10/24/2014
	Target Completion Date:	10/30/2015
	Frequency:	weekly
	Comments:	
	5. All grade level PLC's will bring lesson plans to team planning to score using the NSA lesson plan rubric in order to identify a baseline	
	Assigned to:	Eugenia Hopper
	Added date:	09/22/2015
	Target Completion Date:	10/13/2015
	Comments:	Safe Practice
Implement	Percent Task Complete:	Tasks completed: 3 of 5 (60%)
Indicator	H03 - All teachers, working in teams, prepare standards-aligned lessons.(1718)(SchoolYR1)	
Status	Tasks completed: 2 of 4 (50%)	
Assessment	Level of Development:	Initial: Limited Development 10/20/2013
	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:	We do not have traditional grade level or content teams. Being that we are a small school, many of our teachers teach multiple grade levels, and many are the only ones teaching the grade(s) they have. Our

		<p>secondary staff are highly qualified exceptional children's teachers, not content area specialists. In addition to our EC teachers, we are allotted a 7-12 grade math teacher, a 7-12 science teacher, 2 CTE teachers, an Art teacher, a Music teacher and a Health and Physical Education teacher. These positions allow for a content specialist to work with our students. Our teachers develop standard based lessons. Last year (2014-15) our teams began to work cooperatively to design theme based curriculum units that aligned to the various contents taught. Teachers participate in weekly instructional team planning, to review best practices, develop curriculum units, and discuss unique challenges and support one another through problem solving. We are beginning the process of data analysis on the team level to inform instruction.</p> <p>06/30/15: We have completed 1 of the 3 currently developed tasks. We are focusing our summer professional development plan to develop 4 interdisciplinary units that can be used school wide. This planning format follows the Understanding by Design framework and utilizes the Know-Be-Do model to establish key learning objectives and goals for the units. This planning model will be implemented in grade level team planning for the 2015-2016 school year.</p>
Plan	Assigned to:	Eugenia Hopper
	How it will look when fully met:	All teachers work collaboratively to develop cross-curricular unit plans with 90% of the teachers scoring at or above proficient on the NSA curriculum plan rubric.
	Target Date:	01/26/2016
	Tasks:	
	<p>1. The school leadership team will explore the use of flexible scheduling to allow grade level teams or vertical content teams to utilize 1/2 day planning sessions once per quarter. 3/6 The school district has made this a part of the district plan for next year and will be implementing this.</p>	
	Assigned to:	Melissa Melton
	Added date:	06/02/2014
	Target Completion Date:	10/30/2015
	Comments:	
	Task Completed:	03/06/2015
	<p>2. Cross curricular planning sessions will be held once per month during staff meetings to assist with the development of interdisciplinary curriculum units.</p>	
	Assigned to:	Katherine Willenbrock
	Added date:	10/29/2013
	Target Completion Date:	08/14/2015
	Comments:	<p>This task was revised during the February 28th SLT meeting to reflect the change in focus to the Charlotte Teacher Institute model for curriculum unit design. During the April SLT meeting we discussed the need for additional time to allow this to occur regularly as so many staff meetings were needed for testing preparation and end of year close out during the second semester.</p> <p>6/30/15 A summer professional development plan has begun to develop 4 interdisciplinary units that can be used school wide.</p>
	Task Completed:	08/25/2015
	<p>3. Vertical alignment planning sessions will be held once per quarter during staff meetings</p>	

Assigned to:	Melissa Melton
Added date:	10/29/2013
Target Completion Date:	08/14/2015
Frequency:	four times a year
Comments:	During the April SLT meeting the team discussed needing additional time to implement this as the majority of staff meetings were needed for testing and end of year close out during the spring. 6/30/15 this is currently underway through summer curriculum planning

4. All PLCs will work collaboratively to review taem unit plans and lesson plans to

Assigned to:	Eugenia Hopper
Added date:	09/22/2015
Target Completion Date:	10/26/2015
Comments:	

Implement	Percent Task Complete:	Tasks completed: 2 of 4 (50%)
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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)(SchoolYR1)
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Status	Objective Met 6/30/2015
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Assessment	Level of Development:	Initial: Limited Development 10/20/2013
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		Objective Met - 06/30/2015
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Index:	2	(Priority Score x Opportunity Score)
Priority Score:	2	(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:	Currently our school has 4 instructional teams: elementary, middle school, high school, and elective areas. Our middle school and elementary teams have common planning. Two days a week are set aside for structured team planning. Tuesday team planning focuses on academic planning and Thursdays are set aside for PBIS planning where we look at high-flyers, implementation of our social skills/classroom management program and analysis of behavioral data. These team planning sessions are designated for teams to review data, problem solve, and develop cooperative plans and activities. To sustain our efforts we must continue to keep these opportunities for collaboration a priority. We are not always able to hold planning meetings as intended due to the intensive behavioral needs or our students, as school safety is our top priority, in order to safeguard these planning meetings we will need additional support staff (BMTs, counselors, administrators). 06/30/15: We have met this objective. Evidence: In the Professional Development Domain of the insight survey we maintained a rating of 7.5 all year, which is 0.3 points above the district average. Despite the
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		<p>many challenges staff perception in the area of professional development continued to rise overall. We saw an 11% gain in the question "professional development opportunities at my school are well planned and facilitated." In the Instructional Planning Domain we were 0.1 points away from the district average in the fall and 0.6 points away in the spring. We maintained growth (18% points from last year) for the question "I regularly meet with other teachers throughout my school or district who teach in my same grade or subject areas to plan and share resources." We also grew 15% on the question "My school implements a rigorous academic curriculum." Other areas we made minimal growth 5-10%, which I believe can be directly correlated to the missing pieces of our administrative/instructional support team for the entire second semester. Despite the changes we In the Peer Culture Domain we were 0.8 points away from the district average in the fall and dropped to 1.0 points away from the district average in the spring. We grew by 7% on the question "The time I spend collaborating with my colleagues is productive, falling only 4% behind the Top-Quartile responses and growing by over 25% from last spring.</p>
Plan	Assigned to:	Eugenia Hopper
	How it will look when fully met:	Instructional Planning meetings will be held at a minimum of twice monthly, PBIS planning will be held to discuss student needs weekly, School wide PLC meetings will be held twice monthly, and cross curricular planning meetings will be held once per month. Teams will have standard set agendas that can be followed with or without the support of administration and support team members. Minutes from these meetings will be turned in to administration after each meeting and will be discussed at weekly administrative team meetings.
	Target Date:	10/30/2015
	Tasks:	
	1. Standard PBIS planning meeting agenda will be created	
	Assigned to:	Eugenia Hopper
	Added date:	10/29/2013
	Target Completion Date:	09/26/2014
	Comments:	The tragic loss of student led to delayed the completion of this task.
	Task Completed:	12/10/2013
	2. All staff will be provided with support in the area of developing lessons utilizing differentiated instructional practices.	
	Assigned to:	Eugenia Hopper
	Added date:	10/29/2013
	Target Completion Date:	06/12/2015
	Comments:	due to change in Title I coach.
	Task Completed:	02/05/2014
	3. We are re-structuring academic team planning to provide differentiated support to team members based on walk-through data and formal observations. These planning sessions will occur twice a month.	
	Assigned to:	Eugenia Hopper

	Added date:	11/01/2013
	Target Completion Date:	09/26/2014
	Frequency:	twice monthly
	Comments:	<p>3/3/14 Additional time is needed to work on this task due to winter weather, the date was extended to allow for the academic support and administrative team to meet to discuss current walk through data.</p> <p>5/30/14 Individualized support was provided to some teachers on the middle school team, but additional time is needed to make this a school wide reoccurring activity.</p> <p>10//23/2015 This task is changing due to Title I coach. Teams continued to meet twice a week as common planning around central themes and the development of flexible grouping plans were implemented.</p>
	Task Completed:	01/30/2015
Implement	Percent Task Complete:	
	Objective Met:	6/30/2015
	Experience:	<p>6/30/2015</p> <p>We have struggled over the past few years to find commonalities among teachers working with different grade levels and varying student needs. We implemented a theme based unit planning framework this year which teachers have found value in. Teams are meeting weekly with or without the facilitator to work on plans and discuss student needs.</p>
	Sustain:	<p>6/30/2015</p> <p>The success of instructional planning will be monitored through meeting minutes and implementation of theme based units. The administrative team will continue to work with teachers to make data driven decisions and work to use student data to drive instruction.</p>
	Evidence:	<p>6/30/2015</p> <p>In the Professional Development Domain of the insight survey we maintained a rating of 7.5 all year, which is 0.3 points above the district average. Despite the many challenges staff perception in the area of professional development continued to rise overall. We saw an 11% gain in the question "professional development opportunities at my school are well planned and facilitated." In the Instructional Planning Domain we were 0.1 points away from the district average in the fall and 0.6 points away in the spring. We maintained growth (18% points from last year) for the question "I regularly meet with other teachers throughout my school or district who teach in my same grade or subject areas to plan and share resources." We also grew 15% on the question "My school implements a rigorous academic curriculum." Other areas we made minimal growth 5-10%, which I believe can be directly correlated to the missing pieces of our administrative/ instructional support team for the entire second semester. Despite the changes we In the Peer Culture Domain we were 0.8 points away from the district average in the fall and dropped to 1.0 points away from the district average in the spring. We grew by 7% on the question "The time I spend collaborating with my colleagues is productive, falling only 4% behind the Top-Quartile responses and growing by over 25% from last spring.</p>

Indicator	I02 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(SchoolYR2)		
Status	Tasks completed: 4 of 6 (67%)		
Assessment	Level of Development:	Initial: Limited Development 10/24/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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>Currently we use MAP with our K-8 students, but do not consistently use this data to drive instruction. At the high school level, we have struggled to find reliable formal tools to collect and analyze data. Most of our high school students complete assignments through NCVPS or Edgenuity for the core classes. We are participating in the district's initiative for Data Driven Instruction, which includes a six week data and assessment cycle.</p> <p>06/30/15: We have completed 2 of the 6 currently developed tasks. the team agreed while students are making expected growth according to MAP, additional time is needed to improve the data-driven instructional and assessment program at Lincoln Heights to justify full implementation of this objective.</p>	
Plan	Assigned to:	Tamara Smith	
	How it will look when fully met:	<p>90% of K-8 students will beat expected growth according to MAP testing results.All high school students will master eight of the ten identified standards for English and Math.Teachers will ensure that grades will be entered on a weekly basis and monitored by data manager. Students will be able to complete assignments within a window of agreed upon time by team.</p> <p>This will lead to content mastery after remediation evidenced by higher test scores</p> <p>6/30/15 - While students are making expected growth according to MAP, the team agreed that additional time is needed to improve the data-driven instructional and assessment program at Lincoln Heights to justify full implementation of this objective.</p>	
	Target Date:	01/29/2016	
	Tasks:		
	1. Pre- and post- assessments will be created in School Net and aligned to objectives.		
	Assigned to:	David Scire	
	Added date:	10/24/2014	
	Target Completion Date:	10/30/2015	
	Comments:		
	2. MAP testing for all k-8 will be completed and results utilized to drive remediation and intervention blocks.		
	Assigned to:	Tamara Smith	
	Added date:	10/24/2014	
	Target Completion Date:	11/13/2015	
	Comments:		

	3. All Diebles testing will be completed within the testing window.	
	Assigned to:	Eugenia Hopper
	Added date:	10/24/2014
	Target Completion Date:	01/30/2015
	Comments:	All elementary assessment data was completed
	Task Completed:	06/12/2015
	4. The Compliance Facilitator and Process Manager will brainstorm and create a IEP behavior goal tracking tool to track IEP progress.	
	Assigned to:	Kathleen Robinson
	Added date:	11/06/2014
	Target Completion Date:	09/25/2015
	Comments:	All teachers have been provided a variety of data tracking tools. In addition all teachers will provide individual student behavior data updates through a school-wide tracking tool through google forms every other week. This data will be used to drive interventions created by grade level teams.
	Task Completed:	09/22/2015
	5. The Administrative Team will investigate the use of MAP (Measures of Academic Progress) with the high school.	
	Assigned to:	Katherine Willenbrock
	Added date:	11/06/2014
	Target Completion Date:	12/19/2014
	Comments:	This is not an option at this time. The team is exploring utilizing Edgenuity, Discovery TechBook and other measures for High School student progress monitoring.
	Task Completed:	06/30/2015
	6. The School Learning Team will explore utilizing the Brigance Assessment K-12 to measure student growth.	
	Assigned to:	Cynthia Clayton
	Added date:	11/06/2014
	Target Completion Date:	09/25/2015
	Comments:	12/09/14 The OCS students will all be tested in the Brigance. This will supplement the data collected through NCVPS. We will complete the testing on all OCS students by the end of the semester. 06/30/15 This was not completed. Additional time is needed 9/22/15 The team as agreed the Brigance as a tool for high school students on the Occupational Course of Study. We will also use this tool for K-8 students who are performing 2 or more years behind.
	Task Completed:	09/22/2015
Implement	Percent Task Complete:	Tasks completed: 4 of 6 (67%)
Indicator	I03 - All teachers, working in teams, differentiate and align learning activities with state standards.(1716)(SchoolYR2)	
Status	Tasks completed: 1 of 2 (50%)	
Assessment	Level of Development:	Initial: Limited Development 10/24/2014

	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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>Academic planning structures have been in put in place for Tuesdays for all teams. The administrative team met with the Title I Literacy Coach, Title I literacy specialist and Professional development specialist several times over the summer to create a template for cross curricular units that address common core standards. They also accumulated resources and research to share with the staff.</p> <p>06/30/15: We have completed 1 of the 2 currently developed tasks. Curriculum units were created by individual teams. We made this a focus for summer professional development. The team agreed that additional time is needed to provide evidence of successful implementation of cross curricular units. Evidence will include student work samples and assessment data from various contents for the same unit/theme.</p>	
Plan	Assigned to:	Eugenia Hopper	
	How it will look when fully met:	<p>Teachers will work together to create cross curricular units that are aligned to the common core standards and encompass all content areas.</p> <p>6/30/15 Curriculum units were created by individual teams. We made this a focus for summer professional development. The team agreed that additional time is needed to provide evidence of successful implementation of cross curricular units. Evidence will include student work samples and assessment data from various contents for the same unit/theme.</p>	
	Target Date:	01/29/2016	
	Tasks:		
	1. Title I Literacy Coach will create a unit template for teams to utilize to create their units.		
	Assigned to:	Eugenia Hopper	
	Added date:	10/24/2014	
	Target Completion Date:	11/28/2014	
	Comments:	This has been completed and some teams have already created units.	
	Task Completed:	11/28/2014	
	2. All teams will have a cross curricular unit created and submitted to administration.		
	6/30/15 Curriculum units were created by individual teams. We made this a focus for summer professional development. The team agreed that additional time is needed to provide evidence of successful implementation of cross curricular units. Evidence will include student work samples and assessment data from various contents for the same unit/theme.		
	Assigned to:	Eugenia Hopper	
	Added date:	10/24/2014	
	Target Completion Date:	11/06/2015	
	Frequency:	four times a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	

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)(SchoolYR2)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 11/07/2014	
	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>Based on lesson plans and staff evaluations, we are in the process of increasing the quality of instruction. Data driven conversations as well as instructional and behavior planning take place on Tuesdays and Thursdays. Professional Development on instructional strategies is taking place during instructional planning on Tuesdays and during staff meetings.</p> <p>06/30/15: We have completed 2 of the 3 currently developed tasks. Additional time is needed to assess staff implementation of engaging instruction as it relates to the development of school wide instructional units, the use of engaging strategies and data driven instruction.</p>	
Plan	Assigned to:	Eugenia Hopper	
	How it will look when fully met:	<p>Teacher and Teacher assistants will implement high quality instruction in a variety modes, whole-group, small group instruction, student-directed, as well as integrating technology.</p> <p>6/30/15 - Additional time is needed to assess staff implementation of engaging instruction as it relates to the development of school wide instructional units, the use of engaging strategies and data driven instruction.</p>	
	Target Date:	01/29/2016	
	Tasks:		
	1. All grade level teams will develop cross curricular units.		
	Assigned to:	Eugenia Hopper	
	Added date:	11/07/2014	
	Target Completion Date:	12/19/2014	
	Comments:	2/3/14 This task has been completed . Cross Curricular units have been observed during formal and informal observations.	
	Task Completed:	03/03/2015	
	2. At the end of the first round of observations, the administrative staff will compile observation results and determine the the type of professional development needed to address staff needs for implementing instructional strategies.		
	Assigned to:	Melissa Melton	
	Added date:	11/07/2014	
	Target Completion Date:	12/19/2014	
	Comments:	2/3/15 This has been completed. These observations determined the Reading Leadership team, as well as what support staff needs to be successful.	
	Task Completed:	03/03/2015	

	3. The school based ILT team will support the implementation of the semester I Plan for district wide initiatives for Literacy Instruction with a focus on text complexity and close reading across grade levels and content utilizing the Instructional Leadership Model.	
	Assigned to:	Kathleen Robinson
	Added date:	03/03/2015
	Target Completion Date:	01/26/2016
	Comments:	The ongoing focus this year has been literacy and this is the focus for the summer planning.
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)
Indicator	I05 - All teachers employ effective classroom management.(1721)(SchoolYR2)	
Status	Tasks completed: 7 of 10 (70%)	
Assessment	Level of Development:	Initial: Limited Development 10/20/2013
	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>This is not consistent throughout the school. In classrooms with effective classroom management there are clear and high expectations, structures and routines in place, and strong relationships between the staff, students and parents. In classrooms that lack effective classroom management there are inconsistent or vague expectations and routines, frequent power struggles and/or poor relationships. Due to the turnover of staff, Boystown Classroom Management training needs to be offered annually.</p> <p>06/30/15: We have completed 7 of the 8 tasks currently developed. Additional time is needed to collect evidence of completion. The administrative team is working with the Boys Town consultants to develop a walk through form that will provide staff with targeted feedback regarding implementation of the program.</p>
Plan	Assigned to:	Katherine Willenbrock
	How it will look when fully met:	<p>All classrooms will have clear and high expectations both academically and behaviorally, all classrooms will have structures and routine in place, all teachers will develop positive relationships with students and parents. All staff will implement the boys town classroom management program with fidelity. This will be evident by observation, walk through and evaluation data as well as student based data such as SWIS, behavioral point sheets, and academic assessment data.</p> <p>6/30/15 Additional time is needed to collect evidence of completion. The administrative team is working with the Boys Town consultants to develop a walk through form that will provide staff with targeted feedback regarding implementation of the program.</p>
	Target Date:	03/08/2016
	Tasks:	
	1. The administrative team will utilize the Boys Town Model Fidelity scoring sheet to conduct walk-thru assessments on all staff to assist with the development of additional professional development and individualized staff supports.	
	Assigned to:	Katherine Willenbrock
	Added date:	06/02/2014

	Target Completion Date:	12/18/2015
	Comments:	10/23/2014 This walk-through schedule is still being created and will be implemented 2nd quarter. 6/30/15 Additional time is needed to collect evidence of completion. The administrative team is working with the Boys Town consultants to develop a walk through form that will provide staff with targeted feedback regarding implementation of the program.
2. Boys Town consultants will provide 2 supportive coaching visits each month.		
	Assigned to:	Angelina Brewer
	Added date:	03/03/2014
	Target Completion Date:	04/04/2014
	Frequency:	twice monthly
	Comments:	These visits will be tracked/documentated using a collaboration log that will note the areas of the boys town program discussed with each staff member. (i.e. effective praise, corrective teaching, etc.)This task has been completed. Coaches have met with the staff several times throughout the year. All staff are trained in Boys town Classroom Management.
	Task Completed:	10/17/2014
3. The Boys Town consultants will complete one data sweep per month.		
	Assigned to:	Angelina Brewer
	Added date:	03/03/2014
	Target Completion Date:	04/04/2014
	Frequency:	monthly
	Comments:	Dates will be set for the remainder of the year, and a calendar will be developed for next school year.10/23/14 These dates were set for this school year and shared with the principal. The first set of data was shared with the admin team and the Lincoln Heights Academy staff at a staff meeting in September as well as recommendations from the Boys Town Consultant assigned to our building for the 2014-2015 school year.
	Task Completed:	10/18/2014
4. Boys Town consultants will meet with the administrative team following each data sweep to discuss the data collected and develop/revise supports for staff on the implementation of Boys Town.		
	Assigned to:	Angelina Brewer
	Added date:	03/03/2014
	Target Completion Date:	04/04/2014
	Frequency:	monthly
	Comments:	Additional tasks will be developed based on the findings from these meetings.
	Task Completed:	10/18/2014
5. A Boys Town self assessment will be created and all staff will take the survey.		
	Assigned to:	Holly Lambert
	Added date:	10/29/2013
	Target Completion Date:	11/08/2013

	Comments:	
	Task Completed:	11/01/2013
6. Additional professional development will be created based on walk through data and staff self-assessment data		
	Assigned to:	Melissa Melton
	Added date:	10/29/2013
	Target Completion Date:	10/31/2014
	Comments:	<p>Work with the boys town trainers, our own staff, and support staff from the EC department to develop training plan</p> <p>2/18 Our SLT meeting was canceled in January due to inclement weather. We also lost the teacher work days we were planning professional development for because of the weather. We will redesign this plan following the next data sweep for Boys Town as well as in preparation for the visit from our Boys Town trainer who will be here at the end of March.</p> <p>5/30/14 During both the April and May SLT meetings the team discussed the need to re-assess where staff are and include boys town as a major part of the professional development plan for the 14-15 school year as year one of implementation is learning the system and year two will be where the accountability will become a bigger impact. Ideas the team discussed included use of a "Boys Town" corner at general staff meetings as well as having the consultants present data sweep data to the whole staff following data sweeps to assist everyone in the continuous cycle of improvement.</p>
	Task Completed:	03/28/2014
7. All staff will be trained to implement the boys town classroom management program		
	Assigned to:	Elaine Jones
	Added date:	10/29/2013
	Target Completion Date:	11/15/2013
	Comments:	
	Task Completed:	11/08/2013
8. Staff will be selected to become boys town consultants, to work with EC department staff to support the implementation of the boys town program.		
	Assigned to:	Elaine Jones
	Added date:	10/29/2013
	Target Completion Date:	11/08/2013
	Comments:	
	Task Completed:	10/25/2013
9. A baseline assessment will be created to assess the level of Boys town implementation in the building.		
	Assigned to:	Angelina Brewer
	Added date:	10/26/2015
	Target Completion Date:	12/08/2015
	Comments:	

	10. All staff will set Boys-Town goals for themselves based on baseline assessment data.		
	Assigned to:	Angelina Brewer	
	Added date:	10/26/2015	
	Target Completion Date:	01/25/2016	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 7 of 10 (70%)	
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)(SchoolYR1)		
Status	Tasks completed: 4 of 5 (80%)		
Assessment	Level of Development:	Initial: Limited Development 10/20/2013	
	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>Our focus in the past has been on crisis management, because of this we are often reactive and have fallen short on development and assessment of proactive strategies. To address this we have established several structures within our school to increase our use of proactive strategies. We have a school leadership team that is scheduled to meet twice monthly to progress monitor our school improvement efforts. We have a PBIS committee that will meet once a month to review school wide expectations, implementation of the Boys Town program, behavioral data, and develop possible solutions to school wide challenges. We utilize the grade level PLCs to discuss concerns, collect, and present data in a cycle of continuous improvement.</p> <p>06/30/15: We have completed 4 of the 5 currently designed tasks for this indicator. Our remaining task is to establish the routine of the grade level PLCs to provide data in the same format it was collected at the end of the year on a monthly basis for SLT meetings. This will allow us to make more "in the moment" data driven decisions.</p>	
Plan	Assigned to:	Katherine Willenbrock	
	How it will look when fully met:	Instead of teachers being guided through team planning, they will take ownership and guide their own grade level PLCs. We will have multiple measures of data to utilize when meeting in our various teams and PLCs. These PLCs will report out to the school leadership team on a regular basis to provide evidence of completed tasks, progress towards completion of tasks or evidence to justify the need to revise tasks included in the school improvement plan.	
	Target Date:	10/30/2015	
	Tasks:		
	1. The school leadership will assign data roles to each member of the school leadership team		
	Assigned to:	Katherine Willenbrock	
	Added date:	10/29/2013	
	Target Completion Date:	11/22/2013	

Comments:	Examples discussed in meeting have a representative for elementary data, middle data, high school data, Behavior data, parent and staff data, etc. Roles assigned as follows: Discipline Data - Willenbrock Boys Town Data - Lambert/Clayton Elementary Achievement - Robinson Secondary Achievement- Scire Graduation/Attendance - Davis
Task Completed:	11/19/2013
2. The school leadership team will develop a standard template for sharing data	
Assigned to:	Katherine Willenbrock
Added date:	10/29/2013
Target Completion Date:	12/06/2013
Comments:	12/6/13 Template created - will be presented to SLT for approval 12/10
Task Completed:	12/06/2013
3. A survey for parents will be designed	
Assigned to:	Cynthia Clayton
Added date:	10/29/2013
Target Completion Date:	11/22/2013
Comments:	Parent survey was designed and data was collected at the thanksgiving parent night
Task Completed:	11/21/2013
4. The school leadership team will utilize the data to complete Root Cause Analysis	
Assigned to:	Katherine Willenbrock
Added date:	02/14/2014
Target Completion Date:	10/31/2014
Comments:	1) Causal Factor charting 2) Root Cause determination 5/30/14 Additional time is needed as more professional development around what root cause analysis is and how we can use it to address our challenges is needed. In addition the school leadership team has spent the spring semester meetings keeping updated/revising other tasks as well as planning monthly parent nights in the spring. 10/24/14 The School leadership team has spent a great deal of time discussing the root causes of our issues, the team feels that many root causes are factors that are not within our control- and those that are within our control are addressed throughout the other indicators.
Task Completed:	10/16/2014
5. Grade level teams will provide data to the school leadership team monthly.	
Assigned to:	Eugenia Hopper
Added date:	10/24/2014

	Target Completion Date:	11/24/2015
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 4 of 5 (80%)

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)(SchoolYR1)**

Status **Objective Met** 9/24/2015

Assessment Level of Development: Initial: **Limited Development** 10/20/2013

Objective Met - 09/24/2015

	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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>Our School serves a diverse population of students from the whole county, with many of our students spending two or more hours a day in transit. In addition many of our students are transitioning back into the public school system from extended stays in mental health facilities where students do not typically receive more than two to three hours daily on academics. Due to the unique learning needs, emotional and behavioral challenges our students have shown limited success with traditional extended learning practices such as additional hours added to the academic day or Saturday school. We have completed 2 years of successful summer school programs including Elementary Read to Achieve camps and high school credit recovery. This summer we also included programs for students transitioning to 6th grade and 9th grade. We believe a part of the success is due to increased student to staff ratios and abbreviated schedule (less hours a day, 4 days a week). We have added a learning lab block for our secondary students. This block is intended to meet the IEP goals, and other academic goals based on assessment data such as that from the MAP testing (6-8) and for targeted skill practice and credit recovery for our high school students.</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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		06/30/15: We are implementing a summer school program for credit recovery, rising 9th grade students and students, rising 6th grade students, and literacy camp for rising 1st-4th grade students. MAP data was used to develop learning lab groups for middle school. This data will be reviewed with other EOY data and start of the year baseline assessment data to develop plans for the 2015-2016 school year. Additional time is needed to collect this evidence. We are excited to be transition to an earlier bell schedule time of 7:15-2:15 which will allow us to explore extended day learning opportunities such as credit recovery and tutoring for our high school students.
Plan	Assigned to:	Eugenia Hopper
	How it will look when fully met:	Learning Lab blocks will be utilized to provided targeted support to students based on individual needs. Flexible scheduling will also be used to provide intensive reading and math support to students in K-8. Through the use of MAP data, progress monitoring data, and standardized test data we will see all students making a minimum of one years growth in one years time.
	Target Date:	05/29/2015
	Tasks:	
	1. MAP data will be used to develop groupings for learning lab in middle school	
	Assigned to:	Tamara Smith
	Added date:	10/29/2013
	Target Completion Date:	11/22/2013
	Comments:	Due to the tragic loss of a student the completion of this task was delayed. Rather than using MAP data, data collected through the initial testing with the EPS programs were used to determine groups for learning lab.
	Task Completed:	01/15/2014
	2. Progress monitoring of the big 10 standards for core content areas will be used to determine the need for additional learning lab blocks for high school students for second semester.	
	Assigned to:	Micah Davis
	Added date:	10/29/2013
	Target Completion Date:	01/31/2014
	Comments:	Although a master list of Big 10 standards was not created, other academic and behavioral data was used to determine which high school students needed additional supports such as learning labs, Credit recovery options, and foundational courses.
	Task Completed:	01/27/2014
	3. The School Leadership Team will explore options available to Lincoln Heights to offer students extended instructional time.	
	Assigned to:	Erin Forges
	Added date:	03/03/2014
	Target Completion Date:	11/28/2014
	Comments:	Due to change in leadership and support staff, the due date for this task pushed out to the end of November. 6/30/15 - We are implementing a summer school program for credit recovery, rising 9th grade students and students, rising 6th grade

		students, and literacy camp for rising 1st-4th grade students.
	Task Completed:	06/30/2015
	4. MAP and EOG data will be utilized to develop plans for learning lab blocks for rising 9th graders as well as for k-8 students	
	Assigned to:	Melissa Melton
	Added date:	02/14/2014
	Target Completion Date:	09/25/2015
	Comments:	6/30/15 MAP data was used to develop learning lab groups for middle school. This data will be reviewed with other EOY data and start of the year baseline assessment data to develop plans for the 2015-2016 school year. Additional time is needed to collect this evidence.
	Task Completed:	09/22/2015
Implement	Percent Task Complete:	
	Objective Met:	9/24/2015
	Experience:	9/24/2015 Due to the nature of our population, we have found success with summer programming to address their needs. This summer (2015) , we offered several summer school options for our elementary students, credit recovery and transitions from elementary to middle and middle to high school. We will continue to offer these options going forward.
	Sustain:	9/24/2015 We will continue to offer summer programs for our students to meet their academic and behavioral needs.
	Evidence:	9/24/2015 This summer (2015) , we offered several summer school options for our elementary students, credit recovery and transitions from elementary to middle and middle to high school. We will continue to offer these options going forward.

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)(SchoolYR2)		
Status	Tasks completed: 3 of 5 (60%)		
Assessment	Level of Development:	Initial: Limited Development 10/24/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Due to change in leadership and student population, we are rebuilding our community partnerships and Parent Teacher Committee. We have had 3 parent events so far this school year (Open House, Curriculum Night, and Fall Festival. The number of attendees has been increasing with each event.	

		10/26/15 We have had 2 parent events so far this year (Open House/Curriculum Night and October Lunch and Learn). The attendees have been increasing with each event. This year we have used Title I money for food for the parents. 7 parents/significant adults came to the Lunch and Learn to eat lunch with their children and participate in the seminar. There are 3 more lunch and learns planned as well as 3 more evening events.
Plan	Assigned to:	Cynthia Clayton
	How it will look when fully met:	Parent involvement at events will increase as well as the number of community partnerships.
	Target Date:	05/24/2016
	Tasks:	
	1. Community partnerships will be established with area businesses.	
	Assigned to:	Cynthia Clayton
	Added date:	10/24/2014
	Target Completion Date:	11/24/2015
	Comments:	2/3/15 As of this time, there are no new community partnerships. There is one new volunteer partnership, Wells Fargo who has made us their volunteer school. 6/30/15 We have established a community partners with a few local small businesses that are donating items to our school store. The team agrees that additional time is needed to continue to work on developing additional partnerships.
	2. Boys town Social Skills video series will be ordered and presented at parent night nights to support our classroom management system as well as our parents.	
	Assigned to:	Katherine Willenbrock
	Added date:	10/24/2014
	Target Completion Date:	08/28/2015
	Comments:	2/3/15 Due to unforeseen circumstances (parent death, students death, one administrator on medical leave, and inclement weather), they will be ordered this week through the Title I department by 3/17/15. 6/30/15 there were challenges in identifying the vendor for these materials. This proved to be particularly challenging as the Financial Secretary was out on medical leave. There are plans to order these materials to run the parent lunch and learn meetings for the 2015-2016 school year.
	Task Completed:	08/28/2015
	3. Lincoln Heights Academy will host a Family Literacy Night to engage our families and support literacy.	
	Assigned to:	Melissa Melton
	Added date:	10/24/2014
	Target Completion Date:	12/31/2015
	Comments:	2/3 Due to unforeseen circumstances (parent death, students death, one administrator on medical leave, and inclement weather), this will moved to March 19th.

	Task Completed:	03/20/2015	
	4. A new form letter will be created to facilitate community partnerships.		
	Assigned to:	Cynthia Clayton	
	Added date:	10/24/2014	
	Target Completion Date:	11/28/2014	
	Comments:	Ms. Clayton has completed the partner letter.	
	Task Completed:	12/08/2014	
	5. We will identify which CMS feeder patterns that have the highest number of students that we serve at Lincoln Heights to establish community partnerships and school partnerships within these areas.		
	Assigned to:	Katherine Willenbrock	
	Added date:	11/06/2014	
	Target Completion Date:	12/08/2015	
	Comments:	2/3/15 Due to unforeseen circumstances (parent death, students death, one administrator on medical leave, and inclement weather), the date was pushed back to April 30th to accommodate the influx of new students. This has also proven more difficult requiring collaboration between the district and Lincoln Heights Academy.	
Implement	Percent Task Complete:	Tasks completed: 3 of 5 (60%)	
Indicator	K07 - The LEA/School has established a positive organizational culture.(1651)(SchoolYR1)		
Status	Tasks completed: 5 of 7 (71%)		
Assessment	Level of Development:	Initial: Limited Development 10/20/2013	
	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>According to the CMS teacher survey in 2012, Ms. Jones was rated 91% on setting high professional standards, however not all teachers are taking responsibility to meet these standards. We have had a high staff turn-over rate in the past three years which has negatively impacted the school climate. We are experiencing growing pains as we have made a great deal of changes in the last year. (Ex. Move to a new facility, utilization of the Boys Town classroom management program, and adoption of the Common Core State Standards).</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</p>	

		<p>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> <p>06/30/15: There has been a great deal of growth captured through the CMS Insight Survey regarding our school culture. Our Cultural Index Score is a 6.5 on a 10 point scale, which is 1.9 points higher than the previous school year, but is still 2.4 points behind the top quartile schools. The learning environment score is 6.5, 2 points higher than the previous school year, but still 1.8 points behind top quartile schools. The peer culture score is 6.3, 1.4 points higher than the previous year, but still 2 points behind the top quartile schools. We have rescheduled the Crucial Conversations Training (refresher for day 1 and completion of day 2 training) for August of 2015.</p>
Plan	Assigned to:	Katherine Willenbrock
	How it will look when fully met:	<p>All staff will take ownership of all students academically and behaviorally. This includes all teachers enforcing the school wide expectations and work collaboratively to make high student growth academically and behaviorally.</p> <p>6/30/15 There has been a great deal of growth captured through the CMS Insight Survey to support our improvement in this area. We need additional time to complete the crucial conversations training and continue to work on the peer culture.</p>
	Target Date:	01/29/2016
	Tasks:	
		1. School leadership team will explore activities to utilize for monthly staff team building.
	Assigned to:	Natasha Boyd
	Added date:	06/02/2014
	Target Completion Date:	08/29/2014
	Comments:	Ideas discussed - should occur both on and off campus; focus on improving team work/ communication, stress and time management and relationship building. Activities could include book study for crucial conversations, bowling, yoga, ropes course, outside speakers, etc.
	Task Completed:	10/16/2014
		2. Administrative team will send out a monthly news letter to staff
	Assigned to:	Katherine Willenbrock
	Added date:	06/02/2014
	Target Completion Date:	01/30/2015
	Comments:	<p>Things to know, staff shout outs, academic and boys town focus for the week, etc.</p> <p>10/16/14 - SLT discussed and agreed that monthly is an obtainable goal at this time.</p> <p>2/3/15 - Due to Everyday Matters and feedback from staff, communication has increased positively and there is no need for an administrative newsletter at this time.</p>
	Task Completed:	03/03/2015
		3. School leadership team will explore the validity of burn out surveys and compassion surveys

	Assigned to:	Kathleen Robinson
	Added date:	10/29/2013
	Target Completion Date:	11/22/2013
	Comments:	Due to the tragic loss of a student, the completion of this task is delayed. 2/18/14 Surveys were discussed with the SLT and aspects of these surveys will be incorporated into school culture/climate surveys in the future.
	Task Completed:	02/18/2014
4. Staff, students and parents will complete a school culture survey		
	Assigned to:	Christie Johnson
	Added date:	10/29/2013
	Target Completion Date:	12/20/2013
	Comments:	Survey results were shared earlier in the school year, but were not noted in the system. This data will be entered into our SLT database for further discussion during root cause analysis.
	Task Completed:	12/20/2013
5. School leadership team will explore possible personality tests to use for team building		
	Assigned to:	Natasha Boyd
	Added date:	10/29/2013
	Target Completion Date:	03/14/2014
	Comments:	Ms. Boyd took over responsibility for this task. The deadline for this task was extended due to inclement weather in the months of January and February.
	Task Completed:	03/25/2014
6. All staff will participate in crucial conversations training		
	Assigned to:	Katherine Willenbrock
	Added date:	10/24/2014
	Target Completion Date:	09/25/2015
	Comments:	Due to unforeseen circumstances (parent death, students death, one administrator on medical leave, and inclement weather), crucial conversations has been rescheduled. 6/30/15 Training (refresher for day 1 and completion of day 2 training) is scheduled for August of 2015.
7. A staff Incentive program (Phoenix Flight dollars) will be created and implemented in the building.		
	Assigned to:	Melissa Melton
	Added date:	10/26/2015
	Target Completion Date:	10/30/2015
	Comments:	A staff incentive program will be created mirroring the Boys-Town classroom store. Staff will have the opportunity to earn Phoenix Flight dollars to trade in for incentives (snacks, work from home certificates, class-coverage by turning in Title I folders, perfect attendance, etc.
Implement	Percent Task Complete:	Tasks completed: 5 of 7 (71%)