

Detailed Report of Assessed Indicators

A report of each assessed indicator, including the level of development, opportunity and priority scores, as well as evidence of current implementation.

Lincoln Heights Academy

October 01, 2014

Priority School Indicators

Indicator Assessment, 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.

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)		
Assess			
	Level of Development:	Limited Development	
	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.	

A02	The LEA has reoriented its culture toward shared responsibility and accountability.(1634)(DistYR1)		
Assess			
	Level of Development:	Limited Development	
	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.
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Providing operational flexibility and sustained support

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

B15	The LEA provides the school transformation team members with information on what the school can do to promote rapid improvement.(1663)(DistYR1)		
Assess			
	Level of Development:	Limited Development	
	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.	

Developing and increasing teacher and school leader effectiveness

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

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)		
Assess			
	Level of Development:	Full Implementation	

Evidence:	All new CMS principals are given a two year contract during that time they participate in a district wide induction program. In the first year, principals are assigned a mentoring coach who meets with them monthly to provide professional development and support. In the second year, principals participate in the SAM's Project, which includes a coach and extensive professional development. Additionally, all CMS principals are evaluated using the North Carolina School Executive Performance Evaluation tool. Throughout the year they are monitored consistently using a professional development plan that targets their areas for growth.
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C06	The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(1644)(DistYR1)		
Assess			
	Level of Development:	Limited Development	
	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 currently working with many challenges in attracting and 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.	

C08	The principal effectively and clearly communicates the message of change.(1665)(SchoolYR1)		
Assess			
	Level of Development:	Full Implementation	

	Evidence:	Ms. Jones continues to update staff with all federal, state and district initiatives as evident in her evaluation. On standard I Strategic Leadership element b leading change, Ms. Jones was rated accomplished. To maintain this, we will need to articulate the rationale behind change and build staff capacity throughout the building. We need to empower the staff to develop as leaders in the classroom and the profession. We must continue to have honest conversations where we acknowledge failures and celebrate accomplishments. We must continue to strive to develop an environment where teachers are willing to take risks to improve student academic and behavioral achievements.
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C13	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(1712)(SchoolYR1)	
Assess		
	Level of Development:	Full Implementation
	Evidence:	On the state working conditions survey Morgan school has raised its score in several areas that impact leadership capacity. According to 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.

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.

D01	The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools.(1671)(SchoolYR1)	
Assess		
	Level of Development:	Limited Development
	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:	One of the challenges at Lincoln Heights Academy is the transient nature of our students and the frequent turnover in members over the past 3 years. The transient nature of our students (ex. Moving to and from higher levels of care) makes tracking value added data more difficult. This is the first year in the last 5 years that we have the same administrative team from one year to the next. This inconsistency and the influx of students with extremely challenging and unique behaviors has limited our ability to do more than the required observations and evaluations.	

D02	The principal includes evaluation of student outcomes in teacher evaluation.(1672) (SchoolYR1)		
Assess			
	Level of Development:	Limited Development	
	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 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. Currently this year we have more than doubled the size of our administrative and support staff teams allowing us to develop a plan to provide more frequent and regular evaluations and coaching to all of our staff. We are working to develop individualized student data files to better track learning outcomes for any student that we serve throughout the year.	

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.			
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)		
Assess			

	Level of Development:	Limited Development	
	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.	

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.

F07	The LEA/School sets goals for professional development and monitors the extent to which it has changed practice.(1698)(SchoolYR1)		
Assess			
	Level of Development:	Limited Development	
	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)

	<p>Describe current level of development:</p>	<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 have 5 school wide PLCs that focus on various improvement efforts that meet twice a month in place of staff meetings (Literacy, STEAM - science, technology, engineering, arts and math, Global education, Culture and climate, and Parent and community connections). Each PLC sets goals each year aligned with the school improvement plan. We also provide professional development through our grade level PLCs that meet twice a week. 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 coaches 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 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>
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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.

H01	The principal ensures that teachers align instruction with standards and benchmarks. (1714)(SchoolYR1)		
Assess			
	Level of Development:	Limited Development	
	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 some teachers are consistently utilizing assessment data and the standards to instruction, but this is not consistently implemented throughout the school. Teachers are transitioning from the North Carolina Standard Course of Study to the Common Core Standards this year. 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 were allotted a 7-12 Math content position this year, which provides our high school students with math instruction from a highly qualified teacher, as well as support to our middle school math program.	

H03	All teachers, working in teams, prepare standards-aligned lessons.(1718)(SchoolYR1)		
Assess			
	Level of Development:	Limited Development	
	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 secondary staff are highly qualified exceptional children's teachers, not content area specialists. This year we were given an allotment for a 7-12 grade math teacher. This position allows for a content specialist to work with our high school students, as well as provide support to our middle school program. Our teachers develop standard based lessons, but rarely develop these lessons, activities and assessments cooperatively. Teachers participate in weekly instructional team planning, but this time is not consistently utilized for lesson planning and data analysis. This year we are working with the LEA coach, our academic facilitator and dean of students to increase productivity in these meetings.	

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.

I01	The school has established a team structure among teachers with specific duties and time for instructional planning.(1711)(SchoolYR1)		
Assess			
	Level of Development:	Limited Development	
	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 our school has 4 instructional teams: elementary, middle school, high school, and elective areas. Our middle school and elementary teams have common planning. Our high school and elective teachers are divided among three planning periods due to needs in our schedule. 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.</p> <p>Our school also has 5 school wide PLCs that meet twice a month in place of staff meetings. These PLCs include all of our teachers, teacher assistants and support staff. Each member of a school wide PLC has a role with specific duties (ex. Facilitator, SLT member, PBIS member, recorder, time keeper, etc.) 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 of 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).</p>	

I05	All teachers employ effective classroom management.(1721)(SchoolYR2)		
Assess			
	Level of Development:	Limited Development	
	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:	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.
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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)	
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Assess		
	Level of Development:	Limited Development
	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:	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 school wide PLCs and grade level PLCs to discuss concerns, collect, and present data in a cycle of continuous improvement.

Increasing learning time and creating community-oriented schools

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

J08	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(1710)(SchoolYR1)	
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Assess		
	Level of Development:	Limited Development
	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)

	<p>Describe current level of development:</p>	<p>Currently our school is a late school that serves 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. We have utilized extended learning programs in the past with limited success. Currently we are looking within the school day to establish extended learning time. We are starting with our middle school program, and have added a learning lab block. This block is intended to meet the IEP goals, and other academic goals based on assessment data such as that from the MAP testing. With the reduction in required credits for graduation, we are also looking to add additional learning lab blocks to our high school student schedules as needed.</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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Increasing learning time and creating community-oriented schools			
Federal Requirement: Provide ongoing mechanisms for family and community engagement.			
K07	The LEA/School has established a positive organizational culture.(1651)(SchoolYR1)		
Assess			
	Level of Development:	Limited Development	
	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)

<p>Describe current level of development:</p>	<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 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>
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