

# School Improvement Plan



## 2016-2017

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

**Draft Due: October 3, 2016**

**Final Copy Due: October 18, 2016**



## 2016-2017 Lincoln Heights Academy School Improvement Plan Report

### Lincoln Heights Academy School Contact Information

<b>School:</b>	Lincoln Heights Academy	<b>Courier Number:</b>	461
<b>Address:</b>	1900 New Castle Street	<b>Phone Number:</b>	(980)343-5415
	Charlotte, NC 28216	<b>Fax Number:</b>	(980)343-5419
<b>Learning Community</b>	Central/ Exceptional Children	<b>School Website:</b>	<a href="http://schools.cms.k12.nc.us/lincolnheightsacademyEC/Pages/Default.aspx">http://schools.cms.k12.nc.us/lincolnheightsacademyEC/Pages/Default.aspx</a>
<b>Principal:</b>		Katherine Willenbrock	
<b>Learning Community Superintendent:</b>		Gina Smith	

### Lincoln Heights Academy School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position	Name	Email Address	Date Elected
Principal	<b>Katherine Willenbrock</b>	<i>Katherine.willenbrock@cms.k12.nc.us</i>	8/31/16
Assistant Principal Representative	<b>Tyrone McDonald</b>	<i>t.mcdonald@cms.k12.nc.us</i>	8/31/16
Teacher Representative	<b>Holly Lambert</b>	<i>Holly.lambert@cms.k12.nc.us</i>	8/31/16
Teacher Representative	<b>Remi Royal</b>	<i>Remi1.royal@cms.k12.nc.us</i>	8/31/16
Teacher Representative	<b>Christine Beau-Antoine</b>	<i>Ca.beuantoine@cms.k12.nc.us</i>	8/31/16
Inst. Support Representative	<b>Melissa Melton</b>	<i>Melissa.manikkam@cms.k12.nc.us</i>	8/31/16
Inst. Support Representative	<b>O'Neil Walker</b>	<i>Oneil1.walker@cms.k12.nc.us</i>	8/31/16
Teacher Assistant Representative	TBD		
Parent Representative	<b>Sandy Perkins (Community member)</b>	<i>psychoperk@bellsouth.net</i>	9/20/16
Parent Representative	TBD		
Parent Representative	TBD		

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### Vision Statement

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

**School:** The vision of Lincoln Heights Academy is to become the finest comprehensive separate school available for seriously emotionally and behaviorally disabled students. An important part of the vision is the strong belief that exceptional children are capable of learning new behaviors and academic skills that will foster success in school and society.

### Mission Statement

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

**School:** Our mission at Lincoln Heights Academy is to create a learning environment which combines educational, therapeutic, and community efforts. We empower Exceptional Children and their families with the ability to develop and achieve autonomy to become positive, productive, and effective citizens in today's global society.

### Lincoln Heights Academy School Shared Beliefs

- Lincoln Heights Academy Family believes in supporting the strengths and areas for growth in every child, parent, staff, and community member.
- Lincoln Heights Academy Family believes in a nurturing and enriching therapeutic learning environment.
- Lincoln Heights Academy Family believes that every child deserves a chance to succeed.
- Lincoln Heights Academy Family believes in supporting every child, parent, staff, and community member.
- Lincoln Heights Academy Family believes in supporting every child, parent, staff, and community member.
- Lincoln Heights Academy Family believes in consistent school-wide expectations.
- Lincoln Heights Academy Family believes that every child deserves a second chance
- Lincoln Heights Academy Family believes that we shall live, love, learn, and succeed together

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### Lincoln Heights Academy School SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)
- B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)
- E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

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## Lincoln Heights Academy School Assessment Data Snapshot

Assessment	Subgroup	2015-2016		2014-2015		2013-2014		2012-2013	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 03 EOG Composite	All	20.0	20.0	6.3	6.3	21.4	7.1		33.3
Grade 03 EOG Math	All	20.0	20.0	0.0	0.0	14.3	0.0		33.3
Grade 03 EOG Reading	All	20.0	20.0	12.5	12.5	28.6	14.3		33.3
Grade 04 EOG Composite	All	6.3	6.3	16.7	8.3	8.3	8.3		0.0
Grade 04 EOG Math	All	0.0	0.0	16.7	16.7	16.7	16.7		0.0
Grade 04 EOG Reading	All	12.5	12.5	16.7	0.0	0.0	0.0		0.0
Grade 05 EOG Composite	All	12.5	12.5	0.0	0.0	0.0	0.0		0.0
Grade 05 EOG Math	All	12.5	12.5	0.0	0.0	0.0	0.0		0.0
Grade 05 EOG Reading	All	12.5	12.5	0.0	0.0	0.0	0.0		0.0
Grade 05 EOG Science	All	12.5	12.5	0.0	0.0	0.0	0.0		0.0
Grade 06 EOG Composite	All	5.6	0.0	0.0	0.0	0.0	0.0		0.0
Grade 06 EOG Math	All	0.0	0.0	0.0	0.0	0.0	0.0		0.0
Grade 06 EOG Reading	All	11.1	0.0	0.0	0.0	0.0	0.0		0.0
Grade 07 EOG Composite	All	0.0	0.0	4.2	4.2	3.8	3.8		10.0
Grade 07 EOG Math	All	0.0	0.0	0.0	0.0	0.0	0.0		5.0
Grade 07 EOG Reading	All	0.0	0.0	8.3	8.3	7.7	7.7		15.0
Grade 08 EOG Composite	All	2.2	0.0	4.4	4.4	2.3	2.3		0.0
Grade 08 EOG Math	All	0.0	0.0	0.0	0.0	0.0	0.0		0.0
Grade 08 EOG Reading	All	6.7	0.0	6.7	6.7	0.0	0.0		0.0
Grade 08 EOG Science	All	0.0	0.0	6.7	6.7	7.1	7.1		0.0
EOC Biology	All	0.0	0.0	0.0	0.0	0.0	0.0		0.0
EOC English II	All	25.0	0.0	0.0	0.0	0.0	0.0		27.3
EOC Math I	All	0.0	0.0	0.0	0.0	0.0	0.0		0.0

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Assessment	Subgroup	2015-2016		2014-2015		2013-2014		2012-2013	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
School EOG Reading Composite	All	8.3	5.0	6.5	4.8	4.6	3.1		9.1
School EOG Math Composite	All	3.3	3.3	1.6	1.6	3.1	1.5		5.5
School EOG Science Composite	All	4.3	4.3	4.5	4.5	4.0	4.0		0.0
EOG Composite	All	5.6	4.2	4.1	3.4	3.9	2.6		6.5
EOC Composite	All	4.5	0.0	0.0	0.0	0.0	0.0		11.5
School Composite	All	5.5	3.6	3.8	3.1	3.2	2.2		7.3

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## Lincoln Heights Academy School Profile

Lincoln Heights Academy (LHA) is located just north of Center City in Charlotte, North Carolina and is one of two public separate schools in the Charlotte-Mecklenburg Schools (CMS) District, Programs for Exceptional Children. Lincoln Heights Academy is unique in that it is the only K-12 Public Separate School exclusively for behavioral or emotional needs of students with disabilities (Exceptional Children, EC) in all counties making up North Carolina's Southwest region. Students are placed at LHA through the Individualized Education Program (IEP) Team process; therefore, the students enrolled at LHA are assigned to the program with transportation to ensure a continuum of placement service delivery options available to a Free and Appropriate Public Education (FAPE) as determined by the IEP Team.

The school's purpose is to serve students in need of a highly structured school environment through positive behavior interventions and targeted academic support. All students at LHA are placed in the program through the IEP process due to the intensity of their needs. The students that attend LHA are in need of supports greater than what can be provided in a typical school setting. Students are in need of specially designed instruction, social, emotional and behavioral supports and small structured classrooms. In addition, students have access to a comprehensive student services team and daily interactions with adults and peers that are founded on demonstrating positive social skills through the implementation of the Boys Town Specialized Classroom Management (SCM) Model.

The school crest is divided into three sections: the foundation of this crest is character building, founded in the shared belief that social skills are the foundational tools students need to be successful; built upon this are academics and citizenship. The school mascot is the Phoenix, based on the strong belief that students have the opportunity for a fresh start daily and students are encouraged to "do the right thing" which is the school motto. At the heart of the school's mission is for students to learn that success is possible through the acquisition of the academic and social skills needed to function independently in society. While graduation is a key measure of success for the program, so is the rate at which students transition out of the program to a less restrictive placement at their home elementary, middle, or high school. These transitions occur throughout the school year, and, while positive have an impact on student data measures as this contributes to the transient nature of the student population.

LHA services students throughout the school district, with a footprint that spans the entire county. Charlotte-Mecklenburg Schools (CMS) provides academic instruction, rigor and support each school day to more than 146,000 students in kindergarten through 12th grade in 168 schools throughout the cities and towns of Mecklenburg County. CMS also educates, supports and meets the needs of students with learning, emotional, and physical disabilities. A review of LHA student homeschool assignments at the close of the 2015-2016 school year indicates the student population of 99 students represent 22 elementary schools, 20 middle schools and 14 high schools which is equal to 34% of the district's schools. Based on a district demographics report, for the 2015-16 school year, there were 107 students enrolled. According to this data report, 27 were elementary (K-5), 41 were middle grades (6-8), and 35 were

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high school (9-12). Of these students, 83.2% are male and 16.8% are female. The majority, 75.7%, of students are African American, 15.9% are White, 5.6% are Hispanic, 2.8% are more than one race, and 100% are students with disabilities. Approximately 1% of the students served at LHA qualify for Limited English Proficiency services as well. An analysis of demographic data from the last three years indicates that the ethnicity of the student population has remained virtually the same over the last several years, despite the transient nature of the population. Thus, the school population is comprised primarily of African American male students, minimizing the diversity among the student population. It is also important to add that, although official enrollment data for 2015 had an average daily membership of 99 students, over the last several years, the school has actually served a total number of students that range from 134 students to 173 students, a further indication of the transient nature of the student population, which creates barriers to overall school improvement. The population fluctuates throughout the school year as students enroll and transfer between the LHA program, traditional schools, and higher levels of mental health/supportive care.

The school team works with community agencies collectively to provide students with wrap around supports. In addition to the teaching staff, students are supported by a student services team which includes a full time psychologist, two social workers, a guidance counselor, and two Lead Behavior Modification Technicians (BMT) who support our team of five Behavior Modification Technicians. The Behavior Modification Technicians manage the majority of student referrals through the Boys Town SCM administrative intervention process. In this process, students work with the BMT to identify the behavior, what they could do differently and students will receive a behavior contract or will serve a contract consequence (which can range from completing a behavior reflection sheet to serving lunch detention). Incidents that are more severe (including property damage, assault and other criminal behaviors) are investigated by the administrative team and the school's resource officer. The student services team works with the teachers to ensure that the social emotional needs of our students are met. The team provides a variety of supports including coordination and completion of student in-take meetings, Child Family Team meetings, providing IEP counseling, Crisis Management Counseling (Suicide and Threat assessments), conducting peer mediation, connecting families to community supports and working to coordinate partnerships within the community. Since LHA students all have an Individualized Education Plan (IEP), federal guidelines are followed when administering consequences.

In addition to serving students with intensive emotional and behavioral difficulties, the school is comprised of a large percentage of economically disadvantaged students. Lincoln Heights Academy is a designated Title I Priority school with 100% Identified Students, or students who are eligible for free meals without the need for a Household Application for Free or Reduced-Price Lunch under the Community Eligibility Provision (CEP). In 2014-2015, CMS elected to participate in the Community Eligibility Provision (CEP) of the National School Lunch Program. 77 schools within the district qualified for this provision. Under CEP, only students that are directly certified (receive Food Stamps, TANF, are McKinney Vento, or are in Foster Care) are counted. Students in these groups are called "Identified Students". The number of "Identified Students" in the school is then divided by the enrollment of the school. This calculation is the Identified Student Percentage (ISP %). Income applications for free or reduced meal benefits are not collected from

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students in CEP schools. To estimate Free and Reduced Price Meal eligibility percentage for a CEP school, USDA has instructed to multiply the ISP % by 1.6. The result is the "Calculated Economically Disadvantaged Students (EDS)" for the school. The school has experienced an increase in the percentage of students transitioning from residential centers or Private Residential Treatment Facilities related to changes in provider mental health services and managed care at the state level. Many of these students reside at therapeutic group homes or foster homes, which contributes to the high percentage of identified students.

Serving a highly transient population and students from across the district impacts the sense of community among families. The school has active parental involvement through parental participation in Child Family Team and Individualized Education Plan meetings coordinated with the classroom teachers and school support staff. However, the school struggles to maintain parental involvement in more traditional forms such as participation on the School Leadership Team (SLT), formation of a Parent Teacher Association (PTA) and participation in monthly parent lunch and learn activities, and at quarterly family engagement nights. The school does not currently have a PTA or parent representatives on the SLT. Family engagement events are sparsely attended, and comprised of a dedicated few and includes more elementary families than secondary families. The lunch and learn parent activities have the most consistent turnout, with an average 10 parent participants. The school identifies family engagement as an area in need of improvement.

Over the past few years, the school has experienced significant changes. Formerly known as Morgan School, the school changed its name to Lincoln Heights Academy when the school relocated to a permanent facility for the 2012-2013 school year. Along with this major transition, Lincoln Heights Academy has experienced significant staff turnover including changes in principal, assistant principal, instructional and support staff in the past four years. LHA also experiences a high turnover rate in teachers which impacts student progress and lack of sustainability with classroom initiatives. In the past four years 17 Exceptional Children teachers left, which has averaged between 25% and 37.5% of the Exceptional Children teachers each year over the past three years. Similar numbers show that over the past three years, 13 teacher assistants have left the school for varying reasons which is an average of 18% to 38% of the teacher assistant staff. In summary, staff turnover is significantly higher than the state average, of just over 14% for teachers, creating additional challenges in meeting student needs and reforming the school.

Lincoln Heights Academy uses a variety of instructional programs, evidence-based practices, and materials provided by the district to address the diverse needs of the students with disabilities in Kindergarten through 12th grade. All teachers receive formal evaluation feedback two to three times per year (depending on the requirements for their years of experience) through formal classroom observations and feedback provided through the North Carolina Teacher Evaluation Rubric. These formal observations, as well as a summary evaluation at the end of the year are completed by licensed administrative staff from the school. LHA students are serviced in highly structured small class settings taught by highly qualified Exceptional Children Teachers and supported by an Exceptional Children teacher assistant. Currently there are sixteen Exceptional Children classrooms averaging two grade levels per room and servicing six to eight students per classroom. Four of these classes are at the elementary level, six at the middle school level and six

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at the high school level. Students participate in elective area courses taught by general education teachers in the areas of physical education, art, music, and Career and Technical Education (CTE) courses in business and horticulture. While the program seeks to hire teachers with dual certification, this is difficult to accomplish in a high needs, hard to staff learning environment. (Currently there are only two teachers with dual certification in EC and a content area). To address highly qualified staffing requirements at the secondary level, the school received two additional allotments for general education teachers for secondary (7th-12th grade) math and science. Approximately one-third of the high school students are enrolled in the Occupational Course of Study (OCS) program. These students participate in blended instruction through the North Carolina Virtual Public Schools (NCVPS) courses.

Multiple measures of data were analyzed for the last three years as a part of the school's instructional program, including student achievement, attendance, and discipline data, as well as graduation rates. While a traditional school can use formal state assessment data to support the level of rigor and instruction, this does not provide an accurate analysis of the quality of teaching and learning that occurs at LHA. This data does not account for the transient nature of the student population or their varied academic and emotional needs. A review of the available data will show the complexity in identifying and supporting the needs of the school. Based on these findings as well as perception data collected through the AdvancEd self-assessment completed in the Fall of 2015, bi-annual staff feedback collected through the Insight Survey, and The Core Ready Schools self-assessment completed by the ILT, the school currently lacks clear and convincing evidence to suggest that all students are being held to high standards in all classes, in every course, in every grade level. It is also important to note that the 2015-2016 school year was the baseline year for the accountability model; therefore, the 2014-2015 school year the school was deemed Maintaining on the NC School Report card, providing limited summative data that reflects

State-released data and School Report Cards have consistently been deemed as "Insufficient," given the small number of students tested each year. The reports do not include any information that is less than 5 percent. For the past several years, the school has not met its Annual Measurable Objectives (AMOs). The overall proficiency target rates on the End-of-Course and End-of-Grade assessments have decreased significantly over the last three years and are significantly below the district averages with less than five percent proficiency on state annual assessments. Following the 2012-13 school year, the measures for proficiency changed for the state assessment, shifting from a 4 level scoring system to a 5 level scoring system. Scores at a level three or higher are considered proficient and scores at a level 4 or 5 are considered college and career ready. According to the three-year trend data, LHA has maintained a less than 10% proficiency rating for the reading EOG for all three years, and less than 5% proficiency (hence the reason no data is included in the tables below) for the past two years. For the English II EOC assessment, the proficiency rating is also less than 5% for the past two years. While this data indicates the large gap found between LHA students and their peers across the district, this data provides limited information to use for School Improvement Planning. For this reason, the school had to seek modified reporting information from the office of accountability in the district to include district formative assessment measures in addition to the state assessment data, specifically, the Measures of Academic Progress Assessment data.

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The district utilizes the Measures of Academic Progress ([NWEA.org](http://NWEA.org)) or MAP assessment to capture student growth in reading and math for grades K-8, which helps to provide a clear picture of the instruction which occurs at LHA. While the percentage of students in grades 3-8 that are proficient in reading is less than 5% for the 2014 and 2015 assessment results, these scores align with the projected proficiency calculated based on the MAP assessment. The school does have evidence of student growth as measured by the MAP. According to the data received from the district accountability office, students in grades 3-8 that participated in the fall assessment in 2014 and 2015 exceeded projected growth rates by over 4 points (projected 8.29, observed 12.48). Although many students are not included in this data set as they may have not been enrolled in the school or present for testing, what this does show is the students regularly attending that have remained with the school district from fall to fall assessment are growing at a rate higher than projected.

In the school's review of MAP data, the findings that elementary students showed which indicates all elementary students that were enrolled at LHA that participated in both Spring 2015 and Spring 2016 MAP testing met or exceeded projected growth. This same growth is not evident in the middle school data. The school believes these findings may be in part due to the district summer school program offered to elementary students. For the first time in the summer of 2016, the school developed a similar program for middle school students, although no formal results are yet available to measure the impact of this program. Another factor impacting student growth at the middle school level is the lack of content expertise teachers have as well as several vacancies which the school was unable to fill for a large portion of the school year. This data further supports the school's need for building staff capacity and focusing efforts around building teacher content knowledge and pedagogy for English Language Arts.

In addition to improvement efforts focused around the instructional program, there is a clear need to improve the school's learning environment, as evidenced by the Insight Survey data results for this domain show the largest gap between the school's score (5.3) and the top performing schools in the district (8.2). Survey items in this domain, including items such as "My school is a good place to teach and learn." have some of the lowest ratings on the entire survey. Currently (spring 2016 results) the school has an extremely low rating of only 19% on this item, compared to the district average of 69% and top quartile responses of 90% for this item. The intensive social emotional needs of the students assigned to the LHA program impacts the student adult interactions and the learning environment. While staff receive training in the areas of crisis management and the implementation of the Boys Town SCM Model, which provides de-escalation strategies and corrective teaching of negative behaviors, there is no current school-wide training or structure for providing students with preventative social skills instruction. There is also a lack of regular school-wide celebrations to recognize and encourage positive behaviors. According to the Insight survey, the lowest rated item for the school (new to the survey in the fall of 2015) "Interactions between students and adults at my school are respectful." dropped from 12% in the fall to 6% in the spring. While this dip from fall to spring is seen across the district, the school's score is substantially lower than the district averages of 59% in the fall and 56% in the spring. These findings are further reinforced by student perception data collected through the

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AdvancEd stakeholder feedback surveys. Student survey results show 43% of students feel that all students are treated with respect and that only 22% agreed that students at the school treat adults with respect.

As mentioned above, the goal for the students at LHA is for them to transition back to their home schools, a small portion of the students remain with the program through the end of high school. Graduation rates at LHA have remained consistent over the last three years (See table below). An analysis of the graduation data indicates that the rate has remained steady, at a rate of 66.7%, which is significantly below the state average, of 85.4% in the 2014-2015 school year. This data reflects the challenges the school faces with the specific population of students who have complex, social, emotional, and academic needs. It is also important to note that cohort numbers used to calculate the school's rate are very small, with less than ten students typically included in the cohort.

A review of the school's trends in discipline data over three years indicates that while the total number of suspensions increased in the 2014-15 school year, the number of suspensions in the 2015-16 school year was decreased in comparison to the 2012-2013 school year. There were 213 short-term suspensions issued to students during the 2015-2016 school year, with 51.5% of the students serving one or more days of out of school suspension (see graph below). The total number of referrals increased by 39% in the 2014-2015 school year, but decreased by 11% in the 2015-2016 school year. It is important to note that beginning in the 2014-2015 school year, the school placed emphasis on increasing efficiency and accuracy related to referral data collection. Professional development trainings were provided for all staff in the areas of documenting behaviors for referrals, documentation of Serious Incident Reports, and a refresher of the school-wide Boys Town SCM Model, resulting in positive outcomes or the decrease in referrals.

Considering the school's referral processing system, the school uses a conservative estimate that each referral costs a student an average of 20 instructional minutes. The total number of referrals for the 2015-2016 school year was 3,448. The number of referrals (3,448) multiplied by 20 minutes per referral, equals 1,149 hours of "referral time." This translates to time a BMT is working through the administrative intervention with a student. Given there are 1,260 hours of instructional time available each year, calculations show that for 91% of the instructional time available throughout the school year on average one student was in "referral time." In the 2014-2015 school year, there were 4,347 total referrals. Using the formula from above, calculations show that for 115% of instructional time available in a year, a student was in "referral time," which indicates that there was 15% of the instructional year where on average two students were in a referral at the same time. In the 2013-2014 school year, 70% of the instructional time available was spent working through a referral with a student, which most likely speaks to the learning curve for implementing the Boys Town SCM model.

To put the referral data in perspective, in the 2015-2016 school year, the suspension data accounts for only 6% of the referrals written by school staff. This speaks to the school's internal alternative to suspension practices, which rarely include in-school suspension.

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The school focuses on alternatives to suspension through the Boys Town SCM model that result in less time removed from class. While the instructional time lost to referrals is substantial, this is far less than the time that would be lost if the result of the referral was suspension, as each day suspended (in or out of school) means a loss of 390 minutes of direct instruction.

Instructional time lost due to disciplinary incidents is further compounded by the school's attendance rates (See graphs on the next page). The trend over the last three years indicates that LHA's unexcused absences are far greater than the district average. For example, in the 2015-2016 school year, the average absence per student was at a rate four times higher than that found across the district with 61.3% of these students identified as chronically absent. This is an increase from 2014-15 which was 57.2% (missing 10% or more of school days missed). The increase in absences can be attributed to two areas that the student support team are aware of, including a middle school truancy issue and use of Behavior Health Center child admission. Both have impact with families as consistent communication between home and the school's student support team are needed. Due to the Health Insurance Portability and Accountability Act (HIPAA) of 1996 privacy regulations, the school is not notified of a student admitted into the local mental health center. Poor attendance exacerbates deficiencies in student learning as it adds to the instructional time lost. Another contributing factor is a small group of chronically absent students that have been identified by the student support team. The team has been working with local community agencies (Department of Juvenile Justice and Social Services) to combat the truancy pattern.

Due to the intensity of the emotional and behavioral needs of the students at LHA, the student services team has a history of focusing supports in a reactionary mode versus the utilization of proactive strategies, like those in the Positive Action program. Through the utilization of Multi-Tiered Systems of Support (MTSS) practices this team will be able to increase the time and people available for planned proactive supports and interventions. This work began in the second semester of the 2015-16 school year with the addition of a second school social worker, funded through Title I. In addition, there is a need to develop data driven instructional practices for the social/emotional support of the students at LHA. The district has a variety of data collection tools and early warning indicators that can be utilized by this team to identify students in need of additional provisions beyond the school wide universal supports. There is also a need for this team to expand their efforts in promoting and supporting family and community engagement which is addressed in the school improvement goals.

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## Strategic Plan 2018: For a Better Tomorrow

<p><b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. College- and career-readiness</li> <li>II. Academic growth/high academic achievement</li> <li>III. Access to rigor</li> <li>IV. Closing achievement gaps</li> </ul>	<p><b>Goal 2:</b> Recruit, develop, retain and reward a premier workforce</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Proactive recruitment</li> <li>II. Individualized professional development</li> <li>III. Retention/quality appraisals</li> <li>IV. Multiple career pathways</li> <li>V. Leadership development</li> </ul>
<p><b>Goal 3:</b> Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p><b>Three focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Family engagement</li> <li>II. Communication and outreach</li> <li>III. Partnership development</li> </ul>	<p><b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Physical safety</li> <li>II. Social and emotional health</li> <li>III. High engagement</li> <li>IV. Cultural competency</li> <li>V. Customer service</li> </ul>
<p><b>Goal 5:</b> Optimize district performance and accountability by strengthening data use, processes and systems</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Effective and efficient processes and systems</li> <li>II. Strategic use of district resources</li> <li>III. Data integrity and use</li> <li>IV. School performance improvement</li> </ul>	<p><b>Goal 6:</b> Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Learning everywhere, all the time</li> <li>II. Innovation and entrepreneurship</li> <li>III. Strategic school redesign</li> <li>IV. Innovative new schools</li> </ul>

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## 2016-2017 Lincoln Heights Academy School Improvement Plan Report

<b>SMART Goal (1):</b> <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
<b>Strategic Plan Goal:</b>	<b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.
<b>Strategic Plan Focus Area:</b>	I. Physical Safety
<b>Data Used:</b>	Incident Data

<b>Strategies</b> (determined by what data) <ul style="list-style-type: none"> <li>• Task</li> <li>• Task</li> <li>• Task (PD)</li> </ul>	<b>Point Person</b> (title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) <ul style="list-style-type: none"> <li>• Interim Dates</li> </ul>
1. LHA is a highly structured small school setting, and must maintain a safe and orderly environment at all times. All teachers and teacher assistants will sit and eat with their students and engage them in meaningful conversation.	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• We will meet or exceed the district average on the Insight survey for the Learning Environment Domain</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	Aug.2016-June 2017 <ul style="list-style-type: none"> <li>• Quarterly</li> </ul>
2. Teachers will have the opportunity to purchase lunch coverage from the staff Phoenix Flight plan menu	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• We will meet or exceed the district average on the Insight survey for the Leadership and Work Load domains</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	Aug.2016-June 2017 <ul style="list-style-type: none"> <li>• Quarterly</li> </ul>

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## 2016-2017 Lincoln Heights Academy School Improvement Plan Report

<b>SMART Goal (2):</b> <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
<b>Strategic Plan Goal:</b>	<b>Goal 2:</b> Recruit, develop, retain and reward a premier workforce
<b>Strategic Plan Focus Area:</b>	II. Individualized professional development.
<b>Data Used:</b>	Insight Survey Data

Strategies (determined by what data) <ul style="list-style-type: none"> <li>• Task</li> <li>• Task</li> <li>• Task (PD)</li> </ul>	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> <li>• Interim Dates</li> </ul>
1. All teachers are provided a minimum of 60 minutes of planning per day.	• Principal	• We will meet or exceed the district average on the Insight survey for the domain of Instructional Planning & Student Growth	• N/A	• Teachers	Aug.2016-June 2017 • Quarterly
2. All teachers will meet with planning teams on Tuesdays for academic planning and Thursdays for behavior planning	• Academic Facilitator	• We will meet or exceed the district average on the Insight survey for the domain of Instructional Planning & Student Growth	• N/A	• Teachers	Aug.2016-June 2017 • Quarterly
3. All teachers will work with their teacher assistant to coordinate a 15 minute break during the day	• Staff Culture PLC Facilitator	• We will meet or exceed the district average on the Insight survey for the Learning Environment and Peer Culture domains	• N/A	• All staff	Aug.2016-June 2017 • Quarterly

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## 2016-2017 Lincoln Heights Academy School Improvement Plan Report

<b>SMART Goal (3): Anti-Bullying / Character Education</b>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
<b>Strategic Plan Goal:</b>	<b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, cultural competency and customer service
<b>Strategic Plan Focus Area:</b>	II. Social and emotional health
<b>Data Used:</b>	Boys Town data (point sheets, levels, referrals, etc.); incident data

<b>Strategies</b> (determined by what data) <ul style="list-style-type: none"> <li>• Task</li> <li>• Task</li> <li>• Task (PD)</li> </ul>	<b>Point Person</b> (title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) <ul style="list-style-type: none"> <li>• Interim Dates</li> </ul>
1. Bully Liaison / Bully-prevention <ul style="list-style-type: none"> <li>• Making it Better/ Presentation to staff regarding Bullying behavior and CMS polices</li> <li>• Social skills lessons with students to promote a clear understanding of what defines bullying behavior and how to report it</li> </ul>	<ul style="list-style-type: none"> <li>• School Psychologist</li> <li>• School Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>• All students and staff at LHA are able to identify what bullying behavior is and how to report/address the behavior. This will be monitored through a school climate survey</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• All students and staff</li> </ul>	Aug.2016-June 2017 <ul style="list-style-type: none"> <li>• Quarterly</li> </ul>
2. Character Education <ul style="list-style-type: none"> <li>• Structured social skills lessons in K-8</li> <li>• Implementation of the Boys Town Specialized Classroom Management</li> </ul>	<ul style="list-style-type: none"> <li>• School Social Worker</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• A 10% decrease in the number of student referrals</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Student services team</li> <li>• All staff</li> </ul>	Aug.2016-June 2017 <ul style="list-style-type: none"> <li>• Quarterly</li> </ul>

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## 2016-2017 Lincoln Heights Academy School Improvement Plan Report

Model					
3. Healthy Active Child 30 min. <ul style="list-style-type: none"> <li>All K-8 students will participate in Healthy Activity Time for a minimum of 30 minutes per day</li> </ul>	<ul style="list-style-type: none"> <li>Elementary and Middle school team leads</li> </ul>	<ul style="list-style-type: none"> <li>A 10% decrease in the number of student referrals</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Elementary staff</li> <li>middle school staff</li> </ul>	Aug.2016-June 2017 <ul style="list-style-type: none"> <li>Quarterly</li> </ul>
4. School Health Team <ul style="list-style-type: none"> <li>All staff will engage in professional development to combat compassion fatigue and reduce burn-out</li> </ul>	<ul style="list-style-type: none"> <li>School Nurse</li> <li>Staff Culture PLC Facilitator</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Staff will design a self-care plan and explore a variety of self-care activities (ex. Mindfulness, yoga, drumming, etc.)</li> <li>Staff book study – Fostering Resilient Learners: Strategies for Creating Trauma-Sensitive Classrooms</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	Aug.2016-June 2017 <ul style="list-style-type: none"> <li>Quarterly</li> </ul>

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## 2016-2017 Lincoln Heights Academy School Improvement Plan Report

<b>SMART Goal(s):</b>	
<b>Strategic Plan Goal:</b>	
<b>Strategic Plan Focus Area:</b>	
<b>Data Used:</b>	

<b>Strategies</b> (determined by what data) <ul style="list-style-type: none"> <li>• Task</li> <li>• Task</li> <li>• Task (PD)</li> </ul>	<b>Point Person</b> (title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1.					
2.	<h1 style="color: blue; margin: 0;">See NCStar Plan</h1>				
3.					
4.					

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## 2016-2017 Lincoln Heights Academy School Improvement Plan Report

Mastery Grading Procedures Plan – <b>Required for All Schools</b>	
<b>Strategic Plan Goal:</b>	<b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
<b>Strategic Plan Focus Area:</b>	Academic growth/high academic achievement
<b>Data Used:</b>	MAP data, ACT prep data, School Net, EOG/EOC scores, ACT scores

<b>Strategies</b> (determined by what data) <ul style="list-style-type: none"> <li>• Task</li> <li>• Task</li> <li>• Task (PD)</li> </ul>	<b>Point Person</b> (title)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) <ul style="list-style-type: none"> <li>• Interim Dates</li> </ul>
1. Common assessments <ul style="list-style-type: none"> <li>• Scholastic Reading Inventory</li> <li>• Reading A-Z</li> <li>• Word Study</li> <li>• School Net (high school)</li> <li>• Dibbles/TRC (elementary)</li> <li>• MAP (K-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of the students will make one year’s growth in one year’s time in reading</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	Aug.2016-June 2017 <ul style="list-style-type: none"> <li>• Quarterly</li> </ul>
2. Data disaggregation <ul style="list-style-type: none"> <li>• Scholastic Reading Inventory</li> <li>• Reading A-Z</li> <li>• Word Study</li> <li>• School Net (high school)</li> <li>• Dibbles/TRC (elementary)</li> <li>• MAP (K-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level PLC Facilitators</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of the students will make one year’s growth in one year’s time in reading</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	Aug.2016-June 2017 <ul style="list-style-type: none"> <li>• Quarterly</li> </ul>

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## 2016-2017 Lincoln Heights Academy School Improvement Plan Report

<p>3. Flexible grouping</p> <ul style="list-style-type: none"> <li>Students will be re-grouped for learning lab based on reading data</li> </ul>	<ul style="list-style-type: none"> <li>Grade level PLC Facilitators</li> </ul>	<ul style="list-style-type: none"> <li>75% of the students will make one year's growth in one year's time in reading</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	<p>Aug.2016-June 2017</p> <ul style="list-style-type: none"> <li>Quarterly</li> </ul>
<p>4. Late and make-up work</p> <ul style="list-style-type: none"> <li>Teams will develop recovery plans for students which provide ways to make-up work and receive credit for late assignments</li> </ul>	<ul style="list-style-type: none"> <li>Academic Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>75% of the students will make one year's growth in one year's time in reading</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	<p>Aug.2016-June 2017</p> <ul style="list-style-type: none"> <li>Quarterly</li> </ul>

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## 2016-2017 Lincoln Heights Academy School Improvement Plan Report

### Lincoln Heights Academy - 600 Waiver Requests

#### Request for Waiver

**1. Insert the waivers you are requesting**

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

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

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

**3. Please state how the waiver will be used.**

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

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

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

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## 2016-2017 Lincoln Heights Academy School Improvement Plan Report

Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Katherine Willenbrock		10/19/16
Assistant Principal Representative	Tyrone McDonald		10/19/16
Teacher Representative	Holly Lambert		10/19/16
Teacher Representative	Remi Royal		10/19/16
Teacher Representative	Christine Beau-Antoine		10/19/16
Inst. Support Representative	Melissa Melton		10/19/16
Inst. Support Representative	O'Neil Walker		10/19/16
Teacher Assistant Representative	TBD		
Parent Representative	Sandy Perkins (Community Support member)		10/19/16
Parent Representative	TBD		
Parent Representative	TBD		
Parent Representative	TBD		
Parent Representative	TBD		

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