

Turning Point Academy

Comprehensive Plan Report

Key Indicators are shown in RED.

Priority School Indicators

Providing operational flexibility and sustained support

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

Indicator A01 - The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation. (1633)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/29/2012

Evidence: CMSensuresitsBoardpoliciesarealignedwithStatepolicies. There is a process to regularly review Board policies and regulations to ensure they are current and are aligned with State and Federal laws and district goals. CMS ensures that the school improvement process is aligned with State law and all necessary components are included. These are reviewed by district-level staff and approved by the Board of Education and NC State Board of Education. Each spring, the district implements a process for stakeholder involvement in the review and revision of the CMS Parent Involvement Policy. All Title 1 schools must work collaboratively with the School Leadership Team to develop a Family Involvement Plan and Student-Parent-Teacher-School Learning Compact.

Indicator A02 - The LEA has reoriented its culture toward shared responsibility and accountability. (1634)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/29/2012

November 20, 2012

	Evidence:	<p>CMS has provided extensive professional development on the Professional Learning Communities (PLCs) model to promote collaboration among staff within the school, between schools and central office, and within the central office. Principals and assistant principals received monthly training and share their learning with school staff. Within the PLC model, there has been a shift towards making data driven decisions. CMS has provided central office and school personnel with several data management and intervention tools that provides them information for decision-making and monitoring progress. The Managing for Performance Portal provides teachers, administrators, and central office staff with information about achievement, WIDA scores, EC, attendance, at-risk factors, behavior, etc. Thinkgate is the platform used to house data from district created benchmarks. Easy access to this data enables teachers to develop remediation plans, Electronic Personalized Education Plans are maintained in Easy PEP on all students scoring below grade level on standardized tests. Additionally, the district has provided extensive monthly training to principals and assistant on the North Carolina Educator Evaluation System to ensure evaluators are able to accurately assess teachers' level of performance and provide feedback, coaching, and professional development to promote growth.</p>
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Indicator	A04 - The LEA has aligned resource allocation (money, time, human resources) within the school's instructional priorities. (1636)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 10/29/2012
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	Evidence:	<p>The Superintendent works collaboratively with the Board of Education to develop a budget that is aligned with the goals of Strategic Plan 2014. The district budgeting process requires various stakeholders and central office employees to evaluate the effectiveness of instructional programs and initiatives in achieving the district's goals to determine future funding priorities. Decisions about textbooks, technology standards, and data management systems are made and funded at the district level. State and local funding is provided to schools based on the 20th day ADM. Principals involve their School Leadership Teams to prioritize school budgets that are in alignment with the School Improvement Plan. Staffing allocations provided by the state are reviewed and the district uses a weighted student-staffing ratio to account for the needs of schools with high levels of student poverty. Extended Day funding, that is used to provide remediation and additional instructional time for students, is allocated based on the number of students scoring below grade level in reading at a school. The district has provided additional zone staff, including literacy and math specialists, to support the instructional program in Title 1 schools.</p>
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Providing operational flexibility and sustained support

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

Indicator	B10 - The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (1659)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2012
	Evidence:	TheSchoolImprovementTeamiscomprisedofschoolleaders who are engaged in the implementation of the School Improvement Plan. School Improvement Team’s will meet on a consistent basis (monthly or quarterly) to monitor progress in areas of parent outreach, student achievement, and discipline. During these meetings, the team’s can assess the implementation that has already taken place as well as plan ahead to determine full implementation. In addition, zone teams participate in school walkthroughs where instructional feedback is provided to the school leadership. Principals can choose to implement changes based on this feedback or share feedback with the School Improvement Team and determine adjustments from that point.

Indicator	B15 - The LEA provides the school transformation team members with information on what the school can do to promote rapid improvement. (1663)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2012
	Evidence:	Throughthezoneofficesupportisofferedtoschoolsinthe areas of math, literacy, exceptional children, and behavior intervention. Specialists in each of these areas collaborate with the school and provide support, training and feedback as needed to the school to promote rapid improvement. The collaboration between the specialists and the school occur in various forums such as individual meetings with school-based leadership, small group support to teachers, and/or planning sessions with facilitators. The zone office provides research based content that has been proven to increase student achievement and teacher effectiveness.

Developing and increasing teacher and school leader effectiveness

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

Indicator	C01 - The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (1639)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2012

	Evidence:	All new CMS principals are given a two-year contract during that time they participate in a district wide induction program. In the first year, principals are assigned a mentoring coach who meets with them monthly to provide professional development and support. In the second year, principals participate in the SAM's Project, which includes a coach and extensive professional development. Additionally, all CMS principals are evaluated using the North Carolina School Executive Performance Evaluation tool. Throughout the year they are monitored consistently using a professional development plan that targets their areas for growth.
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Indicator	C06 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (1644)	
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Status	Full Implementation	
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Assessment	Level of Development:	Initial: Full Implementation 10/29/2012
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	Evidence:	CMS uses the Principal Talent Pool selection process to cultivate a pipeline of change leaders. In this process, potential principals must go through a paper screening process to assess the quality of their previous experiences and their ability to lead for instructional growth as indicated by qualitative data. During the second phase of the process, potential principals must demonstrate leadership through an extensive interview, participation in a case study discussion, and respond to an experience-based writing prompt. After being accepted into the Principal Talent Pool, candidates can apply for principal leadership positions within the district. The Zone Superintendents works with all school-based stakeholders to create a principal profile, which is used to identify needed competencies and skills. Potential principal candidates are selected for interviews based on a match of the school-based profile and their strengths. Following all potential principals must interview with a representative group of school stakeholders and Central Office staff. The best candidate is then approved by the Superintendent.
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Indicator	C08 - The principal effectively and clearly communicates the message of change. (1665)	
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Status	Full Implementation	
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Assessment	Level of Development:	Initial: Full Implementation 09/25/2012
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	Evidence:	The principal effectively and clearly communicates the message of change to staff, students, teachers, and parents through staff meetings, parent workshops, professional development, a focus on instructional strategies, developing lesson plans and provides feedback. The principal implements strategies from district trainings including Alliance Meetings and Department Chair Meetings. The principal has implemented the 3-minute walk-through model and learning walks to observe classroom practices for specific areas of focus. The principal models and monitors expectations of effective instructional focus strategies in writing objectives, essential questions, aligning common core objectives, and literacy across content areas.
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Indicator	C13 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)		
Status	Tasks completed: 1 of 5 (20%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	District policies and procedures support site-based decision making. A Leadership Team including the principal and teacher leaders from each Instructional Team is in place. The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development. The Principal provides opportunities for staff to serve in leadership roles at the school and district levels such as serving on district committees, providing staff development and coordinating school programs and initiatives. Principal makes sure everyone understands the school's mission, clear goals, and their roles in meeting the goals. The principal has implemented professional learning communities and professional development aligned the common core to content objectives which meets every Wednesday and Thursday. Additionally, 90 minutes of common curriculum planning time is provide to teachers each day.	
Plan	Assigned to:	Kimberly Rice	
	Added:	09/26/2012	
	How it will look when fully met:	<ol style="list-style-type: none"> 1. Establish a team structure among teachers with specific duties and time for instructional planning 2. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction 3. Align professional development with classroom observations and teacher evaluation criteria 4. Ensure that teachers align instruction with standards and benchmarks 5. Prepare standards-aligned lessons and differentiated activities 	
	Target Date:	07/07/2013	
	Tasks:		
	1. Professional Development on Wednesday and Thursday aligning common core standards to content objectives.		
	Assigned to:	Kimberly Rice	
	Added date:	09/26/2012	
	Target Completion Date:	07/07/2013	
	Comments:	This task is on going.	
	2. All teachers will attend the Differentiation Academy.		
	Assigned to:	Kimberly Rice	
	Added date:	10/04/2012	

		Target Completion Date:	03/11/2013
		Comments:	
		3. • Implement Data Wise process in PLC • Develop Student Portfolios and analyze student work samples • Utilize Curriculum Team Meetings as a means to analyze data, learn instructional strategies that can be used in all content areas, share instructional strategies, analyze student work samples	
		Assigned to:	Tom Lamb
		Added date:	11/05/2012
		Target Completion Date:	07/07/2013
		Comments:	
		4. Teachers will present monthly to colleagues strategies from the Master Teacher Professional Development Program to support teaching and learning	
		Assigned to:	Janel Johnson
		Added date:	11/07/2012
		Target Completion Date:	06/06/2013
		Comments:	This is an ongoing task and the presentation are posted to the school's wiki as they are completed.
		5. Teachers created Professional Development Plan that included professional development aligned with the teacher evaluation tool and School Improvement Plan goals	
		Assigned to:	Tom Lamb
		Added date:	11/07/2012
		Target Completion Date:	09/30/2012
		Comments:	
		Task Completed:	09/28/2012
Implement	Percent Task Complete:	Tasks completed: 1 of 5 (20%)	

Developing and increasing teacher and school leader effectiveness

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

Indicator	D01 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/25/2012
	Evidence:	Principal/Admin team completes evaluations according to the district/state time-lines. Weekly walk through observations are exercised. Additional evaluations are also completed as needed to support struggling teachers. During observations, classroom artifacts are analyzed along with students portfolios, and PDP goals. Observations are completed using various tools such as McREL, Teachscape, District created walk-through forms, and in school created walk-through and feedback forms. Title I coaches and zone specialists also provide observations and feedback as an additional support.

Indicator	D02 - The principal includes evaluation of student outcomes in teacher evaluation. (1672)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	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:	Weareanalternativeschoolandthestatehasnotdetermined how student outcomes will effect teacher evaluation ratings. However, we use student outcome data such as formative assessments, goal summary data, weekly assessments, and MSLs to make informed decisions about teaching and learning. Teacher assessment results are regularly reviewed with teachers and the results are analyzed during PLCs and the first Wednesday of each month. The teacher targets the objectives not mastered and reteaches. The assessments are now part of their summary evaluation.	
Plan	Assigned to:	Valoria Burch	
	Added:	11/05/2012	
	How it will look when fully met:	•DevelopStudentPortfoliosandanalyzestudentwork samples	
	Target Date:	06/10/2013	
	Tasks:		
	1. •UtilizeProject-basedlearning		
	Assigned to:	Valoria Burch	
	Added date:	11/05/2012	
	Target Completion Date:	06/10/2013	
	Comments:	TurningPointisintheprocessofutilizingproject-based learning.	
	2. •DevelopStudentPortfoliosandanalyzestudentworksamples		
	Assigned to:	Valoria Burch	
	Added date:	11/05/2012	
	Target Completion Date:	06/10/2013	
	Comments:	Thisisanongoingprocess.	
	3. •UtilizeCurriculumTeamMeetingsasameanstoanalyzedata,learninstructionalstrategies that can be used in all content areas, share instructional strategies, analyze student work samples		
	Assigned to:	Valoria Burch	
	Added date:	11/05/2012	
	Target Completion Date:	06/10/2013	
	Comments:	TurningPointisstillworkingtowardmeetingtheobjective.	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Developing and increasing teacher and school leader effectiveness

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

Indicator	E12 - The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers. (1690)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2012
	Evidence:	Each school zone retains a Human Resource Manager on their team to support principals in the dismissal process of low performing staff. The HR Manager meets with principals to ensure that the dismissal process is being followed correctly and assists principals with the data collection needed for dismissal. In addition, Zone Superintendents coach principals through the dismissal process giving them constructive feedback on the paper documentation or providing an awareness of the timeline for dismissal procedures. In some cases, Executive Directors or Zone Superintendents will participate in the observations of low-performing staff to provide general feedback and provide documentation support.

Developing and increasing teacher and school leader effectiveness

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

Indicator	F03 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/25/2012

Evidence:	<p>Professional development is provided based on student data, teacher needs and areas targeted in the school improvement plan. Over the last two years we have targeted PD in the areas of differentiation, literacy across the content areas, working with Exceptional Children and meeting the needs of African American males among other topics. We continue to target professional development based on assessment data, observations and teacher surveys. To sustain our efforts, we need to be sure we include Teacher Assistants and other support staff in more of the PD.</p> <p>LEA RESPONSE: CMS aligns professional development with the goals in Strategic Plan 2014 and needs identified from student achievement and teacher evaluation data. The district has taken the lead on providing an introduction to and implementation of the Common Core Standards. Curriculum and Instruction (C&I) Directors have worked collaboratively with department members and teacher leaders to develop system-wide training that was conducted during the five professional development waiver days. Additionally, the C&I department implemented a summer Teacher's Institute, STEM Institute, and other workshops for teachers. To further help with building teachers' content understanding, the C&I department implements monthly alliance meetings for a variety of content areas. During these meetings, they share instructional strategies and resources. The district has also created an electronic walkthrough form that is used through the Teachscape platform. C&I and Zone Staff have access to the data collected on teachers at the school and are able to tailor professional development sessions for the schools and teachers. This year, the district is focusing on instructional coaching with central office staff, principals and assistant principals to help build their capacity for improving teachers' performance. The district provides additional professional development opportunities and teachers are able to register through the MyPD system. Title 1 PD Coaches provide professional development opportunities, including the Differentiation Academy, Support Interaction, Literacy Across the Content Areas, Writing in the Math Classroom, etc., that are specially designed to meet the needs of Title 1 teachers. The zone office staff further support teachers by providing coaching support on the implementation of the common core and Balanced Literacy Model.</p>
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Indicator	F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	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>High quality professional development is provided at both the school and district levels. To ensure the differentiation of professional development the school provides weekly trainings on varied topics using the district, zone and school staff as facilitators, PLCs are also used to provide professional development, teachers are recommended to participate in district professional development such as the Differentiation Academy, and teachers are provided opportunities to extend their knowledge at local, state and national conferences. To completely implement this indicator we will use data to target individual staff needs and align in-house professional development using PLCs and individualized instruction.</p> <p>LEA RESPONSE: CMS aligns professional development with the goals in Strategic Plan 2014 and needs identified from student achievement and teacher evaluation data. The district has taken the lead on providing an introduction to and implementation of the Common Core Standards. Curriculum and Instruction (C&I) Directors have worked collaboratively with department members and teacher leaders to develop system-wide training that was conducted during the five professional development waiver days. Additionally, the C&I department implemented a summer Teacher's Institute, STEM Institute, and other workshops for teachers. To further help with building teachers' content understanding, the C&I department implements monthly alliance meetings for a variety of content areas. During these meetings, they share instructional strategies and resources. The district has also created an electronic walkthrough form that is used through the Teachscape platform. C&I and Zone Staff have access to the data collected on teachers at the school and are able to tailor professional development sessions for the schools and teachers. This year, the district is focusing on instructional coaching with central office staff, principals and assistant principals to help build their capacity for improving teachers' performance. The district provides additional professional development opportunities and teachers are able to register through the MyPD system. Title 1 PD Coaches provide professional development opportunities, including the Differentiation Academy, Support Interaction, Literacy Across the Content Areas, Writing in the Math Classroom, etc., that are specially designed to meet the needs of Title 1 teachers. The zone office staff further support teachers by providing coaching support on the implementation of the common core and Balanced Literacy Model.</p>	
Plan	Assigned to:	Benita Jones	
	Added:	09/26/2012	
	How it will look when fully met:	Professional learning will increase resulting in teachers being effective improving student achievement.	
	Target Date:	07/07/2013	
	Tasks:		

	1.EOG/EOCTestdata	
	Assigned to:	Benita Jones
	Added date:	09/26/2012
	Target Completion Date:	06/07/2013
	Comments:	
	2.●Incorporatethreeuniformreadingstrategiestobeusedinallclassrooms	
	Assigned to:	Benita Jones
	Added date:	11/05/2012
	Target Completion Date:	06/07/2013
	Comments:	
	3.●Implementstrategiesfromdistricttrainings–i.e.,AllianceMeetings,DepartmentChair Meetings, PDMT Labs	
	Assigned to:	Benita Jones
	Added date:	11/05/2012
	Target Completion Date:	06/07/2013
	Comments:	TurningPointisworkingtowardmeetingtheobjective.
	4.●Utilize&providePDonfocusedinstructionalstrategiesi.e.LiteracyInstruction;DataWise	
	Assigned to:	Benita Jones
	Added date:	11/05/2012
	Target Completion Date:	06/07/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Indicator	F07 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Goals for professional development have been clearly set, however, a greater level of monitoring is needed to move this indicator to full implementation. Monitoring is a high priority, and this will be addressed in multiple ways including observations, lesson plan review, and PLCs.</p> <p>LEA RESPONSE: Within Strategic Plan 2014, CMS has established Effective Teaching and Leadership as a district priority. Within in this priority, one of the Key Indicators is provide access to training that is tailored to student and teacher learning needs. Some of the strategies listed are to provide training on a variety of instructional strategies, implement the Differentiation Academy, provide support of the understanding and use of data through the Data Wise process, provide training on rigor, expand the instructional coaching model, fully implement PLCs as a means of providing job-embedded professional training, and provide training on the RTI model. CMS has provided training in each of these areas and monitors the effectiveness of each through survey and student achievement data, participation rosters, and 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>	
Plan	Assigned to:	Cyle Cole	
	Added:	09/26/2012	
	How it will look when fully met:	Professional Development will increase professional growth for teachers and improve student achievement based on data.	
	Target Date:	07/07/2013	
	Tasks:		
	1. Professional development will be monitored through observations and lesson plan analysis.		
	Assigned to:	Cyle Cole	
	Added date:	09/26/2012	

		Target Completion Date:	06/07/2013
		Comments:	
	2. • Model & monitor expectations of effective instructional focus strategies—i.e. writing objectives, essential questions, reading in the content areas		
		Assigned to:	Cyle Cole
		Added date:	11/05/2012
		Target Completion Date:	06/07/2013
		Comments:	
	3. • Use the following literacy based instructional strategies on a continual basis-Word Walls, Reading in the Content Area, Differentiated Instruction, Technology based-learning		
		Assigned to:	Cyle Cole
		Added date:	11/05/2012
		Target Completion Date:	06/07/2013
		Comments:	
	4. • Use Curriculum Team Planning time to focus on improving instruction and student learning		
		Assigned to:	Cyle Cole
		Added date:	11/05/2012
		Target Completion Date:	06/07/2013
		Comments:	This is a non-going process.
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

Developing and increasing teacher and school leader effectiveness

Federal Requirement: Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

Indicator	G01 - The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders. (1645)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2012
	Evidence:	CMS has identified two programs to identify new principals who are trained to be turnaround leaders. These programs, New Leaders for New Schools and Leaders for Tomorrow (Winthrop University), provide intensive professional development and on the job training to ensure that future leaders are knowledgeable of instructional practices and are prepared to lead for change. In addition, CMS has implemented the Strategic Staffing Initiative that allows for placing highly effective leaders into challenging and hard to staff schools. Zone Superintendents collaborate with the Deputy Superintendent to identify the district's most effective leaders based on student achievement data and cultural competencies. There is a three year commitment of a Strategic Staffing principal, which is meant to create stability for the school with a highly effective leader in place.

Indicator	G03 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	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>Multiple personnel conducting evaluations including the principal, assistant principal, and other staff members approved to evaluate. Observations, both formal and informal, and walk-through observations are conducted by the administration, academic facilitators, coaches, and zone specialists. Teacher self-reflections and personal goal-setting are incorporated into the evaluation process. Teachers are evaluate on teacher skills and knowledge, using a variety of valid and reliable evaluation tools such as McRel and TeachScape. Evaluators are required to provide timely, clear, and constructive feedback. Struggling teachers are supported through monitored and directed professional development plans. Additionally, mentors are assigned to support new teachers was well as struggling teachers. Interview teams are used to recruit highly qualified staff. We have weekly staff recognitions and monthly staff rewards. Staff opportunities are provided for growth and leadership roles in the school and in the district. Funding is provided for PD, conferences and workshops outside the district.</p> <p>LEA RESPONSE: CMS has a system of procedures for recruiting, evaluating, rewarding, and replacing staff. The district advertises all vacancies on the website and candidates complete an online application through the MyAPP 2.0 platform. Additionally, HR advertises on Facebook and attends various colleges to participate in job fairs. CMS has a system in place to identify teachers with leadership potential and provide them opportunities to participate in administrator licensure programs. CMS follows the North Carolina evaluation procedures and instruments for teachers and administrators. Principals and assistant principals are provided monthly training on the implementation of the evaluation process and matrix to ensure consistency and calibration in identifying highly effective educators and how to coach for improvement. Additionally a group of consultant coaches and principals worked collaboratively to develop indicators that reflect leveled performance for each of the standards in the evaluation matrix. The CMS Human Resources Department (HR) and Executive Staff, with the input of principals, have developed a matrix that outlines the acceptable level of summative performance for non-career teachers to be eligible for a continuing contract. Teachers who do not meet these standards, may be recommended for non-renewal. Career teachers must follow a directed professional development plan for two years and not make acceptable growth to be recommended for termination. Highly effective teachers are identified through their student growth composites and summative ratings and are provided leadership opportunities, including serving as a Professional Development Master Teacher and being Strategically Staffed, as a reward for their performance.</p>
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Plan	Assigned to:	Sonya Berry
	Added:	09/26/2012
	How it will look when fully met:	Provide feedback to teachers to shape the decision that will improve their effectiveness. Provide high-quality training for those conducting evaluations.
	Target Date:	07/07/2013
	Tasks:	
	1. Professional development for evaluators.	
	Assigned to:	Sonya Berry
	Added date:	09/26/2012
	Target Completion Date:	01/18/2013
	Comments:	Professional development for evaluators are on-going.
	2. • Provide PD on Effective Teaming	
	Assigned to:	Sonya Berry
	Added date:	11/05/2012
	Target Completion Date:	06/07/2013
	Comments:	Progress is being made to provide Professional Development on Effective Teaming.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Comprehensive instructional reform strategies

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

Indicator	H01 - The principal ensures that teachers align instruction with standards and benchmarks. (1714)		
Status	Tasks completed: 0 of 7 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal ensures that teachers align instruction with standards and benchmarks in an effort to meet AMO targets. Key components of this task includes the following: quality instructional planning, monitoring of lessons plans, walk-through observations as well as formal and informal observations. Academic facilitators in Literacy and Math along with Title 1 District Literacy and Math coaches also support the alignment of instruction with the standards. The A major focus of the facilitators and coaches is to ensure quality/targeted planning through weekly PLCs, common content planning and zone planning meetings. Formal and informal assessment data is analyzed to assist with the alignment of instruction with the standards, in addition to goal mastery logs. Regular analysis of student performance data is a focus in ongoing professional development, guides instructional planning as well as ensures the effective allocation resources. Teachers are provided planning support, resources and professional development to enable them to incorporate changes required to align instruction with standards.	
Plan	Assigned to:	Leslye Torrence	
	Added:	09/26/2012	
	How it will look when fully met:	Students will show growth. EOG/EOC will provide evidence.	
	Target Date:	07/07/2013	
	Tasks:		
	1. Professional Development and team planning with Title I coaches.		
	Assigned to:	Leslye Torrence	
	Added date:	09/26/2012	
	Target Completion Date:	06/07/2013	
	Comments:	This is a non-going process.	
	2. • Uniform implementation of entrance & exit strategies in all classrooms		
	Assigned to:	Leslye Torrence	
	Added date:	11/05/2012	

		Target Completion Date:	06/07/2013
		Comments:	
	3. • Utilize Learning Styles Inventories to assist with Differentiating Instruction		
		Assigned to:	Leslye Torrence
		Added date:	11/05/2012
		Target Completion Date:	06/07/2013
		Comments:	
	4. • Disaggregate and analyze formal assessments, diagnostic tests and EOG/EOC Data for planning and instruction		
		Assigned to:	Leslye Torrence
		Added date:	11/05/2012
		Target Completion Date:	06/07/2013
		Comments:	
	5. • Develop lesson plans, analyze and provide feedback on Lesson Plans		
		Assigned to:	Janel Johnson
		Added date:	11/05/2012
		Target Completion Date:	06/07/2013
		Comments:	
	6. • Use Curriculum Team Planning time, PLCs and zone planning meetings to focus on improving instruction and student learning		
		Assigned to:	Wallace Barnes
		Added date:	11/05/2012
		Target Completion Date:	06/07/2013
		Comments:	
	7. • Implement 3-minute walk-through model and Learning Walks to observe classroom practices for specific areas of focus		
		Assigned to:	Wallace Barnes
		Added date:	11/05/2012
		Target Completion Date:	06/07/2013
		Comments:	This is a non-going process.
Implement	Percent Task Complete:		Tasks completed: 0 of 7 (0%)

Indicator	H03 - All teachers, working in teams, prepare standards-aligned lessons. (1718)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The administration provides on going PD on common core standards to all teachers throughout the year. All teachers are required to attend PLCs, common subject team planning and district/zone planning meetings. The administration along with the academic facilitators and Title 1 coaches attend these meetings to ensure that the focus is targeted on the use of data and quality instructional practices in order to facilitate the meeting of AMOs. Academic facilitators monitor lesson plans and provide feedback in content area or individual meetings to ensure objectives are clearly aligned to the content on a weekly basis. Currently, Title I coaches are providing support in the classroom and planning sessions to ensure internal and external alignment, checking for implementation of lessons, monitoring of best practices through group and individual feedback and planning PD based on needs assessment and student data.	
Plan	Assigned to:	Ellis Williams	
	Added:	09/26/2012	
	How it will look when fully met:	Develops pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established. Mastery Logs.	
	Target Date:	07/07/2013	
	Tasks:		
	1. Team planning with Title I coaches. Professional Development on standards-aligned lessons.		
	Assigned to:	Ellis Williams	
	Added date:	09/26/2012	
	Target Completion Date:	07/07/2013	
	Comments:	Teachers are planning and demonstrating standards-aligned lessons. This is an on-going process.	
	2. • Use Curriculum Team Planning time to focus on improving instruction and student learning		
	Assigned to:	Ellis Williams	
	Added date:	11/05/2012	
	Target Completion Date:	06/07/2013	
	Comments:		
	Task Completed:	08/28/2012	
	3. • Utilize School Quality Review rubric criterion three (Learning and Teaching) as a guide to monitor classroom instructional practices		
	Assigned to:	Ellis Williams	

		Added date:	11/05/2012
		Target Completion Date:	06/07/2013
		Comments:	
		Task Completed:	09/07/2012
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)	

Comprehensive instructional reform strategies

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

Indicator	I01 - The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/25/2012
	Evidence:	The school has established team planning in content areas on Tuesday along with Title I coaches. Departmental planning and Professional Learning Communities occurs on Thursdays. Teacher's individual planning is at least 45 minutes, Monday-Friday. The master schedule provides common planning time for each content area.

Indicator	I02 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments that will assist meeting AMO targets. Teachers are participating in CMS formative assessments and give ongoing classroom assessments to track student mastery of objectives. Coaches and facilitators work with the teachers to monitor student progress and develop re-teaching strategies for students who are unsuccessful. All teachers are required to develop mastery goal logs aligned with the standards to monitor student progress and adjust instruction as necessary. Additionally, the master schedule is modified once a week to provide opportunities for reteaching, remediation and acceleration. Math and Literacy Title I tutors also support teachers by providing additional learning opportunities for targeted students.	
Plan	Assigned to:	Janel Johnson	
	Added:	09/26/2012	
	How it will look when fully met:	Teachers will be able to identify students with learning difficulties. Increase in student achievement on local and state assessments.	
	Target Date:	07/07/2013	
	Tasks:		
	1. Implement Data Wise process in PLC		
	Assigned to:	Janel Johnson	
	Added date:	09/26/2012	
	Target Completion Date:	06/07/2013	
	Comments:	DataWiseinworkingprogresstowardmeetingtheobjective.	
	2.ImplementedTeachermasterygoallogstomonitorstudentprogress		
	Assigned to:	Celissa Roberts	
	Added date:	11/06/2012	
	Target Completion Date:	06/07/2013	
	Comments:	Teachermasterygoallogsareinplace.	
	Task Completed:	09/28/2012	
	3.UtilizeCurriculumTeamMeetingsasameanstooanalyzedata,learninstructionalstrategies that can be used in all content areas, share instructional strategies, analyze student work samples		
	Assigned to:	Justin Hoyle	
	Added date:	11/06/2012	

		Target Completion Date:	06/06/2013
		Comments:	This is in working progress toward meeting the objective.
Implement	Percent Task Complete:	Tasks completed:	1 of 3 (33%)

Indicator	I03 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716)
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Status	Tasks completed: 1 of 3 (33%)
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Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	All teachers work in teams, differentiate and align learning activities with state standards to assist with meeting AMO targets. Teachers are required to attend the Differentiation Academy to learn new instructional strategies to support meeting the needs of all students in the classroom. Weekly professional development is provided to assist with effective implementation of differentiation strategies, EC strategies, development of learning stations and integration of Literacy across content areas. With the support of the administration, academic facilitators, and district coaches, during PLCs student data is analyzed to determine grouping patterns and continually assess students' progress. Teachers use assessment data from formatives and classroom assessments to design instructional tasks focused on providing differentiated instruction. Additionally, the master schedule is modified once a week to provide opportunities for reteaching, remediation and acceleration. Math and Literacy Title I tutors also support teachers by providing additional learning opportunities for targeted students.
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Plan	Assigned to:	Kathryn Addo
	Added:	09/26/2012
	How it will look when fully met:	Teachers will be able to demonstrate the use of differentiated instructional strategies. Special education students in the general education curriculum will show growth and proficiency.
	Target Date:	07/07/2013

	Tasks:	
	1. Provide professional development on differentiated instruction for classroom teachers.	
	Assigned to:	Kathryn Addo
	Added date:	09/26/2012
	Target Completion Date:	06/06/2013
	Comments:	The differentiation Academy is a working progress toward meeting the objective.

	2. Provide student learning opportunities outside of regular instructional time for all students to improve individual student achievement and using various funding sources—Title 1, Extended Day, Grants. *Extended Day after school Credit Recovery (HS) *After School LIFT Program for adjudicated youth *Saturday Academy
	Assigned to: Sonja Gadd
	Added date: 11/06/2012
	Target Completion Date: 06/06/2013
	Comments: Extended Day after school Credit Recovery, LEAP, and LIFT Program are in place. Saturday Academy has not started at this time.
	3. Supplemental Educational Services for 90 minutes two days a week in Reading and Math.
	Assigned to: Sonja Gadd
	Added date: 11/06/2012
	Target Completion Date: 06/06/2013
	Comments: This task has been established. Students are being monitored through Study Island.
	Task Completed: 09/10/2012
Implement	Percent Task Complete: Tasks completed: 1 of 3 (33%)

Indicator	I04 - All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (1719)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers provide sound instruction in a variety of modes to include daily homework checks, review, and, if necessary, re-teaching; rapid presentation of new content and skills in small steps; guided student practice with close monitoring by teachers; corrective feedback and instructional reinforcements. Web-based instructional using programs such as Apex, NovaNet, Discovery Education Study Island and Castle Learning are regularly integrated into instruction. Coaches model and provide feedback for teachers to monitor and manage their evolving knowledge, skills, and understanding with self-management viewed as more important than simple acquisition.	
Plan	Assigned to:	Justin Hoyle	
	Added:	09/26/2012	
	How it will look when fully met:	Teachers will be able to demonstrate teacher-directed whole-class activities; teacher-directed small-group activities; student-directed small group activities; independent work; computer-based activities. Evidence will be teachers accept responsibility for teaching their students. They believe that students are capable of learning. They re-teach if necessary, and alter materials as needed.	
	Target Date:	07/07/2013	
	Tasks:		
	1. Team planning with Title one coaches.		
	Assigned to:	Justin Hoyle	
	Added date:	09/26/2012	
	Target Completion Date:	06/06/2013	
	Comments:	Team planning with Title I coaches is a non-going process.	
	2. Year long Master Teacher PD		
	Assigned to:	Justin Hoyle	
	Added date:	11/06/2012	
	Target Completion Date:	06/06/2013	
	Comments:	Master Teacher program is in working progress to meeting the objective.	
	3. Use student centers as a source of differentiation.		
	Assigned to:	Justin Hoyle	
	Added date:	11/06/2012	

		Target Completion Date:	06/06/2013
		Comments:	Studentcentersareintheprocess.We had a professional development on learning centers through the district EC department.
		4. Utilize research based instructional materials and resources including Castle Learning, Study Island, NC Virtual, Moodles, APEX, Nova Net	
		Assigned to:	Justin Hoyle
		Added date:	11/06/2012
		Target Completion Date:	06/06/2013
		Comments:	Instructionalmaterialsandresourcesareinworkingprogress to meeting the objective.
Implement		Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Indicator	I05 - All teachers employ effective classroom management. (1721)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers employ effective classroom management to provide safe and orderly learning environments, with effective teaching and learning practices. Implementation is varied across the school, however there are standard rules and consequences for behavior for all classrooms. Teachers develop classroom expectations that are aligned with the school-wide discipline policy. Interventions are used at the classroom and school level to include behavior contracts and referrals to specialists such as the School Social Worker, Guidance Counselors and Intervention Team. Behavior Modification Technicians are used to assist with improving student behaviors which includes the development of personalized intervention plans as well as assisting classroom teachers. Targeted professional development is used to improve classroom management skills. Interventions as well as professional development assists with reducing the number of disciplinary incidents. SWIS data is also used to target areas of concern so that interventions can be put in place in a proactive manner.	
Plan	Assigned to:	Cherie Williams	
	Added:	09/26/2012	
	How it will look when fully met:	Rules and procedures are posted in the classroom, and students are reminded of them and learn to operate according to them. Evidence is number of discipline referrals.	
	Target Date:	07/07/2013	
	Tasks:		
		1. During the 2012-2013 school year, Turning Point will implement the Master Teacher Program which focuses in on effective classroom management.	

		Assigned to:	Cherie Williams
		Added date:	09/26/2012
		Target Completion Date:	07/07/2013
		Comments:	TheMasterTeacherProgramisayearlongprocessinworking towards meeting the objective.
	2. Utilize Character Education Lesson Plans each week during Mentor/Mentee Sessions		
		Assigned to:	Cherie Williams
		Added date:	11/06/2012
		Target Completion Date:	06/06/2013
		Comments:	TeachersareusingtheCharacterEducationLessonPlans during Mentor/Mentee Sessions.
		Task Completed:	09/04/2012
	3. Maintain point system to track student behavior using Point Sheets and set daily, weekly and monthly goals		
		Assigned to:	Cherie Williams
		Added date:	11/06/2012
		Target Completion Date:	06/06/2013
		Comments:	PointSheetssysteminplace.
		Task Completed:	09/04/2012
Implement	Percent Task Complete:		Tasks completed: 2 of 3 (67%)

Indicator	I06 - The school Leadership Team regularly looks at multiple measures (e.g., behavior data, aggregated classroom observation data, and school climate surveys of staff, students, and parents) and uses this data to make decisions about student social and emotional learning. (2590)		
Status	Tasks completed: 2 of 4 (50%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The leadership team meets twice a month to look at school programs, initiatives and data to drive and make decisions to improve the overall school learning environment and ultimately assist with decreasing disciplinary incidents. Data is used to effectively develop programs and professional development to meet the needs of the students, parents and staff.</p> <p>Additionally, school climate surveys and district surveys are used to provide data to improve instruction and programs. The team uses SWIS data to track trends in student behavior and implement strategies to improve school safety. Tracking this data has led to professional development on classroom management, meeting the needs of African-American males and targeted CPI training. This data is also used to make adjustments in school procedures as deemed necessary. As a result of data analysis intervention programs such as Truancy Court, Bullying Awareness, Gang Awareness, Boys and Girls Groups, school-wide Mentoring, and Character Development have been implemented. Additionally, support staff which includes the BMTs, Social Worker and counselors provide supports such as group counseling, individual counseling, behavior plans, and community supports. The Intervention Team Process is also used to identify the needs of students.</p>	
Plan	Assigned to:	James Blue	
	Added:	09/26/2012	
	How it will look when fully met:	Improvement in EOG/EOC scores. Increase in parent and community involvement. Reduction in suspensions. Evidence will include EOG/EOC data, parent and community activities, and discipline data.	
	Target Date:	07/07/2013	
	Tasks:		
	1. Include data team in school leadership meetings once a month to discuss data.		
	Assigned to:	James Blue	
	Added date:	09/26/2012	
	Target Completion Date:	07/07/2013	
	Comments:	The data team is part of the school leadership team and we are using data to guide our plan. We are working toward meeting the objective of including data.	
	2. Utilize the CMSTitle I Parent Compact		
	Assigned to:	James Blue	

		Added date:	11/05/2012
		Target Completion Date:	06/07/2013
		Comments:	CMSTitleIParentCompactwasinplaceonSept. 24, 2012
		Task Completed:	09/24/2012
	3. •AnalyzeSwisDatatodevelopbehaviorinterventions		
		Assigned to:	James Blue
		Added date:	11/05/2012
		Target Completion Date:	06/07/2013
		Comments:	Swis Data behavior interventions are in place and we are continuing to monitor the process.
	4. •MaintainpointstotrackstudentbehaviorusingPointSheetsandsetdaily,weeklyand monthly goals		
		Assigned to:	James Blue
		Added date:	11/05/2012
		Target Completion Date:	06/07/2013
		Comments:	Point Sheets are being used to track student behavior this is an on-going task.
		Task Completed:	09/10/2012
Implement	Percent Task Complete:	Tasks completed: 2 of 4 (50%)	

Increasing learning time and creating community-oriented schools

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

Indicator	J08 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)		
Status	Tasks completed: 1 of 1 (100%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	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>NovaNet and Apex are programs designed for students in need of credit recovery or to provide additional course work not offered at our school due to our small setting. These classes are offered during fifth block. North Carolina Virtual Public School(NCVSP) is use to ensure exceptional children are served by highly qualified teachers. NCVPS is also use for credit recovery and to provide courses not offered. After-school tutoring, in-school tutoring and Saturday Academy are used to provide additional learning opportunities for all students. Data is used to determine the level of need for the tutorial programs and credit recovery. The RTI pyramid identifies levels of support of all students within the school.</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>	
Plan	Assigned to:	Sonja Gadd	
	Added:	09/26/2012	
	How it will look when fully met:	Studentswillbeservedineitheraclassroomsettinginwhich they will receive a combination of direct instruction and objective mastery learning from a highly qualified teacher , or a lab setting in which a DLA will be in place to support instruction. Evidence will be EOG/EOC and formative data.	
	Target Date:	01/07/2013	
	Tasks:		

	1. Create a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement.		
	Assigned to:	Sonja Gadd	
	Added date:	09/26/2012	
	Target Completion Date:	01/06/2013	
	Comments:	The programs have online reports which are monitored weekly.	
	Task Completed:	10/08/2012	
Implement	Percent Task Complete:	Tasks completed: 1 of 1 (100%)	

Increasing learning time and creating community-oriented schools

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

Indicator	K04 - The LEA/School has engaged parents and community in the transformation process. (1649)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/25/2012	

Evidence:	<p>The level of parent involvement and engagement has greatly increased through the hiring of a Family Advocate. Activities such as parent workshops, volunteering, and curriculum days/nights are provided as a means to involve parents in the school. In an effort to increase parenting skills and knowledge, weekly workshops through the Truancy Court Program and monthly evening workshops are provided on the following topics: Time and Stress Management, Effective Communications Skills with Your Child's School, Using Hip-Hop to Understand Your Child, Choices and Challenges - Tools for Discipline and Effective Parenting, and How to Increase Leadership Skills in Your Child. Urban Thoughts, community resources and district representatives serve as presenters for these workshops. Partnerships with DJJ and other community agencies provide additional supports to the school. A key component of the requirements for students and parents is parent participation time which requires parents to participate one hour for every month their student is enrolled in the school. To support this requirement, various opportunities are provided for parents to be involved in the school. Parents are asked to participate on school committees such as SLT, the PAC - parent and community organization and assist with other school initiatives. As a school, we also have partnerships with numerous organizations which have resulted in mentoring programs, scholarships, student employment and psychological support. Parent newsletters, mass parent email notifications, the school website, Connect 5 messages and the student intake process serve as the main means of communication with parents. Parents are also involved in the development of personalized education plans, behavior intervention plans, individualized education plans, manifestation meetings and parent teacher conferences.</p> <p>LEA RESPONSE:</p> <p>The parents and community of schools are informed and guided by work sessions that are offered by Parent University, which is a division within CMS. These work sessions provide valuable information to parents and community members regarding academics, intervention opportunities, social/emotional/mental health services, and school access. Students who are not able to access the curriculum are provided additional support through a Personalized Education Plan (PEP). The development of this plan includes parents, teachers, and other staff.</p> <p>Parents are invited to be a part of this process anytime a PEP is developed. Another support for students is the Response to Intervention (RtI), which parents participate in as well. Students are given specific interventions based on their academic challenges and parents share their concerns in this process. Students who are identified as being exceptional children are given an Individualized Education Plan, which must be developed with the parents as active participants. At the zone office, there are expert in all of the processes, which support the goals and provide additional support to parents as needed. The protocol for all student intervention is to have parents participate in the process and be involved in the development of educational plans and the implementation of them.</p>
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Indicator	K07 - The LEA/School has established a positive organizational culture. (1651)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Currently, Turning Point has the developed processes and communicated expectation that will result in having a challenging learning environment in which students and staff are expected to meet high expectation. At this time, it has not developed into the culture of the school, but with continued focus and monitoring the result will be a learning environment with the expectations of high academic achievement. The master schedule creates opportunities for content and team planning. Extended learning beyond school day includes after-school tutoring and Saturday academy.</p> <p>LEA RESPONSE: CMS is working diligently to create a positive organizational structure. In creating this environment several forums for communication have been established. The Superintendent of CMS is hosting several employee and community forums to hear concerns and provide feedback in an effort to open up lines of communication. In addition, there are several school surveys that are underway to determine how the central office can better work to support schools. On a yearly basis, the school environmental survey is completed by staff that shares their feelings and impressions regarding morale and culture. These surveys are reviewed by the principal to inform school change. CMS is working to recognize the "irreplaceable" teachers by giving principal the tools for how to encourage them and support them in their work. Throughout the district initiatives to recognize leaders, hard work and talent have been implemented to bring about a more positive organizational culture. At the zone office level, staff support teachers and principals by giving individual feedback and working along- side teams to give them an expert lens in various areas. This collaborative nature translates to a more positive environment for everyone.</p>	
Plan	Assigned to:	Sonya Berry	
	Added:	09/26/2012	
	How it will look when fully met:	Teaching and student performance will demonstrate the principal is the central element in the school climate equation.	
	Target Date:	07/07/2013	
	Tasks:		
	1. Continue discussion on the "change process" with staff members		
	Assigned to:	Beverly Thomas	
	Added date:	09/26/2012	
	Target Completion Date:	07/07/2013	

		Comments:	Continued discussion on the change process with staff members has been on-going.
		Task Completed:	08/16/2012
	2. Provide PD on Effective Teaming		
		Assigned to:	Sonya Berry
		Added date:	11/06/2012
		Target Completion Date:	06/06/2013
		Comments:	We are working towards Professional Development on Effective Teaming.
	3. Utilize Learning Styles Inventories to assist with Differentiating Instruction		
		Assigned to:	Sonya Berry
		Added date:	11/06/2012
		Target Completion Date:	06/06/2013
		Comments:	Learning Styles Inventories are on-going.
		Task Completed:	09/07/2012
Implement	Percent Task Complete:		Tasks completed: 2 of 3 (67%)