School Improvement Plan

Charlotte-Mecklenburg Schools

2015-2016

2015-2016 *through* 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: September 28, 2015	**Final Copy Due: October 26, 2015**

2015-2016 Harding University School Improvement Plan Report

Harding University High School Contact Information			
School:	Harding University High School	**Courier Number:**	405
Address:	2001 Alleghany St	**Phone Number:**	(980) 343-6007
	Charlotte, NC 28208	**Fax Number:**	(980) 343-1767
Learning Community	West-Harding/Phillip O. Berry Learning Community	**School Website:**	http://schools.cms.k12.nc.us/hardinguniversityHS/Pages/Default.aspx

Principal:	Eric Ward
Learning Community Superintendent:	Curtis Carrol

Harding University High School - 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	**Eric Ward**	*Eric.ward@cms.k12.nc.us*	
Assistant Principal Representative	**Sheila Ijames**	*Sheila.ijames@cms.k12.nc.us*	
Teacher Representative	**Kiera Busching**	*kierae.busching@cms.k12.nc.us*	*10/8/2015*

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Inst. Support Representative	**Kelvin Rattley**	*Kelvint.rattley@cms.k12.nc.us*	*10/8/2015*
Teacher Assistant Representative	**Kyandra Sanders**	*Kyandrar.sanders @cms.k12.nc.us*	*10/8/2015*
Teacher Representative	**Thomas Murphy**	*Thomash.murphy*	*10/8/2015*
Teacher Representative	**Allison Eddy**	*Allisonc.eddy*	*10/8/2015*
Parent Representative	**Takisha Cowley**	*takishacowley @yahoo.com*	*10/8/2015*
Student Support Representative	**Teresa Oats**	*Teresa.oats*	*10/8/2015*
Teacher Representative	**Clay Pixler**	*Clay1.pixler*	*10/8/2015*

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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: Our central purpose is to create an intellectual climate and ensure that all students are challenged to meet and exceed high expectations in all subject areas. The foundation established here at Harding University High School will provide our students with the tools required to graduate with a meaningful diploma that equip them to succeed in either a post-secondary educational environment, a military environment, or within the workplace.

Mission Statement

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

School: Capture the hearts and ignite the intellectual potential of all students through positive daily interactions and rigorous instructional practices that foster lifelong learning.

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Harding University High School Shared Beliefs

- All students are (and should be) lifelong learners
- The school community benefits from diverse backgrounds
- All students can grow academically at high levels
- Our staff is capable of providing a rigorous education for all students
- A safe environment is crucial to an effective instructional and learning environment.
- The school- and larger CMS-community are invested in the success of Harding University High School

- The ability to read, write, and communicate--critically and well—is the single-most important academic skill students will ever learn
- Positive parental involvement is crucial and beneficial to the overall success of students
- Disadvantaged populations, especially English Language Learners and Exceptional Children, can grow academically at similar rates to non-disadvantaged students.

Harding University High 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 providing an average of at least five hours of planning time per week, to the full 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.
- Harding University High School will Increase English 2 College & Career Readiness from 29.79% to 43.8% as measured by the North Carolina End-Of-Course test at the conclusion of the 2015-2016 school year.
- Harding University High School will Increase Math 1 College & Career Readiness from 7.40% to 25.92% as measured by the North Carolina End-Of-Course test at the conclusion of the 2015-2016 school year.
- Harding University High School will Increase Biology College & Career Readiness from 13.59% to 30.87% as measured by the North Carolina End-Of-Course test at the conclusion of the 2015-2016 school year.
- Harding University High School will reduce the first time Freshman retention rate from 44.8% to 26.9% at the conclusion of the 2015-2016 school year.
- Harding University High School will increase the graduation rate from 78.5% to 83.9% at the by June 20th, 2016.

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Harding University High School Assessment Data Snapshot

Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Participation Denominator	440	4	14	275	126	9	12	247	66	54	9
Participation Percent	98	0	0	98	96	0	0	98	97	98	0
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.	Met	Met	Met	Insuf.
Proficiency Denominator	381	4	14	244	99	9	11	219	49	51	9
Proficiency Percent	33.6	0	0	30.7	32.3	0	0	29.7	2.0	7.8	0
Goal Percent	61.9	48.6	71.7	46.6	52.7	64.0	71.0	48.8	24.0	31.2	94.2
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Insuf.	Not Met	Not Met	Not Met	Insuf.

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Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Participation Denominator	440	4	14	275	126	9	12	247	66	54	9
Participation Percent	99	0	0	99	97	0	0	99	97	100	0
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.	Met	Met	Met	Insuf.
Proficiency Denominator	364	4	14	238	89	9	10	215	40	50	9
Proficiency Percent	17.0	0	0	16.0	16.9	0	0	14.4	2.5	2.0	0
Goal Percent	50.8	43.3	70.4	36.4	43.7	50.5	58.8	39.6	24.3	27.7	85.8
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Insuf.	Not Met	Not Met	Not Met	Insuf.

Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Participation Denominator	266	2	14	170	69	1	10	148	25	39	12
Participation Percent	97	0	0	98	94	0	0	99	0	97	0
Participation Status	Met	Insuf.	Insuf.	Met	Not Met	Insuf.	Insuf.	Met	Insuf.	Met	Insuf.
Proficiency Denominator	220	2	13	138	56	1	10	123	17	27	12
Proficiency Percent	32.3	0	0	25.4	35.7	0	0	30.9	0	0	0
Goal Percent	60.8	48.0	76.0	44.6	52.1	62.0	69.3	48.2	24.8	35.9	90.9
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.

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Current Year EOC	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Participation Denominator	1439	9	38	892	438	27	35	879	262	195	26
Participation Percent	96	0	100	98	93	0	100	97	92	97	0
Participation Status	Met	Insuf.	Met	Met	Not Met	Insuf.	Met	Met	Not Met	Met	Insuf

ACT	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Participation Denominator	272	2	16	172	70	1	11	150	24	36	13
Participation Percent	94	0	0	95	94	0	0	97	0	97	0
Participation Status	Not Met	Insuf.	Insuf.	Met	Not Met	Insuf.	Insuf.	Met	Insuf.	Met	Insuf.
Proficiency Denominator	232	2	14	145	60	1	10	131	16	24	13
Proficiency Percent	22.0	0	0	15.9	23.3	0	0	22.1	0	0	0
Goal Percent	66.9	55.1	77.5	46.8	55.4	68.0	77.5	51.6	25.5	33.1	95.0
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.

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ACT WorkKeys	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Participation Denominator	41	1	2	29	8	0	1	18	1	5	2
Participation Percent	85	0	0	0	0	0	0	0	0	0	0
Participation Status	Not Met	Insuf.	Insuf.	Insuf.	Insuf.	~	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.
Proficiency Denominator	35	1	1	25	7	0	1	16	1	2	2
Proficiency Percent	54.3	0	0	0	0	0	0	0	0	0	0
Goal Percent	73.9	67.4	79.2	60.4	72.2	0	80.5	66.3	32.7	43.7	95.0
Proficiency Status	Not Met	Insuf.	Insuf.	Insuf.	Insuf.	~	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.

Math Course Rigor	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Proficiency Denominator	304	2	10	223	56	6	7	148	16	20	10
Proficiency Percent	98.7	0	0	98.2	100.0	0	0	98.0	0	0	0
Goal Percent	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	90.8	85.5	95.0
Proficiency Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.

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Graduation Rate	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Standard (4-Year)	78.3	0	0	84.3	63.8	0	0	76.3	0	57.1	0
Extended (5-Year)	89.3	0	0	90.0	88.7	0	0	90.6	0	92.6	0
Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.	Met	Insuf.	Met	Insuf.

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Assessment: Biology	2014-2015		2013-2014		2012-2013		2011-2012	
Subgroup	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
All	21.2	13.9	42.7	32.6		19.9		67.7
African American	19.2	12.5	41.2	30.0		16.8		66.8
American Indian	50.0	50.0	100.0	100.0		0.0		100.0
Asian	50.0	28.6	43.8	37.5		26.7		69.2
Hispanic	16.0	11.2	42.3	34.6		23.3		68.0
More Than One	33.3	33.3	0.0	0.0		50.0		33.3
White	69.2	30.8	64.3	50.0		54.5		100.0
EDS	20.6	14.3	41.9	31.9		19.5		65.4
LEP	3.2	3.2	18.2	13.6		10.8		48.9
SWD	7.3	5.5	19.1	8.5		7.1		18.6
AIG	69.2	61.5	90.0	65.0				

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Assessment: English II	2014-2015		2013-2014		2012-2013		2011-2012	
Subgroup	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
All	37.7	28.4	40.3	30.5		37.7		
African American	35.5	25.9	36.2	25.9		35.4		
American Indian	100.0	100.0	66.7	66.7		100.0		
Asian	57.1	42.9	56.3	43.8		54.5		
Hispanic	37.9	28.0	42.2	33.3		37.4		
More Than One	30.0	30.0	100.0	100.0		55.6		
Pacific Islander						100.0		
White	58.3	58.3	66.7	58.3		57.1		
EDS	34.6	24.9	39.5	29.9		36.4		
LEP	6.2	1.5	22.0	14.6		3.6		
SWD	8.5	7.0	9.3	7.4		10.2		
AIG	90.0	80.0	80.0	80.0				

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Assessment: Math I	2014-2015		2013-2014		2012-2013		2011-2012	
Subgroup	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
All	18.6	13.4	29.5	16.7		11.2		50.4
African American	13.6	9.6	29.4	16.1		8.9		49.9
American Indian	100.0	100.0	16.7	16.7		0.0		100.0
Asian	53.8	46.2	50.0	31.3		30.8		36.4
Hispanic	23.2	16.9	25.8	14.5		15.2		50.0
More Than One	50.0	25.0	37.5	25.0		0.0		44.4
Pacific Islander						0.0		
White	25.0	16.7	40.0	26.7		13.3		78.6
EDS	17.5	11.9	28.6	16.2		11.2		50.9
LEP	8.6	1.2	13.1	3.3		6.8		33.0
SWD	6.3	2.5	13.8	10.3		3.8		13.5
AIG	90.0	90.0	81.8	81.8		0.0		

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Assessment: EOC Composite	2014-2015		2013-2014		2012-2013		2011-2012	
Subgroup	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
All	25.9	18.7	36.8	25.8		22.6		62.6
African American	22.9	16.1	35.1	23.4		20.3		62.4
American Indian	80.0	80.0	50.0	50.0		20.0		75.0
Asian	53.7	39.0	50.0	37.5		35.9		65.7
Hispanic	25.8	18.8	35.8	26.4		24.2		58.9
More Than One	37.0	29.6	46.2	38.5		45.0		68.2
Pacific Islander						50.0		
White	51.4	35.1	56.1	43.9		40.0		89.5
EDS	23.9	16.8	36.0	25.2		21.9		61.7
LEP	6.3	1.9	17.1	9.6		7.2		38.7
SWD	7.3	4.9	13.8	8.8		6.7		17.1
AIG	81.8	75.8	84.8	73.9		0.0		

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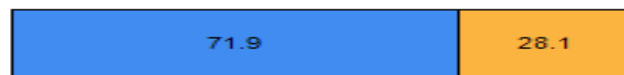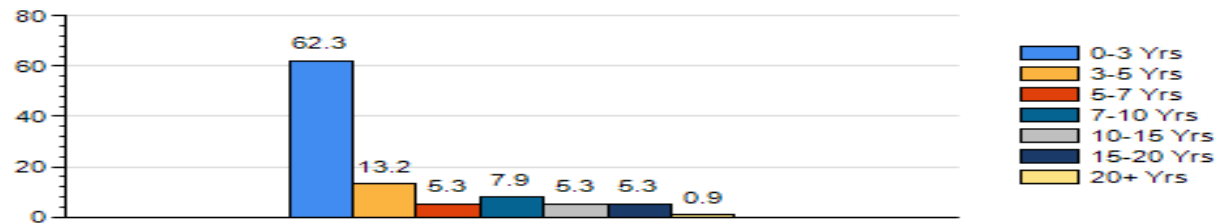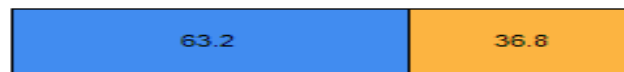
Number of Years Experience for Teachers (in CMS only)													
0-3		3-5		5-7		7-10		10-15		15-20		20+	
N	%	N	%	N	%	N	%	N	%	N	%	N	%
71		15	13.2	6	5.3	9	7.9	6	5.3	6	5.3	1	0.9

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Harding University High School Profile

1. All Title I schools must complete a comprehensive needs assessment that drives all aspects of school operations.

 a. Poverty and Demographic Data-Harding University High School consists of 1,643 students. Major ethnic groups represented are: African-American-973 (59.2%), Hispanic 543-(33%), American Indian- 263-(16.0%), Asian 57-(3.5%) Multi-Racial 158-(9.6%), White 189-(11.5%), and Pacific Islander-3 (0.2%). Male students (837) represent 50.9% of the student body population. Female students (806) represent 49.1% of the student body population. LEP data shows that 1/3 of our population is ELL, with almost 300 served in the ESL program (exact data pending).

b. Personnel Data- See Table beginning on Page 13 At this point, 63.2% of the teaching population Meet Highly Qualified status, with 36.8% Non-Highly Qualified Staff ; however, this will adjust monthly as NCDPI issues new teaching licenses for our significant number of beginning teachers. There are four National Board Certified Teachers. 28.1% of the teachers hold advance degrees. Currently 62.3% of the teaching staff are novice teachers with 0-3 years of experience.

c. Staff Development- Staff Development was created in order to meet the needs of the staff. Each staff member completed a Needs Assessment Survey in which they selected areas in which they believe they need professional development. The facilitators then took the data from the survey and created a professional development plan for Harding University High School. The Professional Development plan was created in order to differentiate trainings for teachers who are on different levels professionally, assist teachers in aligning with Common Core and assists teachers in becoming more reflective through a deeper understanding of the North Carolina Teacher Evaluation. Our Professional Development will focus on deeper understanding of student-friendly objectives and CCSS/ES, differentiation, effective assessments, rigor and relevance in the classroom, tracking and data walls, how to interpret data and Literacy across the Disciplines.

2. School reform strategies must be implemented to address the identified needs.

a. **Low performing areas and strategies**- Harding University High School is entering its 2nd year as a district Beacon school. Additional district administrative supports will be offered by district staff to address academic deficiencies. Students who are currently enrolled in English II, Biology and Math I will participate in before and after school tutoring provided by classroom teachers, intervention/enrichment time that will be integrated during Extended Day.   In an effort to increase academic achievement, teachers will participate in weekly ongoing professional development (PLCs) that encourage differentiation, team teaching collaboration, common assessments (pre and post), and Common Core

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Assessments, Mastery Connect, and SchoolNet Assessments. Teachers will conduct data chats within their professional learning community about low -performing students.

b. **Procedures to identify low performing students-** In an effort to increase academic achievement school wide, we will implement school wide policies to monitor student learning. This includes common assessments across most content areas as well as school wide common planning. Each team will participate in monitoring and using data to guide instruction. Each content professional learning community will develop student learning objectives that identify instructional gaps. Harding University High School will implement school wide academic support systems including comprehensive exam reviews and before and after school tutorials to implement academic support strategies. Beyond monthly progress reports, student progress will be assessed with work products and in-class achievement data on a quarterly basis.

c. **Strategies to decrease the achievement gap**- Students will participate in focused tutoring opportunities after school. Students will be selected based on teacher recommendation, previous EOC scores, CMS at-risk indicator Graduation Cohort Data, progress reports and report cards. Tutoring will be provided by teachers whose instructional approaches are researched-based. In an effort to support the High School Graduation Cohort, a team of designated individuals will conduct monthly check-ins.

d. **Extended Day Opportunities**: All staff will utilize available assessment data and assessments to re-teach and re-assess fundamental literary and math concepts for students who have not reached mastery. Based on available funds, Title I tutors will be hired. Title I tutors will regularly collaborate with the core teachers during regularly scheduled teacher planning. Collaboration among the teachers and tutors will continue as the tutors become regular participants and contributors within the standing Language Arts and Mathematics Professional Learning Communities to monitor the overall performance of the targeted students, and serve as an integral part of the teams that identify additional strategies to support the students. Tutors will work directly with students during scheduled class times in individual and in small group sessions.

e. **Minority, poverty and Language Limited Students**- Weekly our intervention team members will meet to discuss students who are academically and socially struggling. The committee consists of teachers who know the students, counselors, social workers, resource officers and administrators. The goal of the committee is to discuss ways in which to address the issues of each student brought to the team. The Intervention Team is also responsible for periodically reviewing data (progress reports, report cards, conference with current teachers, track graduation rate, etc.) for students who have been identified as at-risk through the CMS portal. LEP teachers meet three times a week as a PLC in order to discuss student progress. The ELL teachers are available to assist regular education teachers in order to assist with offering strategies to assist LEP students. ACCESS data helps ELL teachers determine whether students will be removed

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from the LEP program. All teachers from each content area are attending SIOP training. The LEA Coach who is training teachers on SIOP training is also available in order to assist teachers during planning.

We are continuously trying to close the achievement gap. We are constantly collaborating, building partnerships and purchasing resources that aid in closing the achievement gap. Our, Academic Facilitators and teachers are constantly planning and attending professional developments that address differentiation, common assessments and Common Core Standards. Harding University High School will also implement a Newcomer School to address the large population of Level 1 WIDA students new to the country.

3**. All instructional staff, including paraprofessionals must be highly qualified according to the criteria set by NCLB.**

Harding University High School instructional staff is comprised of highly qualified teachers in their professional areas, school counselors, academic facilitators, an instructional accountability facilitator, and a BTSP coordinator, among others. Staff members who are not Highly Qualified receive support from school-based staff and the district Human Resources department in the areas of monitoring for additional coursework in specified content areas and making sure all staff maintain HQ status. Most Non-HQ staff is simply awaiting current licensure by NCDPI. In the event a class of students is being taught by a non-HQ teacher, letters are distributed to inform parents of the status of the teachers. It is the goal of school leadership to maintain a highly qualified staff that receives professional development on highly effective strategies that are proven effective for student learning, specifically students from economically disadvantaged backgrounds who possess academic deficits.

4. There must be high quality and ongoing professional development for staff to address the needs of the school.

Teachers completed a Needs Assessment survey. Based upon teacher needs, our ongoing staff professional development plan was created. Differentiated PD sessions are held every other Wednesday during planning periods, and afterschool during BTSP sessions. PLCs meet three times weekly per subject area. In order to assist teachers in teaching and addressing the needs of Harding University High School students, teachers will participate in professional development activities that will deepen their understanding of the school's initiatives and how they align with the Common Core, Essential Standards, and the North Carolina Teacher Evaluation. Teachers will collaborate with facilitators in order to establish a deeper understanding of student-friendly objectives and the Common Core Standards and Essential Standards. Professional Development will consist of training on SIOP, differentiation, effective assessments, rigor and relevance in the

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classroom, tracking and data walls, how to interpret data and literacy across the disciplines. Best practices are shared during teachers' common planning time. The Administrative team completes Formal and informal observations to monitor implementation of best practices. PD offerings are constantly evaluated and refined based upon current needs and requests.

5. There must be strategies in place to recruit highly qualified teachers and place them in areas of greatest need.
Harding University High School has developed a New Teacher Academy that is supported by our New Teacher Academy Administrator as well as the entire administrative team. Bi-Monthly targeted professional development is provided for our new teachers coupled with regular mini-observations with written and face-to-face feedback. Based on EOC results and EVAAS results, teachers have been strategically placed in the content area in which they are most successful. In order to recruit teachers we work closely with the Teach Charlotte, VIF and Teach for America offices in order to hire the best candidates. The recruitment of teachers is facilitated in collaboration with the CMS Human Resources department. Job vacancies are posted by the school, and highly qualified candidates are screened through the MyApp 2.0 system. HR recruiters work with the administration team to identify the best possible candidates.

6. Parent involvement is a critical and integral part of day-to-day operations in a Title I school.
There will be a focused effort to elicit support from student families through the family involvement plan which outlines increased opportunities for parental involvement in school activities and student academic progress. The school will use feedback from parents via district and school surveys, responding to parent requests from phone calls, conferences, and online feedback emails to continue to improve relations between the school and parent community. Parents will be involved with giving input on the Parent Involvement Policies and Compacts. A special effort will be made to accommodate non-English speaking parents by translating Connect-ED messages, flyers, and parent night activities. Parents of students with special needs will be kept abreast of opportunities for transition fairs, work, and educational endeavors. Parent workshops will be conducted in order to inform parents of upcoming initiatives, testing dates and information, and viable information about their child's success. We are working with the CMS Partnerships Office and our learning community on specific efforts toward vertical articulation between Harding University High School and our feeder elementary and middle schools. We are harnessing the natural interest in our sporting events and other activities We have also re-started our

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Harding University High School PTA and Athletic Booster Club, which had been dormant since 2011. We will actively recruit membership throughout this school year.

7. Strategies are in place to aid in the transitions between academic grade levels, as well as school levels, i.e., pre-school to kindergarten, elementary to middle school, and middle school to high school.

The School Improvement Plan supports the regular education program by providing specific measures of support to students of all levels. As a comprehensive high school, our partnerships and global emphasis include preparation for all students. The focus on global awareness and college-readiness provides students with quality instruction based on 21st century standards and global competencies. We have a college advisor who meets with students periodically to discuss college and scholarship requirements. The college advisor often takes students on college tours. Students who have recently transitioned from middle school meet with counselors who ensure that they are taking the correct courses and to periodically monitor their social growth. When transitioning from high school to post-secondary life, students are equipped with critical thinking and problem solving skills, communication and collaboration abilities, and information and technology literacy. Students are also provided with services from three Communities in Schools counselors, one dedicated solely to ELLs. We have implemented a RAM Freshman Academy that creates a culture conducive to learning and socializing for beginning high school students

8. Teachers are actively involved in the use of assessments and instructional decisions are driven by data analysis.

Harding University High School has created a testing master calendar which helps keep teachers informed on district testing, state and national testing and midterm and final exams. This lets teachers know testing procedures and requirements. Teachers and their respective PLCs along with other West Learning Community staff and teachers have created common assessments for all content areas during common planning time. They use data trackers to disaggregate assessment data. Both Mastery Connect (school) and SchoolNet (district) has created an assessment bank where members can choose valid items to be used on common assessments. An assessment planning guide is be used to establish guidelines for rigorous, relevant assessments. After reviewing data, teachers develop strategies to re-teach

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objectives that were not mastered. All professional learning communities, with assistance from facilitators, respond with appropriate interventions when students do not succeed.

9. Title I schools develop specific instructional activities for students identified with the greatest needs.

Harding University High School personnel incorporate the use of Data Trackers to monitor student progress as well as assist in the Data Wise process. Collecting, analyzing, and applying data are research based strategies that are proven to improve student achievement. Additionally, we use the RTI (Response to Instruction) model through DataWise to identify students who need additional support and intervention. Through the use of PEPs (Personalized Education Plan), students who are currently below grade level in reading and math as identified by EOG and EOC scores are identified and monitored through the PEP process. PEPs set out specific educational goals in all subject areas with primary focus being reading and math. Parents are kept fully informed of the process through an initial letter and quarterly progress updates and contacts. Another research based instructional strategy being used to improve student achievement is a continued focus on staff PLC's. With imbedded collaboration and reflection, PLC focuses at Harding University High School include differentiation of instruction for learning styles and ability levels; new teacher induction; new teacher evaluation; global leadership; and literacy. For our students, we will utilize the in-class model, Intervention Team and Student Support Staff. EC and LEP students who are struggling are continuously monitored by their case manager, inclusion teachers and LEP teachers. Each PLC is responsible for having chats about individual students on their case loads' progress. Students will receive additional services such as after-school and intervention period tutoring, Title I tutor assistance and extended day services.

10. Title I schools coordinate and integrate resources and services from federal, state, and local sources.

Harding University High School partners with various community agencies to enhance student school experiences. Local churches, the Latin American Coalition, Communities in Schools, Big Brother and Big Sisters and other organizations work with the school to increase parent involvement, engage students in the learning environment, and enhance school cultural awareness

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Charlotte-Mecklenburg Schools

2015-2016 Harding University School Improvement Plan Report

Strategic Plan 2018: For a Better Tomorrow

Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
 	
Four focus areas:
  I.   College- and career-readiness
  II.   Academic growth/high academic achievement
  III. Access to rigor
  IV. Closing achievement gaps
	Goal 2: Recruit, develop, retain and reward a premier workforce
	
	Five focus areas:
	  I. Proactive recruitment
	  II. Individualized professional development
	  III. Retention/quality appraisals
	  IV. Multiple career pathways
	  V. Leadership development

Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child
 	
Three focus areas:
  I.   Family engagement
  II.   Communication and outreach
  III. Partnership development
	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service
	
	Five focus areas:
	  I. Physical safety
	  II. Social and emotional health
	  III. High engagement
	  IV. Cultural competency
	  V. Customer service

Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems
 	
Four focus areas:
  I.   Effective and efficient processes and systems
  II.   Strategic use of district resources
  III. Data integrity and use
  IV. School performance improvement
	Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign
	
	Four focus areas:
	  I. Learning everywhere, all the time
	  II. Innovation and entrepreneurship
	  III. Strategic school redesign
	  IV. Innovative new schools

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2015-2016 Harding University School Improvement Plan Report

SMART Goal (1): *Duty Free Lunch for Teachers*	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce.
Strategic Plan Focus Area:	Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development.
Data Used:	Master Schedule, Duty Roster

Strategies (determined by what data) • **Task** • **Task** • **Task** (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • **Interim Dates**
1. Create a master schedule that includes a duty free lunch period for every teacher. • Strategic planning • Climate/culture team promotes duty-free lunch for teachers (PD). • Rotating administrators, volunteers, and teachers with 3rd block planning	Assistant Principal Johnson-Anthony	Administrators and volunteers have a schedule to support lunch coverage at all 4 lunches each day to allow teachers 22 min.	None	Admin Volunteers	Oct 22, 2015 Jan 20, 2016 March 24, 2016 June 9, 2016
2. Creation of duty/supervisor roster. • Administered at the beginning of school year	Assistant Principal -Everett	Administrators and volunteers have a schedule to support lunch coverage at all 4 lunches each day to allow teachers 22 min.	None	Admin Teachers	Oct 22, 2015 Jan 20, 2016 March 24, 2016 June 9, 2016

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SMART Goal (2): *Duty Free Instructional Planning Time*	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.
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce.
Strategic Plan Focus Area:	Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development.
Data Used:	Navigator, EVAAS, Master Schedule

Strategies (determined by what data) • **Task** • **Task** • **Task** (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Creation of a master schedule that allows content teachers to plan together • Tues/Thurs PLC meetings • Unit planning sessions • PLC task force (PD)	Assistant Principal -Johnson-Anthony.	All common assessments Growth is shown in EOC, MSL, ACT, and SAT results PLC minutes	None	Admin Teachers PLC Leads	Oct 22, 2015 Jan 20, 2016 March 24, 2016 June 9, 2016
2. Creation of instructional excellence team. • PLC expectations • Best practices • ITT Cohort (PD)	Assistant Principal - Johnson-Anthony	All common assessments Growth is shown in EOC, MSL, ACT, and SAT results. PLC minutes	None	Admin Teachers PLC Leads	Oct 22, 2015 Jan 20, 2016 March 24, 2016 June 9, 2016

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3. Utilize academic facilitators • Provide training • Coverage when needed • Academic/Planning support	Academic Facilitators	All common assessments Growth is shown in EOC, MSL, ACT, and SAT results. PLC minutes	None	Admin Facilitators Teachers PLC Leads	Oct 22, 2015 Jan 20, 2016 March 24, 2016 June 9, 2016

SMART Goal (3): *Anti-Bullying / Character Education*	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
Strategic Plan Goal:	Harding University High School will promote a positive climate that ensures a safe and secure environment, appropriate school facilities, and effective programs and services to enhance teaching and learning.
Strategic Plan Focus Area:	In addition to implementing Capturing Kids Hearts school wide, our plan of focus includes approaching each incident with a timely, sensitive and proactive response by accessing all school and community supports such as Behavior Management Technicians, School Resource Officers and our school's first responder team.
Data Used:	

HUHS 2014-15 EOY Discipline

1156 Total Incidents		253 EC Suspensions		1156 Total Incidents
597 OSS Incidents		138 OSS Incidents		95 ISS Incidents
2235 OSS Days		525 Days/3.8 OSS Avg.		105 ISS Days
3.47 OSS avg. length		22 ISS Incidents		1.1 ISS avg. length
Fighting/Agg. Behavior		23 ISS. 1.04 ISS Avg.		Attendance Offenses

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Strategies (determined by what data) • **Task** • **Task** • **Task** (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention	Walter Aikens, BMT Justin Brown, BMT Emily Dufore, Psychologist Theresa Oats, Counselor Claire Frisby, Counselor	Data collected and students tracked with decreased incidents of bullying incidents	$0	Listed	September 2015-June 2016
2. Character Education	Theresa Oats, Counselor Claire Frisby, Counselor	Organized programs with 9th to 12th grade students. They will complete activities and presentations quarterly.	$0	Listed	September 2015-June 2016
3. Healthy Active Child 30 min.	Dara Goldstein, AD William Gomola, PE Teacher Jeter, JROTC	HAC scheduled into the instructional day and participated in by all students	$0	Listed	September 2015-June 2016

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4. School Health Team	Shay Heyward, Social Worker Leigh Barnhill, Nurse	Data collection of decreased health incidents	$0	Listed	September 2015-June 2016
SMART Goal (4):	See Harding University High School Beacon 90 plan http://j.mp/hardinghs90dayplan1 Harding University High School will increase English 2 College and Career Readiness from 29.79% to 43.8% as measured by the North Carolina End-of-Course test at the conclusion of the 2015-2016 school year.				
Strategic Plan Goal:	**Goal 1:** Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready				
Strategic Plan Focus Area:	I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps				
Data Used:	Common Assessment Data, Lesson Plan analysis, PLC agenda items				

Strategies (determined by what data) • **Task** • **Task** • **Task** (PD)	**Point Person** (title/name)	**Evidence of Success** (Student Impact)	**Funding** (estimated cost / source)	**Personnel Involved**	**Timeline** (Start—End) • **Interim Dates**

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Create a lesson plan template that includes a measurable essential question and at least three assessment prompts.	Administrators and Facilitators	Lesson Plan Analysis All common assessments Data from walkthroughs	None	Listed	PD- Aug. 18th
Provide Professional Development that clearly defines what is expected during PLC meetings	Administrators And Facilitators	Lesson Plan Analysis All common assessments Data from walkthroughs	None	Listed	Weekly Checks by Admin and FAC
Create and utilize student data trackers that lends themselves to strong data chats	Zone Curriculum Coord. and Teacher Leads	Teacher Action Plans All common assessments Data from walkthroughs	None	Listed	Weekly Checks by Admin and FAC
Provide Professional Development that models effective data conversations and next steps.	Administration and Facilitators	Teacher Action Plans All common assessments Data from walkthroughs	None	Listed	Aug. 2015-ongoing based on assessment calendar
Provide PLC protocols for governing PLCs for English II and English I.	Assistant Principal Johnson-Anthony	Lesson Plan Analysis All common assessments Data from walkthrough	None	Listed	Weekly Checks by Admin and FAC
SMART Goal (5):	Harding University High School will increase Math I College & Career Readiness from 7.40% to 25.92% as measured by the North Carolina End-of-Course test at the conclusion of the 2015-2016 school year.				

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Strategic Plan Goal:	**Goal 1:** Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps
Data Used:	Common Assessment Data, Lesson Plan analysis, PLC agenda items

Strategies (determined by what data) • **Task** • **Task** **Task** (PD)	**Point Person** (title/name)	**Evidence of Success** (Student Impact)	**Funding** (estimated cost / source)	**Personnel Involved**	**Timeline** (Start—End) **Interim Dates**
Create a lesson plan template that includes a measurable essential question and at least three assessment prompts.	Administrators and Facilitators	Lesson Plan Analysis All common assessments Data from walkthroughs	None	Listed	PD- Aug. 18th
Provide Professional Development that clearly defines what is expected during PLC meetings	Administrators And Facilitators	Lesson Plan Analysis All common assessments Data from walkthroughs	None	Listed	Weekly Checks by Admin and FAC
Create and utilize student data trackers that lends themselves to strong data chats	Zone Curriculum Coord. and Teacher Leads	Teacher Action Plans All common assessments Data from walkthroughs	None	Listed	Weekly Checks by Admin and FAC

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Provide Professional Development that models effective data conversations and next steps.	Administration and Facilitators	Teacher Action Plans All common assessments Data from walkthroughs	None	Listed	Aug. 2015-ongoing based on assessment calendar
Provide PLC protocols for governing PLCs for Math I	Assistant Principal Johnson-Anthony	Lesson Plan Analysis All common assessments Data from walkthrough	None	Listed	Weekly Checks by Admin and FAC

SMART Goal (6):	Harding University High School will increase Biology College & Career Readiness from 13.59% to 30.87% as measured by the North Carolina End-of-Course test at the conclusion of the 2015-2016 school year.
Strategic Plan Goal:	**Goal 1:** Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps
Data Used:	Common Assessment Data, Lesson Plan analysis, PLC agenda items

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Strategies (determined by what data) • Task • Task Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) Interim Dates
Create a lesson plan template that includes a measurable essential question and at least three assessment prompts.	Administrators and Facilitators	Lesson Plan Analysis All common assessments Data from walkthroughs	None	Listed	PD- Aug. 18th
Provide Professional Development that clearly defines what is expected during PLC meetings	Administrators And Facilitators	Lesson Plan Analysis All common assessments Data from walkthroughs	None	Listed	Weekly Checks by Admin and FAC
Create and utilize student data trackers that lends themselves to strong data chats	Zone Curriculum Coord. and Teacher Leads	Teacher Action Plans All common assessments Data from walkthroughs	None	Listed	Weekly Checks by Admin and FAC
Provide Professional Development that models effective data conversations and next steps.	Administration and Facilitators	Teacher Action Plans All common assessments Data from walkthroughs	None	Listed	Aug. 2015- ongoing based on assessment calendar
Provide PLC protocols for governing PLCs for Biology	Assistant Principal Johnson-Anthony	Lesson Plan Analysis All common assessments Data from walkthrough	None	Listed	Weekly Checks by Admin and FAC

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SMART Goal (7):	Harding University High School will reduce the first time Freshman retention rate from 44.8% to 26.9% at the conclusion of the 2015-2016 school year.				
Strategic Plan Goal:	**Goal 1:** Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready				
Strategic Plan Focus Area:	I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps				
Data Used:	9th grade retention report, EOC and EOG Data and transcripts.				
Strategies (determined by what data) • **Task** • **Task** Task (PD)	**Point Person** (title/name)	**Evidence of Success** (Student Impact)	**Funding** (estimated cost / source)	**Personnel Involved**	**Timeline** (Start—End) **Interim Dates**
	Andrea Foggie	• Create Credit Recovery during the regular school day. • Students will earn credits through Edgenuity.	None	9th grade counselors Andrea Foggie, AP Dara Goldstein, Teacher	August- June 2015-2016

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SMART Goal (8):	Harding University High School will increase the graduation rate from 78.5% to 83.9% by June 20, 2016.				
Strategic Plan Goal:	**Goal 1:** Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready				
Strategic Plan Focus Area:	I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps				

Strategies (determined by what data) • **Task** • **Task** **Task** (PD)	**Point Person** (title/name)	**Evidence of Success** (Student Impact)	**Funding** (estimated cost / source)	**Personnel Involved**	**Timeline** (Start—End) **Interim Dates**
	Deshay Everett Kelvin Rattley	**Credit checks after each quarter** **Senior meetings** **GSI Report**	**None**	**Deshay Everett Kelvin Rattley Counselors**	**Aug-June 2015-2016**

Mastery Grading Procedures Plan – Required for All Schools		
Strategic Plan Goal:	**Goal 1:** Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.	
Strategic Plan Focus Area:	Academic growth/high academic achievement	
Data Used:		

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Strategies (determined by what data) • **Task** • **Task** • **Task** (PD)	**Point Person** (title/name)	**Evidence of Success** (Student Impact)	**Funding** (estimated cost / source)	**Personnel Involved**	**Timeline** (Start—End) • **Interim Dates**
1. Common assessments • Pre- and post-assessments created in Mastery Connect (School) and School Net (district) aligned to objectives	Academic Facilitators: Z. Brown C. Boyd S. Davis L. Forgay C. Johnson-Scott PLC Leads Administrative Team	• Improved scores on NC Final Exams • Improved student grades • Improved AMO scores	none	Staff	September 2015 December 2015 February 2016 June 2016
2. Data disaggregation • Process of monitoring student achievement by objective in order to facilitate remediation/intervention plans (i.e. RTI, DDI, ILT)	Academic Facilitators: Z. Brown C. Boyd S. Davis L. Forgay C. Johnson-Scott PLC Leads Administrative Team	• Improved student grades • Increase of student passing rates • Improved AMO scores	none	Staff	September 2015 December 2015 February 2016 June 2016

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3. Flexible grouping • Process of grouping students according to academic need by objective	Academic Facilitators: Z. Brown C. Boyd S. Davis L. Forgay C. Johnson-Scott PLC Leads Administrative Team	• Improved scores on NC Final Exams • Improved student grades • Improved AMO scores	none	Staff	September 2015 December 2015 February 2016 June 2016
4. Late and make-up work • School expectations for holding students accountable for completing assignments	Academic Facilitators: Z. Brown C. Boyd S. Davis L. Forgay C. Johnson-Scott PLC Leads Administrative Team	• Improved student grades • Increased number of students passing courses • Improved Graduation rate		Staff	September 2015 December 2015 February 2016 June 2016
5. Grade reporting • Set expectations for the timeliness of recording grades in PowerSchool	Academic Facilitators: Z. Brown C. Boyd	• Timeline for inputting grades into Power School • Progress reports		Staff	September 2015 December 2015

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(initial grades and final grades after retest if applicable)	S. Davis L. Forgay C. Johnson-Scott PLC Leads Administrative Team	dates established for teachers.			February 2016 June 2016

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Harding University High School- 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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Committee Position		Name	Signature	Date
Principal		Eric Ward		10/8/15
Assistant Principal Representative		Sheila Ijames		10/8/15
Teacher Representative		Kiera Busching		10/09/15
Inst. Support Representative		Kelvin Rattley		10/9/20
Teacher Assistant Representative				
Parent Representative				
Parent Representative				
Parent Representative				
Student Support Representative		Teresa Oats		10/15/15
Teacher Representative		Clay Pixler		10/16/15
Teacher Representative		Thomas H. Murphy		10/16/15
Teacher Representative		Allison Eddy		10/21/15

Approval of Plan

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Partnership for Leaders in Education
Darden School of Business
Curry School of Education

UNIVERSITY of VIRGINIA

The 90-Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's turnaround initiative.

PURPOSE OF THE TURNAROUND INITIATIVE: Articulate in a few sentences what you hope to achieve by participating in the turnaround initiative.

Our central purpose is to create an intellectual climate to ensure all students are challenged to meet and exceed high expectations in all subject areas. The foundation established here at Harding University High School will provide our students with the tools required to graduate with a meaningful diploma. With a meaningful diploma our students will be equipped to succeed in either a post-secondary educational environment, a military environment, or within the workplace.

GOAL SETTING: Along with Language Arts and Math proficiency rates, identify up to three additional goals for the school year (i.e. graduation rate, promotion rate, attendance, discipline, growth/value-added, targeted sub-group, college readiness, etc.)

	Goals	2014-15 RESULTS	2015-16 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	**English 2 CCR**	**29.79%**	**43.8%** (20% increase in students CCR)	● 43.8% students enrolled Semester 1 will demonstrate growth/mastery based on English 2 Common Formative Assessments and District Benchmarks. ● Consistent and effective use of instructional strategies delivered through job embedded professional development as measured by weekly walk throughs
2	**Math 1 CCR**	**7.40 %**	**25.92%** (20% increase in students CCR)	● 26% students enrolled Semester 1 will demonstrate growth/mastery based on Compass Learning, Intensified Algebra Diagnostic test, common assessments and District Benchmarks. Instructional strategies used in the classroom ● Consistent and effective use of instructional strategies delivered through job embedded professional development as measured by weekly walk throughs
3	**Biology CCR**	**13.59%**	**30.87%** (20% increase in students CCR)	● 31% students enrolled Semester 1 will demonstrate growth/mastery based on Biology Common Formative Assessments and District Benchmarks. ● Consistent and effective use of instructional strategies

				delivered through job embedded professional development as measured by weekly walk throughs
4	Reduce first time Freshman retention rate	44.8%	26.9% (40% reduction)	● 73.1% of first time freshmen will earn at least 3 credits by January 20th, 2016.
5	Increase graduation rate	77%	82.8	● Number of students (9th Grade 2012 Entry) that complete Credit Recovery.. Goal indicators: Edgenuity and transcripts.

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the turnaround initiative forward – and that the school's leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.

_____   _____
Principal Signature   Date

Shepherd Commitment: My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation.

_____   _____
District Shepherd Signature   Date

90-Day Action Plan – Priority #1

Turnaround Initiative Focus Area (Big Rock): Student Culture	
School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these*	**School Leader Responsible:**

	Sheila Ijames
goals?) The Operational systems (transportation, lunchroom, security, discipline, tardies/truancy, transitions, staff expectations) are not clearly defined, appropriately delegated, and continuously evaluated for effectiveness and adjustments.	
Desired Outcome: *(What will be different if you are successful in addressing this priority?)* Harding University High School will have a safe and orderly environment where staff and students follow agreed upon procedures and rules as measured by safe school audit scores of at least 90% and a 25% reduction in student incidents in the cafeteria and during transitions.	

Root Cause(s) to Address Hypothesis of Priority: *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)*

Rules and expectations are not consistently set and enforced by administrative team. Few rituals and routines are in place. This is evident by the number of OSS days, ISS days, fights, DTMS, and lapses in communication

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
Develop and implement clearly established rules and procedures that promote a positive school culture climate (discipline, transitions, bell to bell teaching, etc)	S. Ijames	August 24th	Professional Development materials for Capturing Kids Hearts
Conduct an internal school classroom management and student movement baseline	ILT	September 15th	Renee Smith professional development sessions
Conduct an external audit but not limited to: Fences/gates, lighting, ground, surveillance cameras, mobile classrooms, bus lot, two-way communications	M. Bell	September 15th	Conduct test during advisory
Develop test for students on classroom expectations and behavior policies (based on CMS Code of Student Conduct).	A. Foggie	September 1st	CMS Code of Conduct
Quarterly grade level meeting to share OSS/ISS data with students; share a positive and negative trends	E. Ward	Aug 2015 October 2015 Feb 2016 April 2016	CMS Code of Conduct Student discipline data

Conduct monthly student forums to address positive student behavior and areas for improvements.	A. Foggie	Monthly beginning September 2015	CMS Code of Conduct Student discipline data Classroom Walk Through Data
Conduct quarterly parent forums to address positive student behavior and areas for improvements.	E. Ward	October 2015 January 2016 April 2016	CMS Code of Conduct Student discipline data May need to secure off campus meeting sites and weekend dates for parents (ie. Ram Academy)

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Potential Adjustments**
Weekly	As a result of Capturing Kids Hearts 100% of staff members will follow protocols outlined in developing social contracts in all classrooms with each individual class and with every PLC. Admin staff and facilitators will check for Social Contracts during each Classroom Walk Through.	- Teachers will be ask to establish a SC with each class within 48 hours. - Additional 1 on 1 (Teacher- admin) professional development sessions will occur for non compliant teachers - Teachers struggling with the implementation of SC will conduct peer observations of other model staff member followed by a debriefing session with the the model and the assigned admin
Monthly	As a result of 100% of teachers adhering to the established procedures for student movement, student tardies, and the student discipline matrix the number of incidents for physical aggression and tardies will decrease by 25% as compared to the same time period of the 2014-2015 school year. Monitoring will be discussed in bi-weekly School safety meetings (Admin, BMT, CSA, Hallway Captains) to plan and make on-going adjustments to determine.	Adjust student transition patterns and times, duty rosters and duty locations, professional development on active student monitoring. Conduct professional development on levels of Engagement.
Weekly	Teacher office referrals will decrease by 25% as compared to the same time period during of the 2014-2015 school year.	Professional development provided for teachers who have classroom management issues.

			Conduct PD activities the involve teachers recategorizing submitted office referrals and conducting problem-solution activities for those scenarios.
			Shift to school wide PD

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): Instructional Culture

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)* Harding University High School does not have a data driven culture at which school leaders, teachers and staff effectively use data in Professional Learning Communities to make decisions about instructional practices.	**School Leader Responsible:** **Annissa Johnson-Anthony**
Desired Outcome: *(What will be different if you are successful in addressing this priority?)* Harding University will develop policies and procedures that govern our Professional Learning Communities by providing professional develop on aligning assessments, strategies and instruction to the Common Core/Essential Standards.	

Root Cause(s) to Address Hypothesis of Priority: *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)*
Policies and procedures to govern our Professional Learning Communities have not been clearly defined. Staff have limited experience developing common assessments that align with standards. Instructional planning has not incorporated use of daily assessments.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
Create a lesson plan template that includes a measurable essential question and at least three assessment prompts.	Administration and Facilitators	PD- Aug. 18th	Scope and Sequence document and CC Standards.
Provide Professional Development for the ILT on PLC procedures,	Renee Smith	Sept. 4th	CMS PLC materials

structures, and expectations			CKH procedures
Provide Professional Development that clearly defines what is expected during PLC meetings	Administration and Facilitators	Weekly Checks by Admin and FAC.	Scope and Sequence document and CC Standards
Provide PLC protocols for governing PLCs with a focus on the Big 3 areas (Biology, English II and Math I) and English I.	Johnson-Anthony	Sept. 21st	PLC Handbook and protocol for assessing the meetings.
Create and utilize student data trackers that lends itself to strong data chats.	Zone Curriculum Coord. and Teacher Leads	Aug. 2015-ongoing	Mastery Connect Professional Development School Net Professional Development One-to-one Technology
Provide Professional Development that models effective data conversations and next steps.	Administration and Facilitators	Aug. 2015-ongoing based on assessment calendar	Mastery Connect, Data tracking model that is conducive to promoting meaningful conversations.

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Potential Adjustments**
Weekly	100% of Biology, Math I and English I, and English II teachers will administer formative assessments developed by WLC and CMS in during each cycle of learning. Teachers will use the resulting data during every PLC data days to determine flexible regroupings, reteaching activities, enrichment activities, and other student instructional interventions. By adhering to the above criteria we will see a decrease in student failures on in class and post course assessments.	Transition to one of the three weekly PLC meetings to being strictly a data day. Conduct data CMS lead PLC professional development with individual PLCs. PLC facilitator(s) will visit other effective PLC meetings (on-site or off-site) and provided a reflection of next steps for improvements
Weekly	During weekly CWT and lesson plan checks, 100% of teachers will use the school developed lesson plan template development.	Conference with non compliant teachers Non Compliant teachers will be required to

		have a standing weekly meeting with PLC administrator to review lesson plans.
Weekly	Biology, English 1, Math 1, and English 2 PLC facilitators will document the details of at least one weekly assessment driven PLC agenda item.	Content Facilitators will mandate the agenda and topic for the PLC The PLC facilitator will be required to debrief each PLC meeting with the content facilitator The PLC facilitator will be required to debrief each PLC meeting with the content administrator

Quick Win Plan
(Only for first semester)

In a few sentences, describe how your school will achieve early and noticeable "wins" that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school's turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should be initiated, and potentially achieved, within the first 30 school days and can serve as the initial actions to address the problems of practice highlighted in this plan.

	Identify up to 4 specific actions that will make the quick win plan happen.		
	Action	**Person Responsible**	**Timeline**
1	Develop electronic staff handbook that outline procedures for transitions, discipline, lesson planning, tardies, PLC expectations	Eric Ward/Leia Forgay	August 24th
2	All core area teacher vacancies filled/recommended by the first day of school	Eric Ward	August 24th
3	During classroom walk throughs we will observe all teachers using social contracts with all classes and using strategies learned in Capturing Kids Hearts (greetings, affirmations, etc)	A.Foggie	August 28
4	The principal will direct CMS building services to make need facilities repairs and upgrades (painting, fencing, cameras, furniture, landscaping, etc)	Eric Ward	September 15th
5	All Biology, English 2, English 1, and Math 1 teachers will attend 95% of scheduled PLC meetings	Johnson-Anthony	September 30th
5	90% of teachers submitting office referrals will have 3 documented classroom interventions and 1 parent prior completing an office referral	Shepard	September 30th

APPENDIX A
Guidance Document

90-Day Plan Development & Reflection Tool

Overall Reflections/Feedback: *(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)*				
Turnaround Purpose & School Goals	Clearly Evident	Solid Progress	Limited Progress	Not Evident
Is the school's turnaround purpose clearly articulated, with language that will inspire stakeholders to become engaged and committed to the turnaround initiative's success?				
Have measurable school-wide goals been identified using available baseline data? Are there clearly articulated metrics to monitor progress toward goals?				
Big Rocks & School's Priorities				
Are the identified priorities clearly articulated? Do they seem appropriate and provide focus to the school's specific needs?				
Is there a strategic focus on using data to inform instruction evident? Is at least one of the priorities focused on improving/aligning curriculum, instructional delivery, formative assessment, data analysis, or improving intervention practices?				
Does the school's priorities align with the district's focus areas (Big Rocks).				
Are the desired outcomes ambitious? Will the desired outcomes correct or eliminate the priority (problem)?				
Root Causes				
Does each priority have a <u>clear</u> root cause hypothesis on why the problem exists? Has school leadership attempted to identify <u>addressable</u> hypotheses (i.e. within the locust of their control)?				
Has each root cause been identified through intentional analysis of the problems—e.g. The 5 Why's or Fishbone exercises—that is accompanied by supporting data points?				
Most Critical Actions to Address Priorities				
Do the actions identified promote urgency toward addressing the identified priorities? Consider the timelines provided and the boldness of actions.				

Are the identified actions specific enough to ensure focus on the acknowledged priorities?				
Are action items strategically owned by specific school personnel?				
Progress Toward Addressing Priority				
Does the 90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing each priority?				