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 MLK, Jr. Middle School Improvement Plan Report

MLK, Jr. Middle Contact Information			
School:	**Martin Luther King, Jr. Middle**	**Courier Number:**	**448**
Address:	**500 Bilmark Avenue**	**Phone Number:**	**980-343-0698**
	Charlotte, NC 28213	**Fax Number:**	**980-343-0700**
Learning Community	**NELC-Vance/BEACON**	**School Website:**	http://schools.cms.k12.nc.us/martinlutherkingjrMS/Pages/Default.aspx

Principal:	
	Jennifer Lee Dean
Learning Community Superintendent:	**John Wall**

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Martin Luther King Jr. 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	**Jennifer Lee Dean**	*Jennifer.dean@cms.k12.nc.us*	*9/3/15*
Assistant Principal Representative	**Sonya Galloway**	*Sonja.williams@cms.k12.nc.us*	*9/4/15*
Teacher Representative	**Opal Baker**	*Opal.baker@cms.k12.nc.us*	*9/4/15*
Inst. Support Representative	**Pam Gilchrist**	*Pamelaw.gilchrist@cms.k12.nc.us*	*9/4/15*
Teacher Assistant Representative			
Parent Representative	Kandice Ellis	kandice1.ellis@cms.k12.nc.us	9/4/15
Parent Representative	Julie Burton	julie1.burton@cms.k12.nc.us	9/4/15
Parent Representative	Rebecca Reynolds	rckbck@yahoo.com	9/4/15

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2015-2016 MLK, Jr. Middle School Improvement Plan Report

Vision Statement

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

School: MLK, Jr. Middle School will nurture and support the whole child to maximize potential, prepare, and place all students on a pathway to prosperity.

Mission Statement

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

School: The mission of Martin Luther, King, Jr. Middle is to provide a rigorous and relevant educational experience for every child.

Martin Luther King, Jr. Middle Shared Beliefs

- ➢ Adults shape the school culture.
- ➢ Effective schools promote supportive accountability based on relational trust among and between administration, staff, students, and families.
- ➢ Direct modeling, teaching, practice, and assessment of social and emotional competencies increase students' capacity to self-regulate and function effectively as individuals and within a group.
- ➢ To create orderly, productive environments, teachers must take into account student characteristics such as age, developmental level, race, ethnicity, cultural background, socioeconomic status, and able-ness.
- ➢ Effective teachers provide:
  - ▪ High quality instruction and high challenge, highly engaging and meaningful learning.
  - ▪ Effective classroom management, discipline, and personalized student support.
  - ▪ Effective interpersonal, facilitation, and group process skills to build a high functioning, high performing group of learners

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Martin Luther King Jr. SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

- Reading Proficiency - We will increase our reading proficiency as evidenced by the reading EOG test from 24.95% in 2014-2015 to 34.94% in 2015-2016.
- Math Proficiency - We will increase our math proficiency as evidenced by the math EOG test from 20.7% in 2014-2015 to 31.05 in 2015-2016%.
- Science Proficiency - We will increase our science proficiency as evidenced by the 8th grade science EOG test from 48.19% in 2015-2015 to 67.47% in 2015-2016.
- Discipline Referrals - We will decrease our number of in and out suspensions by 30% monthly as measured by incident reports.
- Attendance - We will increase the attendance rate of our 15% most truant students by 40 as measured by school attendance reports.

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Martin Luther King Jr. Assessment Data Snapshot

Assessment	Subgroup	2014-2015		2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 06 EOG Composite	All	23.2	15.7	27.1	20.0		20.3		51.1
Grade 06 EOG Math	All	22.1	14.6	31.2	25.3		23.1		78.8
Grade 06 EOG Reading	All	24.4	16.9	23.1	14.6		17.5		53.9
Grade 07 EOG Composite	All	25.1	18.5	22.9	15.6		18.8		29.9
Grade 07 EOG Math	All	21.6	17.3	20.7	15.3		13.9		63.8
Grade 07 EOG Reading	All	28.6	19.7	25.2	15.9		23.7		33.9
Grade 08 EOG Composite	All	29.6	19.2	37.2	27.8		28.0		42.2
Grade 08 EOG Math	All	18.0	12.6	23.7	17.8		18.5		83.1
Grade 08 EOG Reading	All	21.7	11.7	27.0	18.4		19.7		44.3
Grade 08 EOG Science	All	49.1	33.2	61.1	47.2		45.7		75.5
EOC Math I	All	90.9	84.8	96.8	77.4				100.0
School EOG Reading Composite	All	24.9	16.1	25.0	16.2		20.3		44.5
School EOG Math Composite	All	20.6	14.8	25.2	19.5		18.6		75.5
School EOG Science Composite	All	49.1	33.2	61.1	47.2		45.7		75.5
EOG Composite	All	26.5	18.0	30.0	21.9		22.8		41.6
EOC Composite	All	90.9	84.8	96.8	77.4				100.0
School Composite	All	27.4	18.9	30.9	22.6		22.8		62.9

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Position Title	Count
Total	79
Principal, Middle School	1
Assistant Principal, Middle Sc	2
Dean Of Students	2
Counselor, Middle School	3
Facilitator, Professional Dev	1
Facilitator, Middle School Aca	1
Facilitator, Math	1
Teacher, Middle Grades Languag	16
Teacher, CTE MG-Career Exp/Bus	2
Coordinating Teacher, EC Proc-	1
Teacher, Middle Grades Math	15
Substitute, Certified Teacher	1
Teacher, Physical Education	2
Teacher, EC General Curriculum	8
Teacher, Middle Grades Social	6
Teacher, Science - 6Th Grade O	1
Teacher, Bilingual / ESL	4
Teacher, Middle Grades Science	4
Teacher, Health	2
Teacher, CTE Business Educatio	2
Teacher, 7-12 Band	1
Teacher, Social Studies - 6Th	1
Teacher, Theater Arts	1
Teacher, Spanish	1
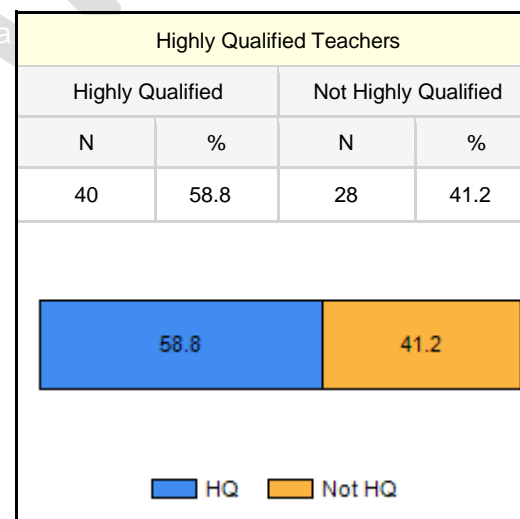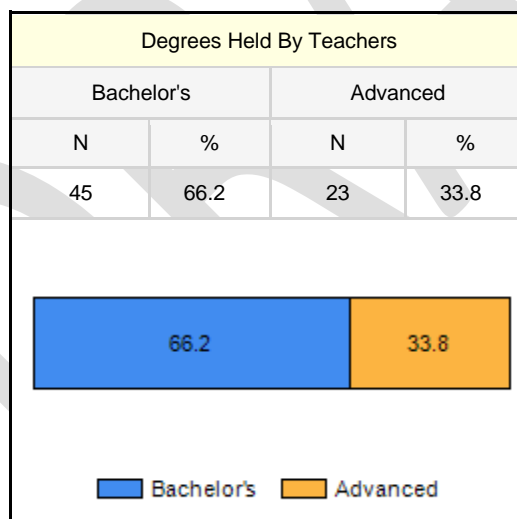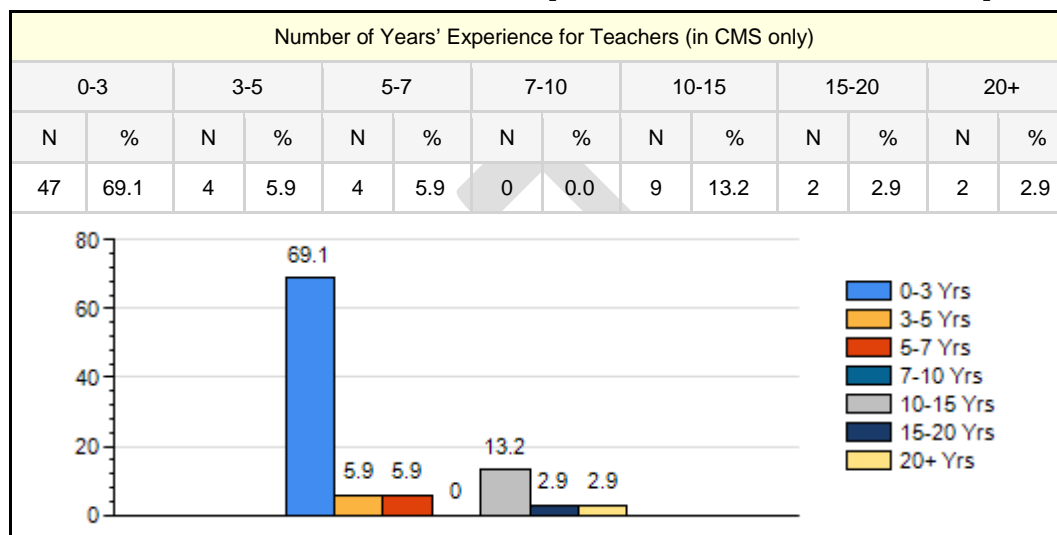
Number of Years' Experience for Teachers (in CMS only)

0-3		3-5		5-7		7-10		10-15		15-20		20+	
N	%	N	%	N	%	N	%	N	%	N	%	N	%
47	69.1	4	5.9	4	5.9	0	0.0	9	13.2	2	2.9	2	2.9

Degrees Held By Teachers

Bachelor's		Advanced	
N	%	N	%
45	66.2	23	33.8

Highly Qualified Teachers

Highly Qualified		Not Highly Qualified	
N	%	N	%
40	58.8	28	41.2

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Martin Luther, King Jr. Middle School Profile

Martin Luther King, Jr. Middle School's population is currently 50% African American, 45% Hispanic, and 5% other ethnicities. We have approximately 1,050 students in grades 6-8. Our diverse population of students includes 20% percent of our students receiving ESL services and 12% of our students receiving EC services. Only 1% of our students receive TD services. Ninety (90) percent of our students receive free or reduce lunch and we currently have our entire school receiving free lunch due to the CAP program. Each year our staff begins the year with passion for our students and towards achieving our goals. We have experienced a high turnover rate. Currently 69% of our teachers are 1-3 year teachers. 1/3 of our staff has advanced degrees and 59% of our staff members are highly qualified to teach the classes that they teach. Many are involved in lateral entry programs and will complete their requirements in the next 2-3 years. We serve a supportive school community who are committed to student success.

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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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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 #4Promote a system-wide culture of safety, high engagement, cultural competency and customer service
Strategic Plan Focus Area:	II. Social and emotional health
Data Used:	Lunch schedule reviews.

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. Develop a schedule so that each teacher can have duty free lunch weekly	Discipline Dean of Students	The teacher schedule is implemented and teachers report that they have had duty free lunch periods.	None	BMT's, AP's, DOS, CSAs	Start 9/21 review success monthly

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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 1:** Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready
Strategic Plan Focus Area:	College- and career-readiness; Academic growth/high academic achievement, Access to rigor Closing achievement gaps
Data Used:	Planning Notes and feedback

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 planning blocks for all grade levels.	Scheduler	The master schedule has planning sessions and protocols to support effective planning.	None	All certified staff	Daily beg. 8/24 end 6/9
2. Create planning protocols and provide support in planning meetings.	Academic Facilitator	Planning notes reflect planning that impacts increased student achievement	None	All certified staff	Daily beg 8/24 end 6/9

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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:	**Goal 4:** Promote a system-wide culture of safety, high engagement, cultural competency and customer service
Strategic Plan Focus Area:	V. Physical safety
Data Used:	School Incident Data

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-** -We will identify a bullying prevention liaison. -Implement anti- bullying strategies -Monitor bullying behaviors and create plans to support replacement behaviors.	Discipline Dean of Students	Bullying incidents will decrease each quarter.	None	Safety Team/Other Certified Staff	Quarterly 10/22, 1/22, 4/22, 6/4
2. **Character Education** -Implement, monitor, and support the teaching of habits of mind/habits of learning to students. (support staff implementation)	Discipline Dean of Students	A decrease in incidents associated with the habits of mind/habits of learning and an increase in student achievement.	$15,000/Title I	Safety Team/Other Certified Staff	Quarterly 10/22, 1/22, 4/22, 6/4

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3**. Healthy Active Child 30 min.** -Provide a schedule and energizers for staff to use with students to fulfill the legal requirement.	PE Teacher	Fulfillment of legal requirement	$100	School Health Team	Quarterly 10/22, 1/22, 4/22, 6/4
4**. School Health Team** -Create and implement an effective school health team. Use data to determine the focus areas for the year.	PE Teacher	Improved student and staff health opportunities	$200	School Health Team	Quarterly 10/22, 1/22, 4/22, 6/4

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SMART Goal (4):	We will increase our reading proficiency as evidenced by the reading EOG test from 24.95% in 2014-2015 to 34.94% in 2015-2016.
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
Data Used:	EOGs

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
See 90 Day Plan					

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SMART Goal (5):	We will increase our math proficiency as evidenced by the math EOG test from 20.7% in 2014-2015 to 31.05% to 2015-2016.
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
Data Used:	EOGs

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
See 90 Day Plan					

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SMART Goal (6):	We will increase our science proficiency as evidenced by the 8th grade science EOG test from 48.19% in 2014-2015 to 67.47% in 2015-2016.
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
Data Used:	EOGs

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
		==*See 90 Day Plan*==			

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SMART Goal (7):	We will decrease our number of in and out suspensions by 30% monthly as measured by incident reports and referral data.
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
Data Used:	Incident reports and referral data

Strategies (determined by what data)	**Point Person** (title/name)	**Evidence of Success** (Student Impact)	**Funding** (estimated cost / source)	**Personnel Involved**	**Timeline** (Start—End)
		==*See 90 Day Plan*==			

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SMART Goal (8):	We will increase the attendance rate of our 15% most truant students by 40% as measured by school attendance reports.
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
Data Used:	School Attendance Reports

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
		==*See 90 Day Plan*==			

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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:	

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** -Create a calendar for common assessments for the school. -Support staff in creating and implementing effective assessments. -Provide resources to create common assessments.	Instructional Facilitator	The creation of aligned common assessments.	$15,000/ Title I	All Teaching and Support Staff	Weekly
2. **Data disaggregation** Support staff in analyzing data from common assessments. -Create a monthly PD session that focuses on a different area of DDI to help support data utilization. -Provide support in planning session in using informal and formal data. -Provide support in data chats in creating effective instructional	Instructional Facilitator	Data Chats and planning sessions will reflect effective data disaggregation and improved instructional plans developed as a result of the analysis. Improved student achievement will also be observed.	$1,000	All Teaching and Support Staff	Monthly (PD) Weekly (Support in Planning) Quarterly (Interim data chats)

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plans in response to data.					
3. **Flexible grouping** -Create a lesson plan format that requires flexible grouping in all/most lessons. -Create a lesson review process to help provided feedback and support for teams/individuals as they create effective small group instruction in the classroom. -Provide individual coaching and PD to support flexible grouping.	Facilitators/AP	Lesson plans will reflect flexible grouping that has been informed by data.	$200	All Teaching and Support Staff	Weekly
4**. Late and make-up work** -Update the late work/make-up procedure for school. -Provide PD for staff for policy. -Monitor and support policy.	8th Grade Math Teacher	Grades will reflect a PLC approach of students having an opportunity to engage in make-up and other assignments for mastery.	None	All Teaching and Support Staff	Quarterly

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Martin Luther King Jr. - 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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2015-2016 MLK, Jr. Middle School Improvement Plan Report

Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative	Sonya W. Galloway	Sonya W. Galloway	9/15/15
Teacher Representative	J. Parker	J. Parker	9/16/16
Inst. Support Representative	Pamela W. Gilchrist	Pamela W. Gilchrist	9/15/15
Teacher Assistant Representative			
Parent Representative	Kandice Ellis	Kandice L Ellis	9/15/15
Parent Representative	June Burton	June A Burton	8/25/15
Parent Representative	Rebecca Reynolds	Rebecca Reynolds	9-15-15
Parent Representative			
Parent Representative			

Approval of Plan

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90-DAY ACTION PLAN

District:	Charlotte-Mecklenburg Schools
School:	MLK, Jr. Middle School
Principal:	Jennifer Lee Dean

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.

The purpose of our turnaround effort is to ensure that our students are prepared and placed on a pathway to prosperity in high school and beyond. In order to do so, we must create and sustain success in facilitating intentional engagement and challenge that leads to independent learning and high levels of mastery. We must also create and sustain a positive, self-directed, learning-focused school culture. We must work interdependently as a school community in order to fulfill our purpose.
>

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	Reading Proficiency – We will increase our Reading proficiency as evidenced by the Reading End of Grade test from 24.95% by 40% to 34.94%.	24.95%	34.94%	-MAP Reading Progress (60% of students will improve from their Fall MAP score to their Winter MAP score and 60% of students will reach their MAP goals by the Spring administration.) -Interim Assessment Progress (50% of students will show mastery on common assessments in Reading during the 1st Interim Assessment and 60% on the 2nd.) -End of Grade Assessment in Reading – (35% of our students will be Proficient on the Reading EOG and we will exceed growth on each grade level and for the school.)
2	Math Proficiency – We will increase our Math proficiency as evidenced by the Math End of Grade test from 20.7% by 50% to 31.05%.	20.7%	31.05%	-MAP Math Progress (60% of students will improve from their Fall MAP score to their Winter MAP score and 60% of students will reach their MAP goals by the Spring administration.) -Interim Assessment Progress (50% of students will show mastery on common assessments in Math during the 1st Interim Assessment and 60% on the 2nd.) -End of Grade Assessment in Math– (35% of our students will be Proficient on the Math EOG and we will exceed growth on each grade

				level and for the school.)
3	Science Proficiency – We will increase our Science proficiency as evidenced by the 8th grade Science end of Grade test from 48.19% by 40% to 67.47%.	48.19%	67.47%	-Interim Assessment Progress (50% of students will show mastery on common assessments in 8th grade Science during the 1st Interim Assessment and 60% on the 2nd.) -End of Grade Assessment in Science– (35% of our students will be Proficient on the 8th grade Science EOG and we will exceed growth.)
4	Discipline Referrals – We will decrease our number of in and out of school suspensions/incidents by 30% as evidenced by monthly discipline.	40%	28%	-Monthly ISS and OSS reports – (Incidents will decrease by 30% each month as evidenced in PowerSchool and the Portal.)
5	Attendance - We will increase the attendance rate of our 15% most truant students by 40%.	(Individualized by student)	(Individualized by student)	-Individual attendance reports (Each student will show a 30% improvement in their attendance during first semester as reflected upon monthly.) -Overall school attendance reports – (Our school attendance will increase by 3% monthly as evidenced by monthly attendance reports.)

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.

_____   _____
Learning Community Superintendent Signature   Date

_____   _____
District Shepherd Signature   Date

90-Day Action Plan – Priority #1

Turnaround Initiative Focus Area (Big Rock): Instructional Culture: Facilitate intentional engagement and challenge daily that leads to independent learning and high levels of mastery for all students.

School's Priority: Implementation of planned instruction does not consistently reflect personalized learning, challenge, and engagement for all students.	**School Leader Responsible:**
Desired Outcome: The implementation of lessons will lead to strategic personalization and an increase in student engagement, challenge and mastery.	**Mazzone**

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?)*
Several root causes include the need to provide PD for effective strategy implementation as evidenced by our PD schedule and insight survey about planning. We identified the lack of understanding of how to use data on a day by day basis consistently to drive planning as a concern as evidenced by data chats and lesson plans. We identified the lack of consistent coaching as a cause as well.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
Provide PD and support on how to personalize learning in the classroom through the a gradual release process.	Rodriquez	Monthly through departments	Strategy practices, school and district staff
Provide PD on literacy strategies that can support the gradual release process and personalization.	Mazzone and designated staff	Weekly through a 6 week cycle	Strategy resources
Model, teacher, practice, and assess instructional strategies that support balanced literacy, personalization and the gradual release process for all students. (SIOP, Reading Apprenticeship, Metacognitive Process, T&L Framework)	Mazzone and designated staff	Each 6 week cycle	Strategy practices, school and other staff and partners
Clarify what "support" is wanted, needed, and will be provided. Provide regular coaching support that includes observation and feedback to support the implementation of strategies. (Coaching Caseload, ESL and EC Co-teaching support, Evaluations, Peer Observations, etc.)	Porter/Dean	Weekly	Insight Survey, Coaching resources, logs
Add modeling and co-teaching of lessons as a specific and intention support through all areas. (ex: Planning, coaching, PD, etc.)	All admin and teacher leaders	Weekly	Lesson Plan Form, Feedback process. Electronics for recording
Provide support to EC and ESL Inclusion teams in the implementation of effective co-teaching plans.	Sanders/Dean	Weekly	Feedback process

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Potential Adjustments**
10/2, 11/24, 1/29, 4/8, and 5/13	PD is provided using a pre-determined cycle for DDI, literacy, and PL strategies. The PD will take place through different venues. Feedback on the sessions will be given to continue to improve subsequent cycles.	Planning meetings have been prescheduled to review feedback on the cycles. Different resources and cycle venues will be utilized if the current cycles are not productive.
Each Th (informal-coaching caseload) Each round (formal evaluation rounds)	Coaching feedback from formal and informal observations will be conducted and reviewed to ensure consistency in support for priority areas. Feedback from staff on support and student achievement will be reviewed to assess how feedback has been utilized..	Coaching caseloads may be adjusted based on fit and need as well as priority threads. Audit processes are in place to identify how to adjust how support is being provided and PD may be adjusted to admin staff to ensure consistency in messaging.
Weekly	Modeling will be done through planning and other venues to support effective implementation. Observations walk thrus, and other formal and informal means of observation will be used to generate feedback that suggests that implementation is improving in the classroom.	Intentional modeling sessions can be created separate from existing venues to create intentional opportunities for modeling and practice to take place.
Each 8 weeks	Interim assessments will be reviewed for student success and chats will be conducted to assess how the support given in priority areas has impacted the improvement of student achievement.	Reviews of LEQ assessments will be reviewed on a shorter cycle and progress support provided to help create improvements in subsequent units.

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): Instructional Culture: Facilitate intentional engagement and challenge daily that leads to independent learning and high levels of mastery for all students.

School's Priority: Lesson plans do not support high levels of learning, independency, personalized challenge, and engagement. **Desired Outcome:** *(What will be different if you are successful in addressing this priority?)* Lessons plans will support effective gradual release to support independent learning, personalized challenge and high levels of engagement.	**School Leader Responsible:** **Collins**

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?) The root causes of our concerns for this priority are the lack of understanding of tiered responses and how to implement them as evidenced by student support plans and insight survey data. A cause was also the lack of understanding of how to plan effectively as evidenced by insight data. Another reason was our need to provide instruction to staff on strategies and how to effectively implement them as evidenced by the insight survey. We discovered that learning strategies were evident in all classrooms; however, modeling coupled with guided and independent practice was not consistent as evidenced by an instructional round session. We also found that students were not consistently provided with clear learning goals and a variety of strategies to support their needs as evidenced in the SRA.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Create a lesson plan format that supports gradual release and includes effective lesson plan components.	Mazzone	Fall	Research on effective lesson design
Create a lesson plan review protocol to reflect on lesson plans weekly. Include periodic audits of the process.	Collins	Weekly	Lesson plans, rubrics
Provide support in planning using planning protocols.	Facilitators	Weekly	Agenda, planning resources, standards/curriculum materials
Give feedback on lesson plans weekly to support effective lesson planning.	Collins/All admin	Weekly	Conferencing information, lesson plan feedback
Provide PD on lesson plan trends found from reflections and audits.	Collins/Mazzone	Monthly	Planning materials.
Create day long planning sessions with other schools to provide additional PD and support with lesson planning.	Mazzone/Collins	Per Semester	Planning schedule and planning resources.
Provide PD and support on how to utilize the DDI process to reflect upon student data daily and at the end of units to plan unit and LEQ personalization based on student needs and standard demands.	Kramer	Monthly	Mastery Connect, DDI process materials, etc.

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Weekly	Feedback given on lesson plans through lesson plan reflection sessions, coaching sessions, and planning. Evidence of improvement of lesson design should be observed.	Provide content specific lesson planning sessions to provide additional PD on lesson planning as needed.
Every 8 weeks	Student achievement should increase due to the creation of high quality lesson plans.	Additional PD will be provided regarding creating differentiated plans.

90-Day Action Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock) – Student Culture – Create and sustain a positive, self-directed, learning-focused school culture.

School's Priority: The school has not effectively implemented a school-wide positive behavior support system, which has led to missed instruction and low student achievement.	**School Leader Responsible:** **Purcell**
Desired Outcome: *(What will be different if you are successful in addressing this priority?)* Students will meet academic and behavioral expectations and in turn decrease suspensions, improve attendance, and improve student mastery.	

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?)* The causes of the issues that we are facing for this priority are that procedures were in place, but not consistently utilized and implemented as evidenced by discipline reports, the Insight survey and our SRA. (11% of staff felt that there were consistent expectations and consequences for student behavior.-SRA; Behavior expectations are communicated and understood by students but not consistently followed.-SRA) We were not able to fully implement the interventions that we had in place and we were missing interventions in a variety of areas as evidenced in discipline data available in PowerSchool. We have had a great deal of new staff that we have to provide professional development for in a variety of areas. Each year we have had high turnover as evidenced by NC Report Cards and district HR reports. We did not consistently provide professional development and the strategies that were provided were not consistently implemented in the classroom as evidenced in walk thrus and other evaluations, which was reflected in the Insight survey. We have not provided students with the social emotional instruction that is necessary to build capacity and skill ability as evidenced in surveys and discipline reports.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
Model, teach, practice, and assess habits of learning, academic mindsets, and SE competencies to students and staff. (Morning Meeting Protocol/Guidance Lessons)	Anderson	Quarterly Cycles	Engaging Schools resources, Student Support Services resources
Through coaching/mentor structures, provide effective feedback to provide effective support of instruction.	Porter/Kramer	Weekly	Coaching resources
Create a comprehensive behavior system that monitors, teaches, assesses and practices behaviors regularly and systematically.	Purcell	Quarterly	Engaging schools resources, rewards, etc.
Implement a comprehensive behavior system that monitors, teaches, assesses, and practices behaviors regularly and systematically.	Purcell	Monthly	Educators Handbook, Behavior Plus, and other behavior system resources

Model, teach, practice, and assess appropriate behaviors through tier 2 interventions. Explicitly instruct and support staff implementation of the interventions. Identify interventions that address student needs.	Sullivan	Monthly	Intervention resources, Citizen Schools
Provide Tier 1 support to teaching staff to staff. Explicitly instruct and support staff implementation of effective strategies.	Purcell/Sullivan/BMT's/Outside Consultants	Daily	Engaging Schools, Restorative Justice, Alt. Ed and other resources
Implement, monitor, and assess the kid talk process to provide personalized support for struggling students.	Purcell	Bimonthly	Kid Talk, Promotion/Retention process, and other resources
Implement a data review process of school wide/grade level discipline/behavior data monthly to monitor and adjust behavior program.	Purcell	Monthly	Data Chats, Kid Talk, and others

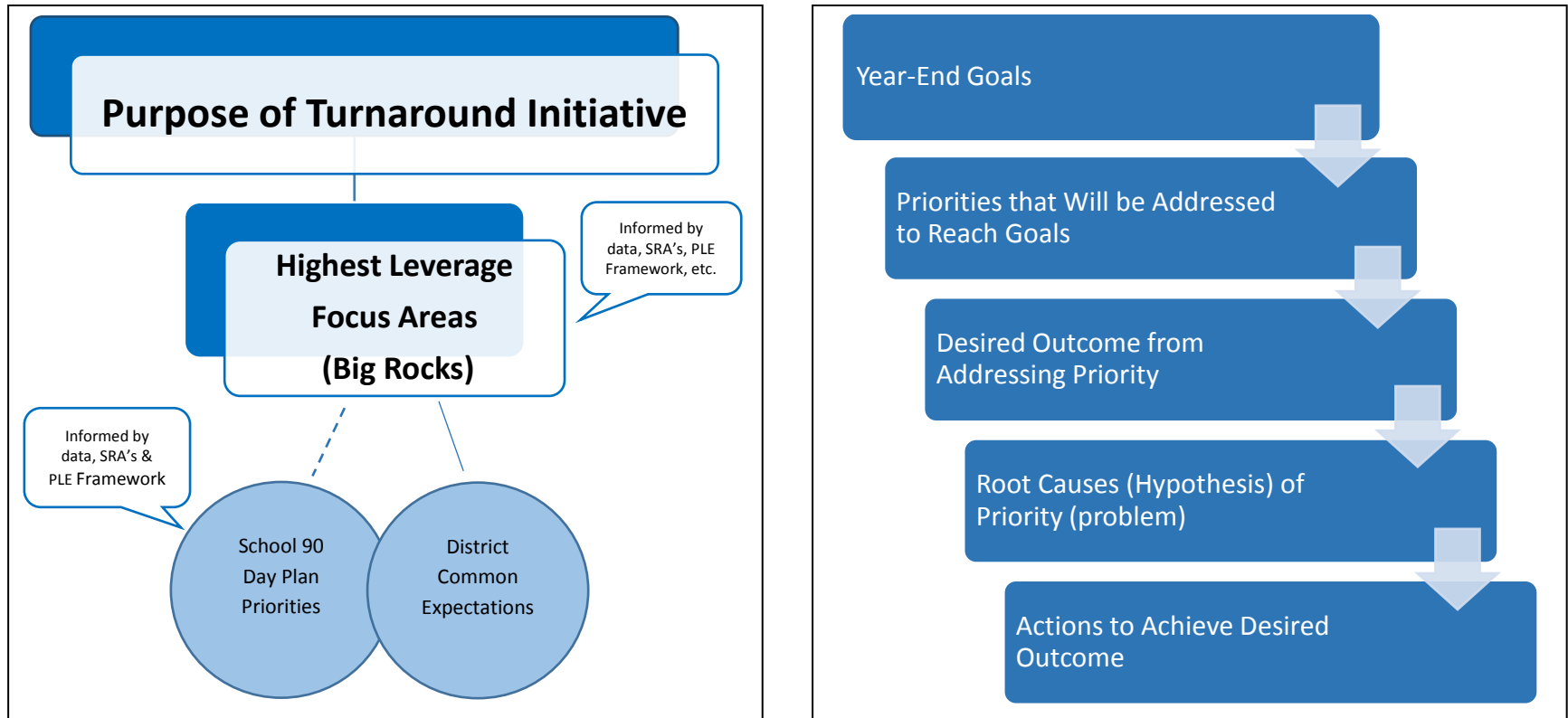| PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Potential Adjustments**
Sept 29, Oct 27, Nov 23, Dec 17, Jan 26	Cycles of PD for staff and cycles of lessons and activities for students will be in place and evidence of the utilization of those strategies will be evident. The cycles are quarterly, but weekly reflections will be created to assess how effective the previous week's sessions were.	We will audit the first quarter's cycle and use the weekly reflections to identify changes that will need to be made as we plan subsequent cycles.
Sept 29, Oct 27, Nov 23, Dec 17, Jan 26	The behavior system that is in place will be reflected on every two weeks to make adjustments as needed and to provide support where needed. The calendar of events will be checked to ensure that all celebrations, activities, and PD are being included.	The system may be adjusted as needed based on reflections to ensure that the subsequent cycle for 2nd quarter can be adjusted.
Sept 29, Oct 27, Nov 23, Dec 17, Jan 26	Interventions will be created and data will be reviewed to see the effectiveness of the intervention. Adjustments will be made when needed.	Consultants and other resources will be utilized to create other interventions or to adjust existing ones.

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.

We will work through the summer to reflect on our processes and our plan to see what items are necessary to start the year out successfully. We will work with internal and external partners to ensure that the items are appropriately vetted for appropriateness and usefulness in the work. Our goal is to have the items in place before the school year starts.

	Identify up to 4 specific actions that will make the quick win plan happen.		
	Action	**Person Responsible**	**Timeline**
1	Create the teaching and learning framework. (Created)	Mazzone	August 21
2	Create coaching caseloads and provide PD on how to effectively implement the caseloads. (Created)	Porter	August 21
3	Revisit and Update our Tier I and Tier II Behavior Supports, Consequences and Interventions (Updated)	Purcell	August 21
4	Create Tier I behavior plan and Tier II behavior plans for repeat offenders. (Created)	GL AP's	August 28
5	Update school systems and procedures. (Created and always in progress)	Redfern	August 17
6.	Provide PD on foundational (Tier I) academic and social emotional strategies. (Created)	Purcell/Mazzone	August 21

Purpose of Turnaround Initiative

Highest Leverage Focus Areas (Big Rocks)

Informed by data, SRA's, PLE Framework, etc.

Informed by data, SRA's & PLE Framework

School 90 Day Plan Priorities

District Common Expectations

Year-End Goals

Priorities that Will be Addressed to Reach Goals

Desired Outcome from Addressing Priority

Root Causes (Hypothesis) of Priority (problem)

Actions to Achieve Desired Outcome

Key Concepts

Goal Indicators: The metric(s) that will be used to assess and monitor progress toward achieving 2015-16 goals.

Priority (Problem to be addressed): The most critical areas (practices) that must be addressed this semester to reach the school's 2015-16 goals.

Desired Outcome (Correction of Problem): If problem is successfully addressed, what will be the result? This measurement of success will not be increased growth on year-end achievement goals though achieving this outcome will contribute to 2015-16 goals. Examples could be an implementation metric (X% of teachers/meetings/students meet a criteria) or the existence of an improved practice or system.

Progress Indicator: The metrics, feedback, observations, etc. the leadership team will use to determine progress toward the desired outcome. How will you know the actions are having a positive impact (i.e. surveys, data, artifacts, etc.)? What is the evidence of progress?

90-Day Plan Development & Reflection Tool

Principal and Shepherd: Please determine how best to use the reflective questions and comparative ratings below to support the development of your 90-day plan. This is the same instrument that will be used by Shepherds and the PLE to provide feedback on each 90-day plan.

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 measureable 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?				