

School Improvement Plan



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
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2015-2016 Walter G. Byers School Improvement Plan Report

Walter G. Byers Contact Information

School:	Walter G. Byers School	Courier Number:	574
Address:	1415 Hamilton Street	Phone Number:	980-343-6940
	Charlotte, NC 28206	Fax Number:	980-343-6943
Learning Community	Project LIFT	School Website:	http://schools.cms.k12.nc.us/waltergbyersES/Pages/Default.aspx

Principal:	Anthony Calloway
Learning Community Superintendent:	Denise Watts



2015-2016 Walter G. Byers School Improvement Plan Report

Walter G. Byers 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	Anthony Calloway	anthonys.calloway@cms.k12.nc.us	9-9-14
Assistant Principal Representative	Joline Adams	joline.adams@cms.k12.nc.us	9-9-14
Teacher Representative	Kerrie Seberg	Kerrie.seberg@cms.k12.nc.us	9-9-14
Teacher Representative	Kaitlin Brick	Kaitlin.brick@cms.k12.nc.us	9-9-14
Teacher Representative	Desiree Gabe	Desireem.gabe@cms.k12.nc.us	9-9-14
Teacher Representative	Jordan Todd	aishajordanb.todd@cms.k12.nc.us	9-9-14
Teacher Representative	Sally Holmes	Sally.holmes@cms.k12.nc.us	9-9-14
Teacher Representative	Ebone Turner	ebone.turner@cms.k12.nc.us	9-7-15
Teacher Representative	Trishi Stewart	Trishi1.stewart@cms.k12.nc.us	9-7-15
Teacher Representative	Jay Seago	Jayh.seago@cms.k12.nc.us	9-7-15
Teacher Representative	Anthony Wright	Anthonyj.wright@cms.k12.nc.us	9-9-14
Inst. Support Representative	Shanda Brock-Perry	Shanda.brock-perry@cms.k12.nc.us	9-9-14
Teacher Assistant Representative	Gloria Sherrill	gloriam.sherrill@cms.k12.nc.us	9-8-15
Parent Representative	James Thomas	Jwortham14@yahoo.com	9-8-15



2015-2016 Walter G. Byers 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: At Walter G. Byers School, scholars, parents, staff and community strive to create a safe environment in which stake holders are challenged to believe that all things are possible. Our educational community is built upon meaningful relationships with engaging and relevant learning through effective communication. Committed to continuous learning and academic excellence, we prepare our scholars for success in a global society.

Mission Statement

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

School: We, the staff at **Walter G. Byers** recognize that we are responsible as No-Nonsense Nurturers to create a school environment that provides scholars the behavioral and academic skills necessary for every scholar to proficiently perform at the standard of excellence and become responsible lifelong learners. In order to ensure the scholars' success, we will:

Walter G. Byers Shared Beliefs

- Norm adult beliefs, mindsets, and actions so that they reflect our deepest commitment that every scholar achieves academic growth
- Hold each other accountable for the commonly established standards of professional performance and behavior.

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2015-2016 Walter G. Byers School Improvement Plan Report

Walter G. Byers 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.
- Effective implementation of literacy curriculums will yield significant improvement in student achievement on quarterly benchmarks and end of year tests, moving from 28 to 50% proficient (levels 3-5).
- Build positive life changing relationships between staff and students by implementing No Nonsense Nurturing, as evidenced by Learning walk data and feedback. Reduce out-of-school suspension rates by 10% during the 2015-2016 school year, moving from 157 students to 110 or fewer.
- Promote a consistent school culture with clear expectations for staff, using student culture research-based model and support from Center for Transformative Teaching Training, leading to an improved instructional index score on TNTP Insight Survey. Moving from 4.5 to 5.6 on the TNTP scale.



2015-2016 Walter G. Byers School Improvement Plan Report

Walter G. Byers Assessment Data Snapshot

Charlotte-Mecklenburg Schools									
Walter G. Byers School									
Assessment	Subgroup	2014-2015		2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 03 EOG Composite	All	47.1	30.4	45.5	30.7		18.5		44.3
Grade 03 EOG Math	All	43.1	27.5	52.0	40.0		22.2		62.9
Grade 03 EOG Reading	All	51.0	33.3	39.2	21.6		14.8		45.7
Grade 04 EOG Composite	All	25.0	17.7	25.5	23.5		10.8		34.7
Grade 04 EOG Math	All	25.0	16.7	24.5	22.4		13.3		68.0
Grade 04 EOG Reading	All	25.0	18.8	26.5	24.5		8.3		37.3
Grade 05 EOG Composite	All	39.7	29.1	31.5	17.3		32.9		46.2
Grade 05 EOG Math	All	38.3	31.9	33.3	16.7		30.1		78.9
Grade 05 EOG Reading	All	27.7	14.9	20.4	7.4		13.7		50.0
Grade 05 EOG Science	All	53.2	40.4	40.7	27.8		54.8		44.2
Grade 06 EOG Composite	All	15.8	9.9	25.0	14.4		12.5		36.2
Grade 06 EOG Math	All	10.0	6.0	16.7	9.1		3.8		55.1
Grade 06 EOG Reading	All	21.6	13.7	33.3	19.7		21.2		53.6
Grade 07 EOG Composite	All	12.8	8.5	22.6	12.3		17.0		30.8
Grade 07 EOG Math	All	6.8	1.7	22.6	13.2		17.9		53.9
Grade 07 EOG Reading	All	19.0	15.5	22.6	11.3		16.1		46.2
Grade 08 EOG Composite	All	24.9	16.9	29.2	18.1		25.1		37.1
Grade 08 EOG Math	All	15.3	10.2	12.5	8.3		9.8		82.9
Grade 08 EOG Reading	All	27.1	20.3	25.0	14.6		11.5		42.9
Grade 08 EOG Science	All	32.2	20.3	50.0	31.3		54.1		54.3
EOC English II	All	100.0	100.0						
School EOG Reading Composite	All	28.3	19.4	28.0	16.5		14.0		45.9
School EOG Math Composite	All	22.3	15.0	26.6	17.8		16.9		65.4
School EOG Science Composite	All	41.5	29.2	45.1	29.4		54.5		48.3
EOG Composite	All	27.7	18.9	29.7	18.8		21.6		38.2
EOC Composite	All	100.0	100.0						
School Composite	All	27.8	19.0	29.7	18.8		21.6		54.9

GLP: Grade Level Proficiency. Level III/IV/V in 2013-14 and beyond.
 CCR: College and Career Readiness. Level III/IV in 2011-12 & 2012-13. Level IV/V in 2013-14 and beyond.

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Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	318	7	4	285	15	4	1	254	20	60	2
Participation Percent	99	0	0	99	0	0	0	99	0	100	0
Participation Status	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Met	Insuf.
Proficiency Denominator	279	7	4	253	11	3	1	226	19	54	2
Proficiency Percent	18.3	0	0	17.4	0	0	0	16.8	0	3.7	0
Goal Percent	55.1	43.2	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Not Met	Insuf.

Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	318	7	4	285	15	4	1	254	20	60	2
Participation Percent	99	0	0	99	0	0	0	98	0	100	0
Participation Status	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Met	Insuf.
Proficiency Denominator	278	7	4	252	11	3	1	225	19	54	2
Proficiency Percent	14.0	0	0	14.3	0	0	0	12.4	0	5.6	0
Goal Percent	53.9	41.6	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Not Met	Insuf.

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Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	106	2	1	92	7	1	1	87	7	17	1
Participation Percent	100	0	0	100	0	0	0	100	0	0	0
Participation Status	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.
Proficiency Denominator	93	2	1	83	5	1	1	78	6	14	1
Proficiency Percent	28.0	0	0	25.3	0	0	0	26.9	0	0	0
Goal Percent	61.8	51.9	76.5	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.

Attendance	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Rate	95.7	~	~	~	~	~	~	~	~	~	~
Status	Met	~	~	~	~	~	~	~	~	~	~



2015-2016 Walter G. Byers School Improvement Plan Report

Walter G. Byers Profile

Walter G. Byers School is an urban PreK-8 school in the northwest corridor of Charlotte-Mecklenburg Schools. The school serves about 520 students who come from 11 surrounding neighborhoods. Based on the a *Quality of Life* study conducted by UNC Charlotte Urban Institute (2012), these proximate communities have been designated as “challenged” based on an aggregated set of social, physical, crime, and economic dimensions. This means that the neighborhoods present a myriad of at risk conditions that make the quality of living below the citywide average values. According to the study, the unemployment index in 7 neighborhoods is considered high and the index is medium in 4 neighborhoods. The percent of births to adolescents is double the city average. The high school dropout rate is 7.8%. The percentage of citizens in these communities receiving food stamps is 30.4%, more than double the rate for the city of Charlotte. The economic and social challenges in the neighborhood are not separated from the students who attend Walter G. Byers School. These students often have emotional and social issues, acute and chronic stressors, cognitive lags, and health and safety concerns derived from the communities in which they live.

The context of the community is further reflected in the demographic makeup of the school. At Walter G. Byers School, African American students comprise 94.2% of the enrolled population followed by a 2.3% Hispanic population. A high 96.3% of students are considered economically disadvantaged. The school enrollment is further defined by a homelessness/McKinney Vento eligible rate of 14.8%, designated English Language Learners registered is 4.7%, and students qualifying for Exceptional Children’s Services is 12.8%. The mobility rate of students is 30.3%. This data evidences the prevailing challenging demographic and family factors outside of the control of the school leadership and staff and lays a foundation for the educational needs at Walter G. Byers School.

Further demonstrating the needs of students are absence and suspension rates. Regular school attendance among students is not consistent. Students are also suspended at a higher rate than the district average. Chronic absenteeism and high suspension rates are indicative of a constellation of other social, emotional and familial issues that are challenges for students at Walter G. Byers. The need for students to receive prompt and persistent attention from school faculty and other agencies is clearly evident.



2015-2016 Walter G. Byers School Improvement Plan Report

There are about 50 certified teachers and staff at Walter G. Byers School. The experience levels of teachers present another challenge when considering the needs of students at the school. As indicated in the chart below, over 61% of certified staff are considered novice to the profession with less than 3 years' experience. The 2011 *School Quality Review* conducted by Cambridge Education (LLC) indicated great inconsistency in the quality of teaching and learning from classroom to classroom. The report went on to say that a number of teachers lack confidence in using data to adjust teaching to the needs of their classes. The report also highlighted that many students have poor concentration and listening skills, which impedes their learning. Reviewers' feedback also suggested that teachers have low expectations of what their students can achieve. The challenges of the students have an impact on teachers as well. In 2011-12, in aggregate of all teacher absences, each teacher missed about 6.6 instructional days. Since the quality of a school's teachers is the number one school-based determinate of student academic achievement, teacher attendance and experience data reflect additional needs at the school.



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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>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</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> 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): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Goal 2: Recruit, develop, retain and reward a premier workforce. Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service
Strategic Plan Focus Area:	I. Goal 2- Proactive recruitment VI. Goal 4- Physical safety
Data Used:	Insight Survey

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Develop a lunch schedule that utilizes the following personnel to provide supervision of students: <ul style="list-style-type: none"> • cafeteria monitor • instructional assistants • ILT • special area teachers • support staff • BMTs • SRO 	Principal / Anthony Calloway Assistant Principal / Joline Adams	Students will be in a safe, monitored environment.	CMS Funding for the Cafeteria Monitor position	<ul style="list-style-type: none"> • K-2nd Grade IAs • Graham • Gregory • Brock-Perry • Whitney • Herron • Cofield; Wright; Morris; • Mobley; Smith Officer Lewis 	July 2015-June 2016 Quarterly
2. Grade chairs work with team to create a rotation schedule for cafeteria monitoring.	Anthony Calloway	Students will be in a safe, monitored environment.	None	Grade Chairs	September 2015-June 2016 Quarterly

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3. Hire a Cafeteria Monitor to ensure there is supervision in the cafeteria, during the 3 hour lunch period	Principal / Anthony Calloway	Students will be in a safe, monitored environment.	CMS Funding for the Cafeteria Monitor position	Anthony Calloway	September 2015-June 2016 Quarterly
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2015-2016 Walter G. Byers School Improvement Plan Report

SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Goal 2: Recruit, develop, retain and reward a premier workforce
Strategic Plan Focus Area:	I. Academic growth/high academic achievement II. Individualized professional development
Data Used:	NCEOG; Reading 3D; Discovery Education; School-Wide Common Assessments

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 master schedule (including special area & elective classes) that allots instructional planning time for each teacher, every day: • K-4 general education & special area teachers have 60 min./day • 5-8 general education & elective teachers have 75 min./day EC teachers have 75-90 min./day	Principal / Anthony Calloway Assistant Principal / Joline Adams	Reading 3D (K-2): • 60% of students will meet the benchmark goal NC End of Grade Tests (3-8): • 50% proficiency – Reading • 42% proficiency – Math • 56% proficiency – Science	State, Local, & Title I Funding (Title I, Priority, & SIG)	K-8 General Education Teachers; Special Area Teachers; Elective Teachers; EC Teachers	July 2015-June 2016



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2. Create an Instructional Leadership Team to facilitate data driven instruction meetings, lesson planning, and job-embedded PD with K-8 teachers	Principal / Anthony Calloway	Reading 3D (K-2): <ul style="list-style-type: none">• 60% of students will meet the benchmark goal NC End of Grade Tests (3-8): <ul style="list-style-type: none">• 50% proficiency – Reading• 42% proficiency – Math• 56% proficiency – Science		Stacy Whitney Arlana Graham Shanda Brock Perry Leia Herron -Erica Gregory	July 2015- June 2016
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2015-2016 Walter G. Byers School Improvement Plan Report

SMART Goal (3): <i>Anti-Bullying / Character Education</i>	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:	I. Social and emotional health
Data Used:	504 Plan Data; Discipline Data Reports; Attendance Data, Fitness Gram; Presidential Fitness Assessment

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 • Classroom guidance lessons with project-based learning • K-2 bullying prevention phrase contest • “Comment Box” to report bullying confidentially • Safety Patrol	Anthony Wright/ Dominga Cofield	10% reduction in bullying reports and referrals compared to 15-16 school year	none	Anthony Wright/Dominga Cofield	July 2015-June 2016
2. Character Education • Classroom guidance based on teacher needs • Recognizing Random Acts of Kindness • “Do the Right Thing” program • Anger Mgmt group • Peer Mediation	Guidance Counselors / Anthony Wright/ Dominga Cofield Officer Lewis	-10% reduction in suspension days for insubordination. -Pre and post assessment results from group participants -Certificates of participation for Do the Right Thing -pre and post assessments on school climate.		Anthony Wright/ Dominga Cofield Officer Lewis	July 2015-June 2016

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<ul style="list-style-type: none"> Ronald McDonald program on Friendships and Positive Peer Relationships 					
3. Healthy Active Child <ul style="list-style-type: none"> 30 minutes of physical activity time per day built into schedule. School sports programs with Right Moves, Basketball, and soccer. 	PE/Health Teachers / C. Warren and K. Martin	-10% improvement on FitnessGram data -10% improvement on Presidential Physical Fitness Assessment		PE/Health Teachers / C. Warren and K. Martin	July 2015-June 2016
4. School Health Team <ul style="list-style-type: none"> Develop a School Health Team that focuses on the social, emotional, and physical health of students Continue to connect parents with information on 504 plans	Guidance Counselors / Anthony Wright/ Dominga Cofield S. Sutton	100% compliance on 504 plans		Anthony Wright/ Dominga Cofield	July 2015-June 2016



2015-2016 Walter G. Byers School Improvement Plan Report

Walter G. Byers' 90 Day Plan: <https://goo.gl/MPvyML>

SMART Goal (4):	Effective implementation of literacy curriculums will yield significant improvement in student achievement on quarterly benchmarks and end of year tests, moving from 28 to 50% proficient (levels 3-5).
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:	ii. Academic growth/high academic achievement iii. Closing achievement gaps

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
<div>See this school's 90 Day Plan & Comprehensive Plan Report</div>					



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SMART Goal (5):	Build positive life changing relationships between staff and students, by implementing No Nonsense Nurturing, as evidenced by Learning walk data and feedback. Reduce out-of-school suspension rates by 10% during the 2015-2016 school year. Moving from 157 students to 110 or fewer.
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:	iii. Academic growth/high academic achievement iii. Closing achievement gaps

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
<div style="border: 2px solid blue; padding: 10px; text-align: center;"> <p>See this school's 90 Day Plan & Comprehensive Plan Report</p> </div>					



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SMART Goal (6):	Promote a consistent school culture with clear expectations for staff, using student culture research-based model and support from Center for Transformative Teaching Training, leading to an improved instructional index score on TNTP Insight Survey. Moving from 4.5 to 5.6 on the TNTP scale.
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:	iv. Academic growth/high academic achievement iii. Closing achievement gaps

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
<div style="border: 2px solid blue; padding: 10px; text-align: center;"> <p>See this school's 90 Day Plan & Comprehensive Plan Report</p> </div>					



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Mastery Grading Procedures Plan	
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:	Reading 3D scores, EOG Scores

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> • Interim Dates
1. Common assessments <ul style="list-style-type: none"> • Assessments created in Discovery Ed/School Net aligned to objectives grades 2-8. • Reading 3-D three times a year. 	Assistant Principal/ Joline Adams	Reading 3D (K-2): <ul style="list-style-type: none"> • 60% of students will meet the benchmark goal NC End of Grade Tests (3-8): <ul style="list-style-type: none"> • 50% proficiency – Reading • 42% proficiency – Math 56% proficiency – Science 	N/A	K-4 Literacy- Ms Herron K-4 Math- Ms. Gregory 5-8 Language Arts- Stacy Whitney 5-8 Math- Ms. Graham. 5,8 Science- Brock-Perry	July 2015-June 2016
2. Data disaggregation <ul style="list-style-type: none"> • Process of monitoring student achievement by objective in order to facilitate remediation/intervention plans (i.e. RTI) 	Assistant Principal/ Joline Adams	Reading 3D (K-2): <ul style="list-style-type: none"> • 60% of students will meet the benchmark goal NC End of Grade Tests (3-8):	N/A	K-4 Literacy- Ms Herron K-4 Math- Ms. Gregory 5-8	July 2015-June 2016

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<ul style="list-style-type: none"> Assessments should be standards based and measure students' level of mastery on specific learning objectives. 		<ul style="list-style-type: none"> 50% proficiency – Reading 42% proficiency – Math 56% proficiency – Science 		Language Arts- Stacy Whitney 5-8 Math- Ms. Graham. 5,8 Science- Brock-Perry	
3. Flexible grouping <ul style="list-style-type: none"> Process of grouping students according to academic need by objective 	Principal/ Anthony Calloway	R Reading 3D (K-2): <ul style="list-style-type: none"> 60% of students will meet the benchmark goal NC End of Grade Tests (3-8): <ul style="list-style-type: none"> 50% proficiency – Reading 42% proficiency – Math 56% proficiency – Science 	N/A	Anthony Wright, Dominga Cofield Leia Herron and Stacy Whitney	July 2015- June 2016
4. Additional learning opportunities <ul style="list-style-type: none"> Process of holding students accountable for learning via re-teaching, re-assessment and assigning a final value (i.e. 80%) Additional practice will be provided for students who do not achieve initial mastery (80%) Following additional practice, new opportunities shall be provided to measure student mastery. A maximum score of 79% can be earned. 	Principal/ Anthony Calloway	R Reading 3D (K-2): <ul style="list-style-type: none"> 60% of students will meet the benchmark goal NC End of Grade Tests (3-8): <ul style="list-style-type: none"> 50% proficiency – Reading 42% proficiency – Math 56% proficiency – Science 	N/A	Joline Adams	July 2015- June 2016



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<p>5. Late and make-up work A student who misses homework assignments or other assignments or due dates because of absences, whether excused or unexcused will be allowed to make up the work. Arrangements for completing the work should be made within five (5) school days of the date of the student's return to school and include a schedule for completion of the work.</p> <ul style="list-style-type: none"> Teachers will be allowed 24 hours to provide make up work. <p>Late Work:</p> <p>1. Homework and other assignments will be accepted, even if turned in after the designated date.</p> <p>2. Students will receive an initial score of zero (0) for an assignment or assessment on which he/she made no attempt or which is missing. Students receive an initial score earned for an assignment or</p>	Principal/ Anthony Calloway	<p>R Reading 3D (K-2):</p> <ul style="list-style-type: none"> 60% of students will meet the benchmark goal <p>NC End of Grade Tests (3-8):</p> <ul style="list-style-type: none"> 50% proficiency – Reading 42% proficiency – Math 56% proficiency – Science composite 	N/A	Joline Adams	July 2015- June 2016
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<p>assessment on which there is a concerted attempt.</p> <p>3. Credit for late work shall be awarded according to the following guidelines:</p> <ul style="list-style-type: none"> • If the student was present in class on the due date, the work will be penalized 10% per school day; • If the student was not present in class on the due date because of an excused absence, full credit will be given for the completed work; • If the student was not present in class on the due date because of an unexcused absence, the work will be penalized 10% per school day. 					
<p>6. Grade reporting</p> <ul style="list-style-type: none"> • Grades will be posted within 10 school days of the assignment's due date. • Grading will be on a 10pt Scale • Teachers must maintain a 	Principal/ Anthony Calloway	<p>R Reading 3D (K-2):</p> <ul style="list-style-type: none"> • 60% of students will meet the benchmark goal <p>NC End of Grade Tests (3-8):</p> <ul style="list-style-type: none"> • 50% proficiency – Reading 	N/A	Joline Adams	July 2015- June 2016



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<p>minimum of 10 class work/informal assessment grades per quarter for classes that meet daily and 4 for classes that meet on an A/B day schedule</p> <ul style="list-style-type: none">• Teachers will maintain a minimum of 10 homework grades per quarter for classes that meet daily.• Teachers will maintain a minimum of 4 formal assessment grades per quarter for classes that meet daily and 2 for classes that meet on alternating days.		<ul style="list-style-type: none">• 42% proficiency – Math56% proficiency – Science			
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Walter G. Byers - 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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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Anthony Calloway		9/8/15
Assistant Principal Representative	Joline Adams		9/8/15
Teacher Representative	Kerrie Seberg		9/8/15
Teacher Representative	Kaitlin Brick		9-8-15
Teacher Representative	Desiree Gabe		9-8-15
Teacher Representative	Jordan Todd		
Teacher Representative	Sally Holmes		9/8/2015
Teacher Representative	Ebone Turner		9.8.15
Teacher Representative	Trishi Stewart		
Teacher Representative	Jay Seago		
Teacher Representative	Anthony Wright		
Inst. Support Representative	Shanda Brock-Perry		9/8/2015
Teacher Assistant Representative	Gloria Sherrill		
Parent Representative	James Thomas		
School Counselor	Dominga K. McKinney-Cofield		9/8/15

Every Child. Every Day. For a Better Tomorrow.



Partnership for Leaders in Education

Darden School of Business
Curry School of Education

90-DAY ACTION PLAN

District: Project L.I.F.T.

School: Walter G. Byers Academy

Principal: Anthony Calloway

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.

At Walter G. Byers Byers School we will strive to create a safe and nurturing learning environment in which stakeholders are challenged and motivated to believe that all things are possible. Our educational community is being built upon meaningful relationships with engaging and relevant learning through effective communication and support. Committed to continuous learning and academic excellence, we are working to prepare our scholars for success in a global society.

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	Effective implementation of literacy curriculums will yield significant improvement in student achievement on quarterly benchmarks and end of year tests.	28% Proficient (III-V)	50% Proficient (III-V)	<ul style="list-style-type: none">- Common Formative Assessment- Success for All Benchmark Assessment- Discovery Education Assessments- Informal Classroom assignments- End-of-Grade Assessments
2	Build positive life changing relationships between staff and students, by implementing the No Nonsense Nurturing, as	Last school year 157 students were issued at least one out-of-school suspension for inappropriate behavior. That	This school year, we aim to reduce the out- of-school suspension rate. This calculates to suspending 47 fewer students based on the	<ul style="list-style-type: none">- Out of school suspension data- Behavioral incident data- % of teachers utilizing NNN with fidelity

	evidence by Learning walk data and feedback. Reduce out-of-school suspension rates by 10% during the 2015-2016 school year.	represents 30% of the student population.	number of students enrolled this year.	
3	Promote a consistent school culture with clear expectations for staff with an improved instructional index score on TNTP Insight Survey.	Instructional Culture Index- 4.5 (Spring Administration of the TNTP Insight Survey)	Instructional Culture Index- 5.6 (Spring Administration of the TNTP Insight Survey)	<ul style="list-style-type: none"> - 80% adherence of <u>culture plan</u> “look fors” by staff as indicated in CT3 Feedback. - Winter and Spring TNTP Insight Survey data

90-Day Action Plan – Priority #1

Turnaround Initiative Focus Area (Big Rock): Rigorous Literacy Instruction	
<p>School's Priority: In order to bolster student performance in reading to attain the EOG reading goal for this year, we must work to further support teacher capacity to implement rigorous literacy instruction in reading/English Language Arts (ELA) classrooms. We have adopted Core Knowledge (K-2) and Expeditionary Learning (3-8), two curriculums strongly aligned to common core standards expectations. Through these curriculums, teachers will have the guidance and resources needed to ensure teaching and learning experiences match the cognitive demand students need to be college and career ready. Instructional planning will need to be enhanced to to advance this effort. Teachers will be focused on “how” to teach versus “what” to teach this year with opportunities for practice, creating exemplar student responses, and getting proactive feedback on lesson execution. Students also need additional support to scaffold them toward college and career readiness. Interventions, learning material, and teacher pedagogical practices will need to be catered for differentiated instruction that will meet students where they are, but quickly move them to be successful with more rigorous learning experiences.</p>	<p>School Leader Responsible: Principal A.Calloway J. Adams L. Heron K. Owens (Success for All Coach) B. Suttles (TNTP Coach)</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>By the end of the 2015-16 school year, Byers students will be 50% Proficient (III-V) on EOG tests.</p>	

Teacher capacity for aligned and rigorous classroom instruction will be maximized and pervasive across all ELA classrooms.			
Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i>			
1. Professional development offerings to support teachers in teaching literacy at the cognitive levels expected by new state standards were limited. 2. High turnover and lack of institutional knowledge to teach literacy instruction to high needs scholars. 3. Research based programs/resources to support the rigor of the common core were limited. 4. Data driven instruction needs to be implemented with fidelity, which has challenged teachers' ability to modify instruction appropriately to address student deficits. 5. Students need increased exposure to high interest, on grade level texts that prepare them for college and career readiness. 6. Teacher pedagogy must stimulate high levels of student authentic engagement and exposure to higher level thinking			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
1a. Literacy training from Project LIFT /TNTP for Core Knowledge and Expeditionary Learning. 1b. Success for All Training.	TNTP and Project LIFT Learning Community office support Success for All Coaches: Kate Owens, L. Herron.	Summer 2015 Monthly TNTP Professional Development Quarterly CMS early release dates	<ul style="list-style-type: none"> ● Learning Community Office ● TNTP Partnership ● Core Knowledge and Expeditionary Learning curriculum resources/materials

2. Job embedded, ongoing literacy professional development to support implementation of Success for All and Core Knowledge/Expeditionary Learning curriculums	Success for All coach- Kate Owens TNTP coach- Bill Suttles Academic Facilitators, Literacy Facilitators	Weekly professional development offered through instructional coaching and professional learning community instructional planning	<ul style="list-style-type: none"> ● Observation Feedback training ● Success for All and TNTP partnership ● School Improvement Grant and Title I money ● Learning Community Office
3. Provide teacher materials for Core Knowledge, Expeditionary Learning and Success for All, which includes appropriate texts, and materials to engage students at the levels expected for college and career readiness.	Learning Community Office-Sonya Castellino TNTP Successful for All	Summer 2015	<ul style="list-style-type: none"> ● School Improvement Grant and Title I money ● Learning Community Office
4. Effectively implement Observation/Feedback to build teacher capacity for high exemplary instruction. -Implement <i>Leverage Leadership</i> 6 step coaching model and monitor for effective action steps	All school level instructional coaches TNTP coach-Bill Suttles Success for All Coach-Kate Owens	Weekly	<ul style="list-style-type: none"> ● TNTP and Success for All partnership ● Observation/Feedback tracker ● Learning Community office training on Observation Feedback-Alison Welcher
5. Improve quality of Instructional Leadership Team and professional learning community instructional planning meetings to proactively support teacher execution of high quality lesson plans; ensure time for practice, appropriate air-tight activities, and discussion around specific instructional objectives.	J. Adams Instructional Coaches TNTP Coach-Bill Suttles	Weekly	<ul style="list-style-type: none"> ● Learning Community office professional development trainings

			<ul style="list-style-type: none"> ● Instructional Planning protocols ● Curriculum Materials
6. Increase monitoring and accountability; quarterly ranking of teachers following through with strong performance management and differentiated support as needed.	Learning Community Office J. Adams and A. Principal Calloway	Weekly Quarterly	<ul style="list-style-type: none"> ● Observation/Feedback Tracker ● Strong Teacher Action Steps ● On-going professional development/coaching opportunities ● Forced Ranking protocol ● CMS Talent Management Protocols

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
July 2015 October 2015 December 2015	<ul style="list-style-type: none"> ● Sign in sheets ● Monitored lesson plans with feedback ● Classroom Walkthrough Data ● PLC agendas and minutes. ● Observation tracker with appropriate action steps ● Forced Rankings, PDP goals, and performance plans ● Student work samples and informal assessments 	Bolster intensity of support of teachers who are not implementing curriculum with fidelity
October 2015 January 2016	Quarterly Common Assessment Discovery Education and Common Assessment Data	Evaluate effectiveness of data analysis meetings and quality of teacher action plans responding to the data.

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): Teacher consistency in managing student behavior	
School's Priority: This year, we aim to enhance teacher capacity to build strong, positive life changing relationships between with students students by implementing No Nonsense Nurturing, as evidenced by	School Leader Responsible: <ul style="list-style-type: none"> ● Principal Calloway ● J. Adams

Learning walk data and feedback. Relationships should be nurturing as it relates to students social and emotional needs but also inspire improved academic achievement.		● Stephens, Center for Transformative Teacher Training Coach	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i>			
Reduce out-of-school suspension rate by 10% during the 2015-2016 school year. This will increase students’ learning time and improve the learning environment at our school.			
Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i>			
1. Various and inconsistent procedures, structures and language throughout the building to address student behavior 2. Limited positive student teacher relationships that span beyond the classroom and leveraged to motivate students for higher academic performance. 3. Limited communication with parents regarding positive student behavior and academic performance. 4. Challenges in tapping into teacher capacity to consistently manage student behavior appropriately			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
1a. Identify and provide professional development on a research-based student cultural model. 1b. Facilitate on-going and differentiated professional development on the No Nonsense Nurturing program. 1c. Conduct on-going learning walks to collect data to monitor implementation of No Nonsense Nurturing program and respond with appropriate supports 1d. Provide teachers with real time, in the moment feedback to enhance in the moment opportunities to improve engagement/behavior 1e. Script common language and minute by minute plans to ensure 100% of teachers understand and adhere to procedures for transitions, cafeteria,	LIFT Initiative and partnership with the Center for Transformative Teacher Training Principal Calloway J. Adams Instructional Coaches	July 2015 and Ongoing	● Center for Transformative Teacher Training ● SIG/Title I dollars ● Learning Community Office support

arrival and dismissal; provide multiple practice opportunities and observation/feedback to ensure implementation with fidelity.		Center for Transformative Teacher Training		
2a. Maintain classroom call logs of positive behavior and academic performances of individual students by all teachers.		All classroom teachers	Ongoing throughout the year	Google Docs logs
2b. Maintain sign-in rosters and attendance of staff members at parent meeting, extra curricular events, etc.		ILT members J. Adams (All events sign-in rosters tabulated)		
Improve structures and processes for student behavior management and monitor effectiveness of implementation <ol style="list-style-type: none"> 1. Celebrate and reinforce positive student behavior in the moment and formally throughout the year 2. Employ alternatives to suspensions and effectively leverage BMT, mentors, counselors and other community supporters to support restorative practices to limit the need for out of school suspensions 3. Employ a staff survey to measure student/staff perception of culture and learning environment. 4. Conduct a Parent Survey 5. Effectively leverage MTSS behavioral intervention support from learning community office. 6. Monitor suspension data every 4 ½ weeks and appropriately respond 		Principal Calloway J. Adams Center for Transformative Teacher Training Learning Community Office Support-B. Hassan	Ongoing throughout the year	<ul style="list-style-type: none"> ● TNTP Survey and other tools to gather shareholder perception ● Restorative Justice professional learning experiences (guest speakers, articles, professional discussion and reflection) ● CMS data and other data collection tools that support analysis
PROGRESS INDICATORS				
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		Potential Adjustments	
July 2015-December 2015	<ul style="list-style-type: none"> ● No Nonsense Nurturing Culture Plan and monthly culture team meeting notes 		<ul style="list-style-type: none"> ● Bolster/differentiate teacher support to enhance capacity. 	

	<ul style="list-style-type: none"> ● Powerpoints, agendas and usage No Nonsense Nurturing training models. ● Continuous feedback data from shareholders ● Out-of -school and behavioral incident data ● Minute by minute plans 	<ul style="list-style-type: none"> ● Facilitate a whole school re-set with school-wide procedures that are not working as expected ● Tweak/Modify existing structures and expectations based on feedback and gaps in implementation
July 2015-December 2015	Survey Results	Facilitate root cause analysis on data and mitigate for flawed implementation; modify initially implemented strategies; consider additional professional development school wide or differentiated as needed.
July 2015-December 2015	<ul style="list-style-type: none"> ● Observation/Feedback from LIFT and Center for Transformative Teacher Training ● ILT Observation/Feedback Trackers with appropriate action steps ● Quarterly suspension data 	<ul style="list-style-type: none"> ● Ensure quality action steps are being given to teachers with opportunities for practice and follow up ● Bolster support from MTSS Coach ● Provide differentiated professional development for teachers struggling to implement with fidelity

90-Day Action Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock) - Positive School and Staff Culture	
<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>We will need to work to promote a consistent, positive school culture with clear expectations for staff to improve instructional index score on TNTP Insight Survey. With input from teachers/staff, the leadership team at Walter G. Byers schools will develop and communicate a school wide culture plan and work to ensure 80% adherence of <u>culture plan</u> “look fors” by staff as indicated in Center for Transformative Teacher Feedback. Ongoing efforts will be made to seek shareholder feedback and monitor effectiveness of the plan; We will be proactive in making modifications to the plan when implementation is flawed and not resulting in improvements in working conditions at our school.</p>	<p><u>School Leader Responsible:</u></p> <ul style="list-style-type: none"> ● Principal Calloway ● J. Adams ● K. Seberg ● Center for Transformative Teacher Training: Coach
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <ul style="list-style-type: none"> ● An improved instructional index score on TNTP Insight Survey from 4.5 to 5.6 	

<ul style="list-style-type: none">● 80% adherence of <u>culture plan</u> “look fors” by staff as indicated in Center for Transformative Teacher Training Feedback.● More favorable working conditions that will support retention of most effective staff/teachers.	<ul style="list-style-type: none">● NC DPI Transformation Coach: Ellerbe● Learning Community Office: Welcher and Watts		
Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> <ol style="list-style-type: none">1. Multiple systems in place, job embedded professional development and coaching feedback needed.2. Inconsistent and ambiguously defined professional expectations3. Need a systematic process for communicating and reinforcing expectations.4. Limited exemplars or “shout outs” to positively affirm expected behaviors.5. Several changes in leadership (principal, assistant principal and teacher leaders), expectations and programs within the last 2 years.6. Need for strategic change management to ensure adult mindset and behaviors change.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
<p>Develop, communicate, and support an <u>instructional focus</u> that is clear to all professional staff</p> <ul style="list-style-type: none">● Provide initial professional development on Instructional Focus to faculty.● Ongoing communication and reinforcement of instructional focus.● Shout out exemplars● Job embedded PD with coaching and ongoing observation and feedback● <u>SCHOLARS</u> learning behaviors are taught to staff.● Teachers teach scholars the scholar learning behaviors using powerpoint and poster.● Staff resets the scholar learning behaviors after each break and at other points when implementation effectiveness diminishes	<p>Principal Calloway</p> <p>J. Adams</p> <p>Instructional Coaches</p> <p>All Teachers and staff</p> <p>Culture Team</p>	<p>July-December 2015</p>	<ul style="list-style-type: none">● Center for Transformative Teacher Training● Instructional Focus define/handout● Exemplar videos for observation and analysis

<p>Ensure on-going monitoring, opportunities for feedback, and support for effective implementation:</p> <ul style="list-style-type: none"> ● Establish culture committee. ● Create and Implement mini pulse checks with Survey Monkey-utilize specific questions. ● analyze data and create an initial plan/make modifications to the plan as needed. ● Leverage learning community and other partners for reinforcement, support, PD. 	<p>Principal Calloway</p> <p>J. Adams</p> <p>Members of Culture Team</p> <p>Center for Transformati ve Teacher Training Coach</p>	<p>July-December 2015</p>	<ul style="list-style-type: none"> ● School Improvement grant and Title I funding ● Professional Development offered through the Center for Transformative Teacher training ● Survey tools to include the TNTP Insight Survey administered in Winter and Spring ● Learning Community on-support and training: Watts and Welcher ● NC DPI support-Ellerbee
<p>Ensure there are multiple communication efforts to reinforce expectations and acknowledge and celebrate progress through the Master calendar of events, faculty meetings, weekly bulletin sent no later than Friday afternoon, Monday Morning Meetings (ILT and team leaders).</p>	<p>Principal Calloway</p> <p>J. Adams</p>	<p>July-December 2015</p>	<p>No additional resources needed</p>
<p>To implement effectively, school leaders will ensure real time feedback, engage in crucial conversations as needed, and implement performance management protocols to ensure pervasive implementation.</p> <ul style="list-style-type: none"> ● Welcher will provide Real time feedback and in the moment feedback PD (August 2015). ● Adams will follow up PD with ILT (August 2015) 	<p>Principal Calloway</p> <p>J. Adams</p> <p>Learning Community office</p>	<p>July-December 2015</p>	<ul style="list-style-type: none"> ● CMS Performance Management processes and protocols ● Learning Community office support

● Implement Forced Ranking protocols to determine differentiated needs of staff	support: Watts and Welcher		
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PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
July 2015-December 2015	Winter Administration of TNTP Insight Survey to gauge teacher perception Informal School Surveys to gauge teacher perception	● Share and analyze data school wide; gather shareholder input on tweaks and modification for improvement
July 2015-December 2015	Faculty meeting agendas, weekly bulletins, and other primary documents	● Continue to strengthen communication strategies to clarify misunderstandings
July 2015-December 2015	Observation/Feedback trackers Feedback from partners and learning community office (Welcher, Ellebee and Watts) based on observations of school practices	● Incorporate suggestions for improvement ● Bolster professional development for school leaders and/or teachers

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.



The school will feel noticeable wins when the building looks and feels different to the staff and the scholars. This requires sharing successes and best practices across grade level and sharing full staff. Giving shout-outs related to NNN and systems growth, as well as strong content planning sessions, will reinforce teachers’ hard work and practice, and how it’s manifesting.

Identify up to 4 specific actions that will make the quick win plan happen.

	Action	Person Responsible	Timeline
1	Weekly shout-outs through weekly bulletins Individual notes and shout-outs for engagement count growth from Loftus, with coach included	J. Adams and Principal Calloway	Weekly September-December 2015
2	Establishment and use of planning protocols that enhance collaboration, opportunities for practice, and analysis of instructional exemplars	J. Adams and Principal Calloway	October-December 2015
3	Establishment and adherence to a school master calendar that will accommodate needed trainings and follow ups as needed	J. Adams and Principal Calloway	August 2015 Ongoing
4	Establishment of Culture team made up of teacher leaders that will support pervasive, quality implementation and provide authentic feedback	Principal Calloway and J. Adams	August 2015
5	Full use of observation trackers to ensure school leaders are able to monitor action steps and make adjustments as needed	Principal Calloway and J. Adams	October 2015-December 2015