

Comprehensive Progress Report

Mission: We empower students and families to be successfully engaged in society through academic and social growth.

Vision: To be a model public separate school where all stakeholders are committed to work collaboratively to ensure the development and future success of every student.

Goals:

Duty Free Lunch: The NC SBE’s statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (B2.01, B2.03).

Duty-Free Instructional Planning Time for Teachers: The NC SBE’s statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (B2.01, B2.03).

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

Increase the percent of 8th grade students who score at the College and Career Ready (CCR) level--a 4 or 5-- on the Grade 8 Mathematics EOG from 0% in 2021-2022 to 28% in the 2023-2024 school year.

Increase the percent of high school students who score at the College and Career (CCR) level--a 4 or 5-- on the Math 1 EOC (grades 9-12) from 0% in 2021-2022 to 25% in the 2023-2024 school year.

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in 2022-2023 school year and the 2023-2024 school year.

Increase the percent of students reporting a positive self-perception of their self-management (self-regulation) from 44% (Fall 2021 Panorama Screener) to 80% in the 2023-2024 school year.

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 12.2% in the 2022-2023 and 2023-2024 school years.

Increase the percent of graduates earning a state high school endorsement from 0% in the 2021-2022 school year to 75% in the 2023-2024 school year.



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

High expectations for all staff and students

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Most staff at CMA are trained in the BoysTown Specialized Classroom Management (SCM) system. However, SCM is not currently implemented with fidelity across the entire school building due to many factors including a lack of staff buy-in, lack of staff trained, and an increase in new students with more significant mental health needs. The EC department staff in charge of implementing SCM throughout behavior classrooms in the district was restructured this school year, resulting in delayed contracts being signed with Boys Town and only having one remaining Certified Trainer in the district. Therefore, it was February before new teachers were able to be trained and no other new staff were able to attend. These changes also resulted in only one Consultant left in the district. CMA does have the one district Certified Trainer and Consultant on staff. However, this staff member has other duties and responsibilities and cannot provide adequate support to all staff. Through Boystown SCM, all Behavior Support Technicians (BST) are provided with training on the Administrative Intervention (AI) Process. However, we have new BSTs that have not been trained as well as three BST vacancies. Although some BSTs have been trained in AI, it is not implemented consistently or with fidelity. All student referrals are documented using the online SWIS platform, allowing for easy access to data analysis. However, this is not currently being utilized to its full potential. All student referrals are also documented in a Referral Log, but this is not kept up-to-date and is often incorrect. A new verbal de-escalation and physical intervention program, QBS Safety Care, was acquired for our school at the beginning of this school year. Currently, all staff members are trained in QBS Safety Care, with 12 of those staff members trained in the advanced safety techniques as part of our crisis team. Going into the 2022-2023 school year, CMA will have certified trainers on staff. A website was created, entitled the Phoenix's Nest, that showcases items available for purchase from the school store. Students are able to view a virtual catalog and place orders directly on this site. Lesson plans for each week were created to teach Boys Town Social Skills. These lesson plans were to be taught on the first day of each school week. However, due to staffing shortages and facilitators having to cover classes, walkthroughs were not completed consistently so there is no data to speak to if these lessons were implemented. The implementation of the school store helps to motivate students to follow classroom and school rules, as well as, learn positive behaviors. A school-wide behavior matrix was developed and posters were created to hang throughout the school environment.</p>	Limited Development 06/16/2022		

Although this is a step in the right direction, we did not do a great job of introducing, explaining, and revisiting the matrix with students. Current plans for summer work include researching alternative behavior management systems (specifically for high school students), developing a guide for alternatives to suspension/behavioral contracting for referrals, and updating the CMA matrix and developing introductory lessons for opening of school.

How it will look when fully met:

All staff will receive ongoing professional development in various classroom and behavior management systems/strategies throughout the school year, including Boys Town SCM. Fidelity will be measured by classroom observations and walkthroughs, consultant data sweeps, point sheet/account book audits, consultant coaching logs, and meeting annual school-wide goals related to decreasing classroom referrals. All staff consistently teach and model rules and procedures in all settings across the school. Teachers consistently scan the room and intervene promptly and accurately when inappropriate behavior threatens to become disruptive, using Boys Town SCM and research based best practices for classroom management. All staff implement and follow the school-wide behavior matrix as measured by observations, walkthroughs, and student work samples. Through the use of QBS Safety Care, all staff will utilize de-escalation strategies to reduce incidents of restraints and seclusion. For the three year Innovative Partnership Grant, CMA set a target of 10% reduction in out-of-school suspensions for each grade band annually.

Katherine Waters

06/15/2023

Actions

0 of 10 (0%)

6/20/22 Plan for and complete CMA Safety Care Training for all staff becoming in-house Safety Care trainers.

Tyrone McDonald

09/06/2022

Notes:

6/20/22 Communicate with the district on dates for initial BoysTown training.

Holly Lambert

09/06/2022

Notes:

6/20/22 Research alternative behavior and/or classroom management systems.

Jessica Mataranglo
(8/26/20) 8th grade

09/06/2022

Notes:

6/20/22	Finalize decision on referral platform with district leaders.		Tyrone McDonald	09/06/2022	
	<i>Notes:</i>				
6/20/22	Provide major incident reports to student services team members to increase consistent data collection regarding seclusions and restraints.		Lyndsay Greene	11/01/2022	
	<i>Notes:</i>				
6/20/22	Develop and implement an accountability system to review any major incidents involving seclusions/restraints to ensure fidelity.		Lyndsay Greene	11/01/2022	
	<i>Notes:</i>				
6/20/22	Complete quarterly Boys Town SCM data sweeps to ensure fidelity and accuracy of point sheets, account records, and referrals.		Holly Lambert	11/01/2022	
	<i>Notes:</i>				
6/20/22	Complete all new and refresher Safety Care training for all staff.		Katherine Waters	11/01/2022	
	<i>Notes:</i>				
6/20/22	Complete all new/untrained staff BoysTown training.		Holly Lambert	11/01/2022	
	<i>Notes:</i>				
6/20/22	Pilot new alternative behavior and/or classroom management systems.		Katherine Waters	04/04/2023	
	<i>Notes:</i>				
	A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>CMA is currently implementing the following practices that align with A1.09:</p> <p>K-12 has the opportunity to participate in clubs every Friday, which is rotated on a quarterly basis and allows students to participate in up to four clubs per year. Students are also provided the opportunity to complete surveys after each rotation to have a voice in how the clubs look and are run.</p> <p>Students were also provided the opportunity to go on several field trips throughout the year, both on and off campus. K-12 students visited The Discovery Place, The Schiele Museum, The Mint Museum, The Charlotte Motor Speedway, and a gaming truck visited the school.</p> <p>Through our grant, we created various opportunities for students to have access to supports to promote positive mental health: A sensory lab was created that students are able to access when feeling frustrated or need a break in order to proactively de-escalate. We have also created a Play Therapy Lab that student utilize on a one-on-one basis with our mental health specialist. We continue to grow and increase our MakerSpace lab within the school, which is built into our master schedule for all 6-12 students. Elementary students have the opportunity to participate in MakerSpace as well. We also partnered with Piedmont Music Therapy this year to provide all students music therapy either in their music classes or during club time each Friday. During the 2020-2021 school year, we partnered with a local artist and his "Faces of Diversity" project to create a school mosaic. Each student's thumbprint was added to the mosaic. As new students come in, they are able to add their own thumbprint to this work in order to gain a better understanding how art can be therapy.</p> <p>During the 2021-2022 school year, students were able to participate in the following activities outside of the classroom: A Spring talent show, the end-of-the-year awards programs, "CMA Talks" on our in-house tv studio, a student-generated school newsletter, a school-wide Black History Month program, and a Spring Field Day.</p>	<p>Limited Development 06/20/2022</p>		
<p>How it will look when fully met:</p>	<p>When this indicator is fully implemented, the following questions will be answered:</p> <p>How will the school ensure that all teachers promote a culture of achievement that sets high expectations for student participation in</p>		<p>Katherine Waters</p>	<p>06/15/2023</p>

service learning? CMA will provide students with their home school information (including tryout dates, contact information for the athletic director, etc.). The students must meet their required behavioral and academic goals at CMA before this is provided, which will be written for all students and families. CMA will also develop and organize in-house athletic events each school year. As a school, we will also provide information for community-sponsored athletic events.

How will the school ensure that all teachers promote a culture of achievement that sets high expectations for inclusive athletic opportunities? CMA will provide students with their home school information (including tryout dates, contact information for the athletic director, etc.). The students must meet their required behavioral and academic goals at CMA before this is provided, which will be written for all students and families. CMA will also develop and organize in-house athletic events each school year. As a school, we will also provide information for community-sponsored athletic events.

How will the school ensure that all teachers promote a culture of achievement that sets high expectations for student participation in enrichment offerings? Clubs will continue to be provided each Friday for students. We will also continue to garner student and staff input by having all stakeholders complete interest surveys and suggestions each school year. Field trip opportunities will continue to be provided and grow to allow for more diverse options. Students will continue to participate in field day each Spring, and we will continue to grow this event to include parent and community partnership support as well as develop school-wide intramural events.

How will the school ensure that all teachers promote a culture of achievement that sets high expectations for student participation in internships? Historically, our students have not participated in internships; however, when fully implemented, opportunities for engagement will include: career management classes, OCS job placements (both paid and volunteer), and partnerships with community partners. In addition, CMA will partner with local post-secondary institutions (community colleges, four year universities, trade schools, etc.)

What processes will the school use to design, implement, and monitor student service learning projects? When students apply for merit level through our token economy, BoysTown, they are required to complete a service project. This will continue with fidelity. Students within the Occupational Course of Study, are also required to complete various

volunteer and paid employment opportunities in order to graduate with a diploma. When this indicator is fully implemented, all high school students will be able to participate in various volunteer opportunities regardless of the track of study.

What training will the school provide to teachers to equip them to arrange, oversee, and/or facilitate service learning?

How will the school ensure that athletics are equitably inclusive and not exclusionary? CMA will provide opportunities for our students to participate in Special Olympics based on qualifications within the organization. This will include both participation and assisting. Students will also be provided with information regarding athletic opportunities at their home school.

What processes will the school use to implement and manage a comprehensive menu of enrichment opportunities? As previously mentioned, student and staff interest surveys will be provided. Enrichment will also be part of the master schedule, as well as contacting other schools within the district to determine how our students can participate in classes not offered at CMA. We will also continue to provide both NCVPS (North Carolina Virtual Public Schools) and Edgenuity classes for our students.

Actions		0 of 7 (0%)		
6/20/22	Update all social platforms utilized by CMA to ensure intentional promotion of stakeholder (parents, students, community partners) buy-in for student enrichment.		Eric Bailey (8/18)	09/06/2022
<i>Notes:</i>				
6/20/22	Develop an information form for parents outlining home school information for all sports-related activities for the 2022-2023 school year.		Eric Bailey (8/18)	09/06/2022
<i>Notes:</i>				
6/20/22	Develop an increased buy-in for all stakeholders regarding student enrichment opportunities by holding informational meetings (both in-person and online) and sharing communication on all platforms.		Eric Bailey (8/18)	11/01/2022
<i>Notes:</i>				
6/20/22	Develop student service learning opportunities with community partners.		Eric Bailey (8/18)	02/07/2023
<i>Notes:</i>				

6/20/22	Form working relationships with local colleges, trade schools, employers, and community organizations to provide student volunteer and internship opportunities.		Eric Bailey (8/18)	02/07/2023
<i>Notes:</i>				
6/20/22	Plan and hold a CMA career fair.		Eric Bailey (8/18)	04/04/2023
<i>Notes:</i>				
6/20/22	Plan and advertise CMA intramural sports for all students.		Eric Bailey (8/18)	04/18/2023
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>While the academic planning structures are in place, grade level and content area planning were, at times, sporadic this year due to staffing shortages and vacancies . Teachers meet in grade level and content area PLC sessions that are aligned to grade level or content area standards. We have also been collaborating with district specialists to integrate SDI as well as strategies for pacing out the core content. As a result of the transient nature of our students and lack of consistent instruction due to Mental Health treatment, we find that many of our students lack the foundation level skills in all content areas. Most teachers are EC Certified, and do not have the content level expertise (certification), However, teachers have worked very hard to teach the core and to provide standard aligned lessons while also offering specially designed instruction to meet the needs of all students. Starting in the 2020-2021 school year, the district provided full canvas courses and shells for teachers. In addition, in the 2021-2022 school year K-8 fully implemented EL Education, Open-Up Math in grades 6th through 8th, and Springboard for high school ELA.</p>	Limited Development 06/20/2022		

<p>How it will look when fully met:</p>	<p>Teachers will meet on a regular basis in PLCs for grade level and content area planning with access to district level content support. Standard aligned instructional units will be developed starting with the end in mind using pre and post assessments and assessments to inform instruction throughout the unit. Essential standards will be taught and spiraled throughout the school year along with specially designed instruction and Yoder’s Practices so that all students demonstrate expected growth and/or mastery. Instructional units will be housed in Canvas. Teachers will be proficient in utilizing Canvas and Mastery Connect in order to access the materials, data-driven instructional practices, and necessary resources. When fully implemented there will be vertical planning and collaboration across grade levels and content areas in addition to the already established data driven planning that occurs in our current PLCs. The instructional leadership team will also conduct walk-throughs on a regular basis and be visible in classrooms consistently. The instructional leadership team will also conduct fidelity checks for lesson plans on a regular basis.</p>		<p>Violaine Thompson</p>	<p>06/15/2023</p>
<p>Actions</p>		<p>0 of 8 (0%)</p>		
<p>6/20/22</p>	<p>Develop curriculum-aligned lesson planning professional development for teachers in order to review coherence, pacing, and lesson purpose.</p>		<p>Violaine Thompson</p>	<p>09/06/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Develop blended learning professional development in order to build capacity and increase rigor for students and staff.</p>		<p>Holly Lambert</p>	<p>09/06/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Develop media center policies and procedures to increase book circulation and media center usage.</p>		<p>Violaine Thompson</p>	<p>09/06/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Develop non-negotiables for teachers outlining when lesson plans are due each week.</p>		<p>Violaine Thompson</p>	<p>09/06/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Schedule data and goal setting professional development for all teachers in order to increase student ownership of data.</p>		<p>Violaine Thompson</p>	<p>11/01/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>PLC teams will use work samples and assessment to determine/demonstrate mastery of standards.</p>		<p>Violaine Thompson</p>	<p>11/01/2022</p>
<p><i>Notes:</i></p>				

6/20/22	Present a status update regarding differentiated support for teachers by the end of second semester.		Violaine Thompson	02/07/2023
<i>Notes:</i>				
6/20/22	Instructional leaders meet with all teacher assistants to determine overall support within the classroom setting.		Eric Bailey (8/18)	04/04/2023
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>2021-2022 school year:</p> <p>CMA has returned back to using physical point sheets. Intervention block was also reintroduced this year. The majority of intervention groups focused on social-emotional skills this year (rather than academics). Intervention block was held at the end of the day; while lesson plans were provided for social-emotional groups, there were issues with implementation fidelity. “Problems of Practice” meetings were suspended for the 21-22 school year. MTSS information was included on the onboarding PowerPoint at the beginning of the year for all staff (rather than just new staff members). MTSS summer work took place during summer 2021 - intervention groups (students and staff) were formed and progress monitoring data trackers were created.</p>	Limited Development 06/20/2022		
<i>How it will look when fully met:</i>		<p>When fully implemented at CMA, this indicator will look like...</p> <p>Intervention Block: will be held at the beginning of the day to increase student and staff buy-in. Rather than providing day-by-day lesson plans, facilitators will have access to a Standard Treatment Protocol (STP) to select skill-specific activities to support students’ IEP goals during intervention block. The STP will act as a “resource bank” for staff, and will include previous lesson plans from the 21-22 school year, individualized supports, and group supports. The thought behind this shift is to give facilitators more autonomy over how to support their students.</p>		Lyndsay Greene	06/15/2023

Problems of Practice: this will serve as CMA's "tier III" process; create a Google Form for teachers to complete for the referral process. Google Form questions will include:

- What are the problem behaviors (select ONE to TWO)
- What interventions have you tried?
- What has and has not worked thus far in your classroom?
- Skills/interventions provided from the STP?

From this, we'll create "mini" or "informal" behavior intervention plan (BIP) for students (to be recorded and shared with all staff). MTSS leadership will check in on a bi-weekly basis for a "pulse check" - how successful are these new supports? Do we need to change anything? Remove, add?

"Pulse checks" can be done during the first 15 minutes of PLC meetings; this would allow for the individual teacher who made the referral as well as their entire team to provide input on the student's behavior.

Ms. Greene (school psychologist) will create a shared Google Folder (available to all staff). Students will have individual folders, within these folders staff will find:

- EC record review
- COPY of the student's PRC data (SS team will complete reviews beginning, middle, and end of year)
- Current BIP (AND revisions of past BIPs)
- Crisis Plans (as needed)

MTSS Summer Work 2022 & MTSS Leadership moving forward:

Retreat will be held on Monday 8/1/22 and Tuesday 8/2/22 - the retreat will be open to all staff who are interested in serving on the leadership team for the 22-23 school year.

It is an expectation that staff that participate in the retreat will be on the leadership team. The leadership team will meet bi-weekly after school on Mondays in order to ensure that we're reviewing data and making changes to their "BIPs" regularly/as needed.

The following items will be determined during this year's MTSS Summer Retreat and implemented regularly to inform the process moving forward:

- Analysis of all relevant data (including attendance contracts, discipline information, MAP progress in areas of reading and

	<p>math, Panorama data, course failure, and progress towards graduation)</p> <ul style="list-style-type: none"> • Selecting interventions from the CMS Standard Treatment Protocol (SEL, Math, Reading for all grade bands) • Setting clear “cut off” points for each respective intervention to aid in progress monitoring & data-based decision making • Creating “cheat sheets” that detail necessary tools and processes for each intervention to ensure that they are implemented with fidelity & progress monitoring is consistent across the entire school • Setting up a progress monitoring cycle by scheduling MTSS meetings for the entire year to review data and make decisions. (The school's academic facilitator and literacy facilitator will be presenting Core Assessments for Reading & Math for K-12 and implementing in a scaffolding schedule with teachers, decreasing support each quarter) • Forming tentative intervention block groups based on the student data mentioned above as well as staff input obtained by a staff interest survey (i.e. which subject and grade band they'd prefer as well as if they felt comfortable facilitating a group or would rather support another staff member) • Creating a plan to appropriately place students in intervention blocks upon their transfer to CMA, which will include FAM-S results (all aspects will meet either “operationalizing” or “optimizing” upon end of year review) 			
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Actions		0 of 12 (0%)		
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6/20/22	Finalize bell and master schedule to determine when intervention block will occur within the school day.		Katherine Waters	09/06/2022
	<i>Notes:</i>			
6/20/22	Create Standard Treatment Protocol (STP) for CMA with social-emotional and academic supports.		Lyndsay Greene	09/06/2022
	<i>Notes:</i>			
6/20/22	Determine progress monitoring tools.		Lyndsay Greene	09/06/2022
	<i>Notes:</i>			
6/20/22	Finalize Tier III support processes (Problems of practice: referral, mini BIP templates, etc.).		Lyndsay Greene	09/06/2022
	<i>Notes:</i>			
6/20/22	Create a shared Google folder for all staff to house Tier III supports.		Lyndsay Greene	09/06/2022
	<i>Notes:</i>			

	6/20/22	Develop and hold the MTSS summer retreat.		Lyndsay Greene	09/06/2022
	<i>Notes:</i>				
	6/20/22	Develop Branching Minds professional development.		Katherine Waters	09/06/2022
	<i>Notes:</i>				
	6/20/22	Create and deliver EC 101 professional development that encompasses SDI differentiation strategies.		Katherine Waters	11/01/2022
	<i>Notes:</i>				
	6/20/22	Facilitate staff training on how to access and use CMA's STP (standard treatment protocol).		Lyndsay Greene	11/01/2022
	<i>Notes:</i>				
	6/20/22	Facilitate staff training to make a referral for Tier III/Problems of Practice.		Lyndsay Greene	11/01/2022
	<i>Notes:</i>				
	6/20/22	Hold bi-weekly MTSS Leadership Team meetings to review Tier III students/plans.		Lyndsay Greene	05/16/2023
	<i>Notes:</i>				
	6/20/22	MTSS Leadership Team will have a representative attend the first 15 minutes of grade-level PLC meetings when a referral for Tier III is made.		Lyndsay Greene	05/16/2023
	<i>Notes:</i>				
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Charlotte-Mecklenburg Academy continues to work towards full implementation of the BoysTown Specialized Classroom Management (SCM) System. Progress was halted due to COVID-19 closure. Currently, all staff have been trained in SCM. This coming year, we are looking to establish a baseline for full implementation for all staff which includes new hire training and a complete “reset” for students and staff regarding Boystown SCM expectations and procedures. In addition, the complex intensive mental health needs of our students requires an uncommon expertise that is hard to come by in the teaching profession. All current staff have been trained by our IPG partners at RTI, which focused on trauma-informed instruction and care. We also have an open job posting for a Board Certified Behavior Analyst (BCBA), however we have not been successful in filling this position. We are also exploring options for contract services for BCBA support. The MTSS Leadership Team also created and implemented a Referral for Intensive Support form. This form is available to all staff to request extra support and/or interventions. Once the form is completed, staff working directly with the student meet with the MTSS Leadership Team to review documentation and create a plan for moving forward. Moving forward in the upcoming school year, the administrative team will ensure that teachers and teacher assistants have dedicated time to discuss the social emotional needs of the students they serve.

QBS Safety Care has been implemented schoolwide and four staff will be trained as trainers this summer (2022). This year we will utilize a Problem of Practice for Tier III students (refer to indicator A4.01)

Teachers will be utilizing the 7 Mindsets curriculum during the 2022-2023 school year and will implement these lessons daily during SEL homeroom.

CMA will continue to provide staff training and access to the Sensory Lab for all staff and students on a daily basis with keys shared on each hallway with lead teachers. The Play Therapy room will also continue to be utilized to provide individualized support for students.

Limited Development
06/20/2022

<p>How it will look when fully met:</p>	<p>This indicator will be considered fully implemented when all school staff build meaningful and supportive relationships with students. This will be evident by staff regularly and routinely providing support to students to learn critical skills for success such as accepting redirection and feedback, self-advocacy, and self-regulation skills. When visiting classrooms, one would see students actively engaged in assignments and tasks in an environment that is supportive, inclusive, and inviting. All CMA staff will be trained in BoysTown Specialized Classroom Management and will implement the SCM model with fidelity. This will be evident through quarterly data sweeps and point card reviews. A social emotional learning curriculum provided through the district, 7 Mindsets, will be implemented in all classrooms daily to compliment the unique needs of our learners. Staff will focus on proactive and corrective teaching to ensure students learn replacement behaviors and have the skills to appropriately express their emotions. Staff too will feel supported, and the school will have the structures in place where staff have access to professional development and resources to expand their knowledge in the areas of trauma informed care and working with students with intensive mental health needs. Staff will routinely engage in activities to “sharpen the saw” and to avoid burnout and compassion fatigue. There will be a culture of collaboration that is student centered and positive. This progress will be measured by school culture and climate data collected through regular surveys. In addition, we will continue to increase opportunities for staff to gain knowledge in trauma-informed care practices and supports through both formal and informal professional development.</p>		<p>Katherine Waters</p>	<p>06/15/2023</p>
<p>Actions</p>		<p>0 of 6 (0%)</p>		
<p>6/20/22</p>	<p>Incorporate 7 Mindsets SEL curriculum into all grade level homerooms.</p>		<p>Eric Bailey (8/18)</p>	<p>09/06/2022</p>
<p>Notes:</p>				
<p>6/20/22</p>	<p>Hold a sensory lab refresher training for all returning staff as well first time training for new staff members.</p>		<p>Eric Bailey (8/18)</p>	<p>09/06/2022</p>
<p>Notes:</p>				
<p>6/20/22</p>	<p>Plan and schedule mindfulness resets into the day for all students.</p>		<p>Lori Martinez</p>	<p>09/06/2022</p>
<p>Notes:</p>				
<p>6/20/22</p>	<p>Develop a "Being Your Best Self Day" event for all students on a quarterly basis to address basic needs both personally and academically.</p>		<p>Eric Bailey (8/18)</p>	<p>10/18/2022</p>
<p>Notes:</p>				

	6/20/22	Develop a training for all teacher assistants and BST staff in order to best support students' SEL and IEP needs.		Eric Bailey (8/18)	11/01/2022	
	<i>Notes:</i>					
	6/20/22	Incorporate mindfulness resets into the instructional day for all students.		Lori Martinez	11/01/2022	
	<i>Notes:</i>					
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>2021-2022 school year:</p> <p>Social Workers continue to complete the detailed intake process for each student enrolling at CMA; this year a total of 50 intakes were completed. Q/A sessions were ceased due to lack of staff attendance. Waters and Patterson spoke with district leaders about incoming students (i.e. will intakes occur over the summer or during August closer to the beginning of the 22-23 school year). Eight students transitioned from CMA to their home school during the 21-22 school year. Additionally, the CMA team worked with district representatives to create a data tracker/rubric to consider when discussing transitions to provide more data (rather than relying on opinion and/or BoysTown data alone). Mental Health Program Specialist, Lori Martinez, continued to follow up with students who had transitioned to their home schools during the 20-21 school year. Bridge courses are being offered to rising 9th graders during the 2022 summer session.</p>	Limited Development 06/20/2022		

<p>How it will look when fully met:</p>	<p>When fully implemented, the school will have answered the following questions accordingly and with fidelity:</p> <p>Does your school have an explicitly stated transition plan for entering students? There is currently an intake process in place for students that are new and re-enroll. During the intake important information is obtained for staff members to gain a better understanding of the students' needs. CMA now has a Mental Health Specialist (Lori Martinez) that leads the transitional planning for new students.</p> <p>If so, is the plan consistently implemented and provide for ongoing student supports? With the Mental Health Specialist, there will be opportunities for ongoing student support as she will be available to assist throughout the students' educational time at CMA. In addition, the school will have processes and protocols in place to help students determine their next steps upon graduation.</p> <p>How is the effectiveness of the plan evaluated, and how is the data used to improve the transition program? The Mental Health Specialist will progress monitor the interventions, time, and activities dedicated to new students entering and report to the student services team to determine if the program needs to be revised for the students' best interest.</p> <p>Do teachers at your school engage in cross-grade planning and collaboration? Time will be built into the master schedule to allow for cross grade planning and collaboration by department.</p> <p>Are standards and instruction aligned across grades? Essential standards will be identified across all grade levels as well as the progressions of these standards from grade to grade to identify where the changes take place for each grade level. Teachers will then be able to integrate specially designed instruction to the core content to reach these standards and access each other for support.</p>		Lyndsay Greene	06/15/2023
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>6/20/22</p>	<p>Research possible vocational rehab programs to integrate into CMA's OCS program.</p>		<p>Vanessa Funches</p>	<p>09/06/2022</p>
<p>Notes:</p>				

6/20/22	Communicate with district representatives regarding the Occupational Course of Study (OCS) program to ensure that our OCS students are prepared for post-secondary transitions.		Eric Bailey (8/18)	11/01/2022
<i>Notes:</i>				
6/20/22	Develop an ongoing support plan for rising 9th graders to assist with the transition to high school.		Lori Martinez	02/21/2023
<i>Notes:</i>				
6/20/22	Conduct in-house meetings between grade levels to discuss transitioning students (5th grade to 6th and 8th to 9th).		Eric Bailey (8/18)	04/18/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Update for B1.01 as of December 11, 2020:

This indicator was rated at full implementation in June, 2018 as the action steps were completed and support from the district's Title I department were deemed as embedded practices. To explain, the Title I department has designated a Title I Director, Title I Specialist, and Senior Administrative Secretary to provide ongoing support and technical assistance to CMA in a myriad of ways. The district's Title I designees attend monthly budget meetings with the principal, SIG/IPG coach, and financial secretary. The Title I director also reviews spending and assesses alignment to the school's goals, strategies, and data related to their School Improvement Plan in NCStar. In addition, the Title I Director and Title I Specialist attend two School Improvement Team meetings per month. These designees provide live support and feedback during meetings and write formal, follow-up comments in the NCStar platform that relate to school improvement efforts and how to garner greater distributed leadership. The school can proudly demonstrate that numerous staff members are responsible for a variety of the Indicators and Action steps in NCStar and provide bi-monthly updates re: implementation as needed during SIT meetings, resulting in strong distributed leadership. Also the SIG and IPG coach manages the agendas, minutes, notes, and action steps for each indicator. The team meetings twice per month and multiple stakeholders contribute to the conversations which further demonstrates distributed leadership.

Furthermore, the Title I Director and Title I Specialist facilitated the writing of the School Improvement Grant and the Innovative Partnership Grant processes and were actively engaged in the writing and budgeting process. In addition, Title I worked with the leadership at CMA to discuss the criteria for a strong partnership through the IPG process. We ultimately selected RTI (Research Triangle Institute) with whom the CMA leadership and Title I team work collaboratively to provide support through the reform process. In November, 2020, CMA and the Title I team started a collaborative district team meeting each quarter which includes staff from the Exceptional Children, Student Services, and Arts departments to assess progress toward implementing grant initiatives and determining their impact. The Title I staff continues to avail themselves to the leadership at CMA, often having impromptu calls and meetings as needed. As a result of all of these initiatives, this indicator continues to be considered as "fully implemented" and is aligned to the Wise Ways for this indicator.

Full Implementation
12/14/2020

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<p><i>Initial Assessment:</i></p>			<p>As a School Improvement Team, CMA meets regularly twice a month to update and review the school improvement plan. As a school, all indicators and action items are addressed that are due for each meeting. Representation from the district is present during all or most of the SIT meetings. In order to ensure that all action items are met and reviewed with fidelity, the school has created an action item frequency data analysis chart that is reviewed during each SIT meeting based on the frequency of each action item. The team conducts a quarterly deep dive to determine if current action items are aligned to the indicator and make adjustments as necessary so all indicators and action items reflect the connected work of the school.</p> <p>The 15 indicators currently in the school improvement plan have been aligned to the 4 goals of the Innovative Partnership Grant. Indicators and action items are assigned to various team members to ensure distributive leadership. Prior to bi-weekly meetings the process manager emails a reminder of action items due and team members provide updates/artifacts to be included in the agenda.</p> <p>CMA parent engagement in SIT continues to be an area of focused improvement. Efforts have been made to invite families regularly to attend meetings. Meeting minutes are shared with families and staff following each meeting</p>	<p>Limited Development 06/20/2022</p>		

<p>How it will look when fully met:</p>	<p>When fully implemented, Charlotte-Mecklenburg Academy’s School Improvement Team will be a true reflection of the makeup of our school with representation from all stakeholders on a consistent basis with at least 50% of the team being parent representation and meeting twice a month. This leadership team will use the common vision of our school and established core values to make decisions that benefit students, staff, parents, and community members as evidenced by monthly agendas outlining the work of the team as it relates to the core values connected to our grant. When fully implemented, the work of the School Improvement Team will be evident in the granular work of PLC meetings, data driven discussions, parent events, student activities, leadership meetings, community involvement, and work with the district. The work of the SIT will be at the core of supporting all work and success within the school.</p>		<p>Eric Bailey (8/18)</p>	<p>06/15/2023</p>
<p>Actions</p>		<p>0 of 7 (0%)</p>		
<p>6/20/22</p>	<p>Develop parent surveys to increase engagement and include this in the parent opening of school mailing as well as ConnectEd.</p>		<p>Eric Bailey (8/18)</p>	<p>09/06/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Add dates for quarterly SIP action item updates to the master CMA calendar in order to ensure fidelity of the actions.</p>		<p>Eric Bailey (8/18)</p>	<p>09/06/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Identify all data points for the 20 day staff tracker and send due dates to assigned staff.</p>		<p>Katherine Waters</p>	<p>09/06/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Share the CMA 20 day tracker with SIT.</p>		<p>Eric Bailey (8/18)</p>	<p>09/20/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Reach out to parents to become part of the School Improvement Team (SIT) and track communication data throughout the year.</p>		<p>Eric Bailey (8/18)</p>	<p>11/01/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Hold quarterly State of the School update meetings for parents.</p>		<p>Katherine Waters</p>	<p>11/01/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Hold quarterly State of the School updates for staff.</p>		<p>Katherine Waters</p>	<p>11/01/2022</p>
<p><i>Notes:</i></p>				
<p>B1.05</p>	<p>The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

Initial Assessment:

Charlotte-Mecklenburg Academy currently invites all staff, parents, and community members to attend the bi-weekly SIT meetings. This invitation is extended through ConnectEd messages, Remind App messages, via our school website and Facebook page, and communicated through teachers. In addition meeting minutes are emailed out to families and staff following each SIT meeting to provide updated information. The school holds mid-year and end-of-the-year retreats to conduct deep dives into our school improvement plan and allow stakeholders, both current and new SIT members as well as visitors to have a voice in planning for the upcoming instructional school year. The school has an active FAC that meets when needed to discuss issues and/or concerns that are brought to the table. In addition, the school holds yearly Title I meetings to ensure that all parents are aware of testing procedures, academic supports, and allows parents the opportunity to provide input. Opportunities for staff to provide input include: Teacher Working Conditions Survey, site based surveys, summative conferences and structured staff meetings. For the 2022-2023 school year the school has established school-wide committees aligned to key school culture improvement initiatives. All teachers and licensed support staff have regular opportunities to provide input through PLC meetings.

Limited Development
06/20/2022

<p>How it will look when fully met:</p>	<p>When fully implemented, our school will be able to answer the following questions with supporting evidence:</p> <ul style="list-style-type: none"> • By what means does your principal solicit and encourage constructive critique of the school’s progress and improvement process? • Are goals, plans, and data shared so that people can respond with a good background of information? • Are the evolving school improvement plan and its implementation tasks made available to stakeholders? <p>When fully implemented, the principal challenges staff to reexamine assumptions they have about their job role by holding quarterly and/or semester meetings to talk individually or in small groups and using those conversations to drive change and future action items within the school improvement plan. In addition school leadership will conduct at a minimum quarterly parent feedback sessions as well as annual parent feedback surveys. When fully implemented, administration and staff will consistently revisit and agree on school beliefs and values as evidenced by ensuring these values and core beliefs are visible within the school, on all agendas, and on all platforms for stakeholders to see.</p>		<p>Katherine Waters</p>	<p>06/15/2023</p>
<p>Actions</p>		<p>0 of 9 (0%)</p>		
<p>6/20/22</p>	<p>Add all dates for staff input sessions regarding school improvement and progress to the CMA calendar.</p>		<p>Katherine Waters</p>	<p>09/06/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Develop a parent feedback survey to give at the conclusion of all student meetings. (intakes, CFTs, IEP meetings, etc.).</p>		<p>Eric Bailey (8/18)</p>	<p>09/06/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Coordinate all parent input meetings to school events.</p>		<p>Eric Bailey (8/18)</p>	<p>11/01/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Hold quarterly parent engagement meetings with the principal.</p>		<p>Katherine Waters</p>	<p>11/15/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Track parent response rates and results for the 20 day CMA school data tracker.</p>		<p>Eric Bailey (8/18)</p>	<p>01/10/2023</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Conduct an annual parent survey aligned to school improvement work.</p>		<p>Eric Bailey (8/18)</p>	<p>05/16/2023</p>
<p><i>Notes:</i></p>				

6/20/22	Continue holding summative conference surveys and required summative meetings to discuss ideas around improvement for all staff.		Katherine Waters	05/16/2023
<i>Notes:</i>				
6/20/22	Give the parent feedback survey at the conclusion of all student meetings (intake meetings, CFTs, IEP meetings, etc.).		Lyndsay Greene	05/16/2023
<i>Notes:</i>				
6/20/22	Embed quarterly staff feedback sessions into PLC meetings and focus group sessions for hourly staff.		Katherine Waters	11/01/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		CMA has created schoolwide committees, which include a Staff Sunshine Committee for the 2022-2023 school year in order to build distributive leadership for this work. In addition, the school has built a partnership with a local church resulting in teacher appreciation /acknowledge perks. The sunshine committee continues to build staff morale. The staff continues to struggle with trust and accountability issues in addition to a limited amount of staff participating in after-school staff activities. Some of the staff have the tendency to form cliques, leaving some staff to feel left out. (Focus groups formed by RTI summarized these results in a report) The school is being intentional about onboarding to welcome new staff . This has the potential to make staff feel more connected to the school as a whole and strengthen the school's culture.	Limited Development 06/20/2022		

<p>How it will look when fully met:</p>	<p>When fully implemented, CMA will have the following established within the school:</p> <ul style="list-style-type: none"> • CMA will routinely (once a month) host a wellness program (fitness program, stress reduction, and nutrition-health fair) • All CMA staff will adhere to our collective set of core values: ARC (Accountability, Respect, and Compassion) • All CMA staff will strive to develop professional relationships by regular and informal interactions. • 100% of mentors and mentee coaches will conduct observations and suggest strategies to encourage new approaches • Re-establish school committees so all staff are invested in the overall school culture. We will, again, align these committees to the indicators. • When fully implemented, the school will incorporate ways for ALL staff to engage with each other intentionally (both formally and informally). • CMA will consistently honor and recognize staff members in different roles for going above and beyond. • CMS will establish a school-wide culture of caring between staff members and between staff and students. • Teams (teachers, leaderships, TAs, BSTs, student service, etc.) will rotate in providing weekly treats for staff. 		<p>Katherine Waters</p>	<p>06/15/2023</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>6/20/22</p>	<p>Develop ongoing staff appreciation months with community partners for the 2022-2023 school year.</p>		<p>Eric Bailey (8/18)</p>	<p>09/06/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Plan long-term team building activities for the 2022-2023 school year.</p>		<p>Eric Bailey (8/18)</p>	<p>09/06/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Plan and implement a "back to school" retreat for all stakeholders (staff and community partners).</p>		<p>Jessica Mataranglo (8/26/20) 8th grade</p>	<p>09/06/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Schedule crucial conversations professional development opportunities for staff.</p>		<p>Katherine Waters</p>	<p>11/01/2022</p>
<p><i>Notes:</i></p>				

6/20/22		Implement the long-term team building activities for the 2022-2023 school year run through the Sunshine Committee.		Eric Bailey (8/18)	11/02/2022	
<i>Notes:</i>						
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Charlotte-Mecklenburg Academy has a monthly PLC calendar. Grade level teams meet monthly to discuss student needs. Content meetings are scheduled throughout the month to support teachers on a more individualized basis for planning. A coverage plan is utilized daily to ensure that all teachers' planning periods are honored. The master schedule provides each teacher with an hour of planning daily to ensure that 100% of all teachers receive planning each day. Additionally, we have academic leadership team meetings, student services team meetings, hourly staff support meetings, and time has been built into the day to address whole staff or individualized problems of practice needs.	Full Implementation 12/16/2020		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>The administrative team has developed, and is implementing, a classroom walkthrough schedule in addition to formal observations as outlined in state guidelines. The administrative team has identified key areas to target instructional feedback, provide coaching and support, and monitor improvements. Teachers receive a copy of the walk through feedback following the classroom visit via google forms. The majority of classroom walk-throughs have historically been completed by the facilitators while the school administrative team focused on providing formal feedback. Due to the global pandemic, the fidelity of classroom walkthroughs decreased and teachers have not received consistent feedback. There are current action items aligned to resetting the frequency and fidelity of classroom visits. Over the past several school years the team has worked to increase administrative presence in PLCs. The school has also worked through several PLC configurations due to the challenges of a small staff supporting K-12 instruction, and has landed on smaller group meetings for content/grade level specific support. Through work with our grant partner, RTI (Research Triangle Institute) development and coaching has been provided on an individualized and small group basis aligned to school improvement goals. The administrative and academic leadership teams have focused on best practices through the coaching and support focused specifically on district adopted curriculum implementation and the use of 10 key best practices for rigor and SEL identified by Nicholas Yoder. In addition best practices are shared and highlighted in the bi-weekly staff newsletter.</p>	Limited Development 06/20/2022		
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How it will look when fully met:	<p>Expectations and processes will be clear for instructional planning including the use of Canvas, lesson planning, examination of student work and collection and use of data in the classroom. Data will be collected and shared related to these expectations at a school level. Administrators and facilitators will engage in PLC work alongside teachers to ensure the implementation of specially designed instruction, academic rigor and supporting the social-emotional development of students. Planning time and professional learning will focus on these topics as well as the implementation of district adopted curriculum with fidelity. In addition to formal observation, the school administrative team will provide all teachers with informal walk-through feedback once per month. Separate from administration, facilitators will conduct intentional coaching visits with data collection focusing on Yoder's practices as well as curriculum implementation. Some of these visits will be planned with a pre-conference and the frequency of these visits can be determined based on teacher need. This would be a shift in school culture as increased accountable coaching will not be dedicated just for those identified as new/struggling but also allow teachers to self-identify areas for professional growth.</p>		Katherine Waters	06/15/2023
Actions		0 of 5 (0%)		
6/20/22	Create a tracker with each team's (elementary, middle, high, electives) progress toward their Yoder's goals and update with fidelity.		Violaine Thompson	09/06/2022
	<i>Notes:</i>			
6/20/22	Update the classroom walkthrough form.		Violaine Thompson	09/06/2022
	<i>Notes:</i>			
6/20/22	Identify department chairs, and outline roles and responsibilities.		Katherine Waters	09/06/2022
	<i>Notes:</i>			
6/20/22	School administrators will conduct traditional walkthroughs and provide feedback on evidence of core actions to teachers.		Eric Bailey (8/18)	11/01/2022
	<i>Notes:</i>			
6/20/22	Conduct intentional coaching classroom visits by facilitators in order to collect data that focuses on Yoder's practices as well as curriculum implementation.		Violaine Thompson	11/01/2022
	<i>Notes:</i>			
Core Function:		Dimension C - Professional Capacity		

Effective Practice:		Quality of professional development				
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>Through the Innovative Partnership Grant, the school leadership team collaborates with district leaders to meet on a quarterly basis to review school progress and address problems of practice as well as with the grant partners (RTI) on a monthly basis. The learning community supports the school in a review of school improvement work on a semester basis. The school improvement team looks at student performance data annually. The school has established a MTSS leadership team, but struggled to identify meaningful sources of data as most students assigned to CMA perform below grade level due to the academic and social-emotional challenges that led to the placement in the program as they historically have impeded academic success. This year was a trial for MTSS. Next year will look differently. The MTSS team will look closer with facilitators. The academic leadership team developed a differentiated rubric of support to identify teacher performance aligned to key school improvement initiatives. The use of this rubric to drive decision making has been inconsistent due to the global pandemic, staffing shortages, and vacancies. In addition to the infrequency in which classroom walkthroughs occurred, there has been limited classroom observation data available to inform professional development needs. A comprehensive needs assessment was completed by the IPG partners, RTI at the start of the 2020-2021 school year. The data collected was limited due to the remote nature of this assessment as we were in a global pandemic.</p>	<p>Limited Development 06/20/2022</p>		
<p>How it will look when fully met:</p>	<p>When fully implemented the school academic leadership team will review data on a weekly basis to drive PLC and coaching support. In addition the MTSS team will look at school-wide data on a four to six week basis to inform school-wide professional development needs. District team members will meet with school leadership and the School Improvement Team to review and analyze school performance and classroom observation data on a quarterly basis.</p>		<p>Katherine Waters</p>	<p>06/15/2023</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>6/20/22</p>	<p>Instructional leaders meet with district leaders to plan, create an assessment schedule, and discuss district initiatives.</p>		<p>Katherine Waters</p>	<p>09/06/2022</p>
<p><i>Notes:</i></p>				
<p>6/20/22</p>	<p>Invite all district supports to quarterly instructional leadership team meetings for the 2022-2023 school year.</p>		<p>Eric Bailey (8/18)</p>	<p>09/06/2022</p>

<i>Notes:</i>						
6/20/22	Meet weekly as an academic leadership team to review classroom visit data and look trends/resources to drive support, PLC work, and site-based professional development.				Katherine Waters	01/10/2023
<i>Notes:</i>						
6/20/22	Share all monthly RTI/IPG reports with staff to ensure transparency around the work of the grant in order to provide opportunities for input.				Eric Bailey (8/18)	06/15/2023
<i>Notes:</i>						
		C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Due to the small school size and breadth of K-12 special education learning needs, the school staff is often stretched thin to participate in a variety of competing high priority initiatives from both the district and site based level. Annually teachers engage in district provided content specific sessions throughout the year. Teachers tasked with teaching a variety of courses, often feel overwhelmed as they must choose which courses matter most. Due to the global pandemic a large majority of professional development was provided in via zoom which was not as engaging/impactful for staff. New teachers are provided with an additional layer of support through the new teacher program at both the district and school level. The 2020-2021 school year also came with several new initiatives including starting the work to address adult SEL and trauma informed practices with RTI as well as the roll-out of a new de-escalation/safety training, Safety Care. The high volume of initiatives, programs and strategies made it difficult to provide meaningful practice or accountability of implementation.	Limited Development 06/20/2022		

<p>How it will look when fully met:</p>	<p>When fully implemented the school will consistently develop and stick to a comprehensive school professional development plan as evidenced by completion rates of at least 85%. This plan will account for work completed through PLCs, through staff meetings, early release days and teacher workdays as well as other site based PD which may occur after-school hours such as the mentor/mentee PLC, and optional professional learning sessions. Differentiated PD will be provided both through staff self-selected choice sessions as well as assigned as needed based on school improvement goals, assigned responsibilities and overall individual performance. This plan will be published and shared with all staff at the start of the year and reviewed quarterly and will be used to support the development of individual PDPs, PLC goals for the year, and will align to key school improvement needs. The school's plan will be structured in alignment with the 5 characteristics of high-quality professional development outlined in Wise Ways: 1) Aligns with school goals, state and district standards and assessment and other professional learning activities; 2) Focuses on core content and modeling of teaching strategies for the content; 3) Includes opportunities for active learning of new teaching strategies; 4) Provides the chance for teachers to collaborate; 5) Includes sustained, embedded follow-up and continuous feedback. At the conclusion of all staff professional development sessions surveys will be administered to evaluate PD aligned to the 5 characteristics of high quality PD and data will reveal consistent scores of meeting or exceeding these standards.</p>		<p>Katherine Waters</p>	<p>06/15/2023</p>
<p>Actions</p>		<p>0 of 6 (0%)</p>		
<p>6/20/22</p>	<p>Develop the comprehensive school professional development plan that includes whole staff and differentiated opportunities aligned to the vision and IPG (Innovative Partnership Grant) goals.</p>		<p>Katherine Waters</p>	<p>09/06/2022</p>
<p>Notes:</p>				
<p>6/20/22</p>	<p>Review staff evaluation data to assess priorities and assign required the "one thing" PD strand for quarter 1.</p>		<p>Katherine Waters</p>	<p>09/06/2022</p>
<p>Notes:</p>				
<p>6/20/22</p>	<p>Develop an EC 101 PD Series for staff to complete during the 2022-2023 school year.</p>		<p>Lyndsay Greene</p>	<p>09/06/2022</p>
<p>Notes:</p>				

6/20/22	Create a PD survey/tracker to follow-up on how new skills learned by each PD are implemented.		Eric Bailey (8/18)	09/06/2022
<i>Notes:</i>				
6/20/22	Review implementation data at the end of each quarter to measure progress on "one thing" improvement goals.		Katherine Waters	11/01/2022
<i>Notes:</i>				
6/20/22	Ensure each professional development session aligns to the school vision as well as to improving adults skills/behaviors to meet this vision and the "why" objective is presented at the start of each PD session.		Katherine Waters	06/15/2023
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	<p>Recruitment:</p> <p>As a CSI school, CMA has the opportunity to provide recruitment bonuses for hard to staff positions for the 2022-2023 school year. CMA regularly engages in the district spring and summer (Title I) job fairs and actively schedules interviews during these events. The administration keeps vacant positions posted and provides a variety of interview times to candidates using a sign-up genius calendar. All candidates are provided an opportunity to participate in site visits in addition to virtual interviews. Consistent interview questions are used and hiring decisions are made by teams for each open position. The school prioritizes good fit over filling positions to support retention efforts. The school also values opportunities for staff to be promoted from within through engagement in district programs such as the teacher residency program.</p> <p>Evaluating:</p> <p>All teachers and licensed support staff are evaluated using state rubrics aligned to assigned evaluation plans in accordance with job type and renewal status. The administrative team calibrates feedback and ratings and conducts post-conferences within 10-days of observation. Walk-throughs by administrators and instructional leaders occur, but are currently not consistent due to staffing challenges and intensive student behaviors. Hourly staff and those on district performance plans are evaluated annually as required. Site based instructional leaders</p>	Limited Development 06/20/2022		
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engaged with district leaders to conduct core action walks periodically throughout the year to evaluate teacher performance against district areas of focus.

Rewarding:

The district provided retention bonuses for EC teachers. Staff are provided with leadership opportunities as well as off-site professional development based on engagement in school improvement work. In addition, through the grant, summer extended employment is available for staff in order to work collaboratively to meet the goals and actions listed within the Innovative Partnership Grant. CMA does not currently have a PTA, which limits funds available to provide incentives to staff. Incentives currently provided include items that are purchased by school team members including treats and other items which are provided to all staff or raffled off.

Replacing:

All CMA employees are evaluated in accordance with state and district expectations as well as identified site based criteria. When team members fail to meet expectations, support is put into place in an effort to assist an employee with improvement including training, regular conferences, and support from the school's human capital partner as well as the district's employee relations department. While the goal is to support an employee to improve to meet the expectations, if improvement is not evidenced district protocols are followed to make recommendations for non-renewal/termination.

<p>How it will look when fully met:</p>	<p>All staff will have the opportunity for incentives, training, and mentoring through fully maximizing federal dollars.</p> <p>When fully implemented in addition to formal observations, instructional leaders (administration, facilitators, and lead core content teachers), will provide consistent monthly walk-through feedback as well as district walks at least 3 times per year.</p> <p>When fully implemented formal evaluations will only be conducted by trained administrators. Informal feedback will be conducted by groups of instructional leaders to ensure calibration.</p> <p>All staff will be involved in the self evaluation process and 100% will be trained on the evaluation process. Self-reflection and personal goal-setting will be incorporated in the process. When fully implemented all CMA team members will consistently know how their individual performance aligns to the school's performance as well as the school's goals through consistent score card feedback (every 20 days). It will be an expectation that all team members complete a monthly reflection form in response to the feedback.</p> <p>Evaluation feedback will drive professional development and will be differentiated based on staff needs.</p> <p>When this indicator is fully implemented, teachers will be incentivized through our work with community partnerships. Those incentives should be linked to data and the criteria should be fair, common, accurate and transparent.</p>		<p>Katherine Waters</p>	<p>06/15/2023</p>
<p>Actions</p>		<p>0 of 8 (0%)</p>		
<p>6/20/22</p>	<p>Finalize the 20-day tracker categories for feedback aligned to school goals and priorities.</p>		<p>Jessica Mataranglo (8/26/20) 8th grade</p>	<p>09/06/2022</p>
<p>Notes:</p>				
<p>6/20/22</p>	<p>Create an opening school checklist for teachers.</p>		<p>Violaine Thompson</p>	<p>09/06/2022</p>
<p>Notes:</p>				
<p>6/20/22</p>	<p>Establish school-wide non-negotiables vs. best practices for all staff.</p>		<p>Katherine Waters</p>	<p>09/06/2022</p>
<p>Notes:</p>				

6/20/22	CMA team members will consistently know how their individual performance aligns to the school's performance as well as the school's goals through consistent score card feedback.		Katherine Waters	11/01/2022
<i>Notes:</i>				
6/20/22	All CMA team members will complete a monthly reflection form in response to the feedback included in the 20 day scorecard tracker to answer the following questions: 1. What data are you most proud of? What made you successful? 2. What data indicates a need for improvement? What is your plan to improve in the next month? 3. What supports/resources do you need?		Katherine Waters	11/01/2022
<i>Notes:</i>				
6/20/22	Share staff shout-outs, data celebrations and incentives during staff meetings in alignment with the 20-day scorecard tracker feedback.		Katherine Waters	11/01/2022
<i>Notes:</i>				
6/20/22	Share all core action data with staff after district visits.		Katherine Waters	01/24/2023
<i>Notes:</i>				
6/20/22	Summarize monthly walk-through feedback and share in the 20 day tracker.		Eric Bailey (8/18)	06/15/2023
<i>Notes:</i> 6/15/22: This feedback will be conducted by groups of instructional leaders to ensure calibration.				

Core Function:		Dimension E - Families and Community				
Effective Practice:		Family Engagement				
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

Charlotte-Mecklenburg Academy consistently communicates with parents and families on a daily, weekly, and monthly basis about its expectations of them and the importance of the curriculum and social-emotional well-being of students and staff. This evidenced by the use of the Remind App, ConnectEd messages, website and Facebook notices, teacher and student services communication, IEP meetings, Child and Family Team (CFT) meetings, and home visits. Pre Covid, the school consistently held parent and family events and assemblies on a monthly basis to ensure all parents and families were involved with updates around academics, social-emotional supports, grant work, positive action activities, awards assemblies and celebrations, how they can support with learning at home, and time to fellowship and build rapport as a school family. All of this is evidenced by staff and parent attendance forms, pictures, and artifacts.

During the 2021-2022 school year, outside of ConnectEd messages, Social Workers primarily made contacts to parents/guardians. Home visits were not conducted. Parents/guardians were invited to attend the CMA Talent Show in April 2022 as well as the CMA Awards Ceremony in May 2022 either in person or virtually.

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<p>How it will look when fully met:</p>	<p>Moving forward, it should be the expectation that teachers contact their students' parents/guardians of all students on their caseloads within the first week of school to provide a basic introduction/welcome. Within this communication, teachers should plan to share the resource Dr. McDonald provided at the end of the 21-22 school year (i.e. how to access PowerSchool so grades, attendance, disciplinary information, etc. do not come as a surprise to parents later in the year). Teachers will be provided with a communication log for accountability purposes: phone numbers (are they correct, do they work, etc.) as well as notes from the contact as well as attempts to contact parents (at least 3).</p> <p>Teachers should also arrange/schedule regular parent-teacher conferences on a quarterly basis (rather than relying solely on social workers and/or the rest of the SS team). Student Services will support the following communications: CFT meetings and intakes, not parent-teacher conferences.</p> <p>Increasing home-school communication: student services will provide each PLC (i.e. elementary, middle, high, and elective teams) with a template to input their information. SS will take this information and create monthly newsletters to be distributed to parents/guardians. Information captured within the newsletter will include: important dates, upcoming events, a summary of academics (i.e. what is being covered in your student's classes), a "social skill of the month" and suggestions for how to support this skill at home. The newsletter will also include a QR code that will link to a Google Form, allowing parents to provide feedback to the school (providing an opportunity for two-way communication between home and school).</p>		Eric Bailey (8/18)	06/15/2023
Actions		0 of 9 (0%)		
6/20/22	Create a communication tree template.		Laurice Patterson	09/06/2022
	<i>Notes:</i>			
6/20/22	Create a template for monthly grade-band newsletters.		Laurice Patterson	09/06/2022
	<i>Notes:</i>			
6/20/22	Develop a mini-session on how to effectively use the Remind App.		Holly Lambert	09/06/2022
	<i>Notes:</i>			
6/20/22	Create a welcome letter template that teachers will use to send home the first week of school.		Katherine Waters	09/06/2022

<i>Notes:</i>				
6/20/22	Create a QR code to include in monthly newsletters for parent feedback opportunities in order to increase two-way communication.		Eric Bailey (8/18)	09/06/2022
<i>Notes:</i>				
6/20/22	Develop monthly grade-band specific newsletters and distribute to families.		Jessica Mataranglo (8/26/20) 8th grade	11/01/2022
<i>Notes:</i>				
6/20/22	Review Remind data in monthly PLC meetings.		Violaine Thompson	11/01/2022
<i>Notes:</i>				
6/20/22	Teachers will schedule and hold parent teacher conferences quarterly.		Katherine Waters	11/01/2022
<i>Notes:</i>				
6/20/22	Ensure staff communicate a minimum of once weekly with parents/guardians using the Remind communication app.		Holly Lambert	06/15/2023
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community			
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Effective Practice:	Community Engagement			
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		E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
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<p>Initial Assessment:</p>	<p>During the 2019-2020 school year, CMA reached out to the district to garner support as to how to increase our community partnership engagement. CMA met with Sedgefield Middle School who has an established and successful community partnership plan. CMA attended one of Sedgefield Middle School's monthly partnership meetings to gain an understanding of how to incorporate this into our school. In March of 2020, schools went remote due to the Covid-19 pandemic. During this time and through the duration of the 2020-2021 school year, CMA established a community partnership committee comprised of staff. The team met monthly to determine strengths and areas of interest for each committee member. The committee met with fidelity but still struggled to increase their community partnership engagement like they wanted. During this time the school did acquire two new community partnerships (Black Truck Ministries and A.M.E. Zion Church). We also contracted with a local artist, Edwin Gil, to install a mosaic through his Faces of Diversity project. In addition, we also partnered with UNCC's education department to allow education majors the opportunity to acquire needed hours for their course of study. We also partnered with Queens University to allow students to acquire hours for their music therapy. Moving forward, we want to partner with a minimum of at least 4 additional community partners and tie those partnerships into supporting students and staff, as well as partnering to enhance the work with our Aquaponics contracted partnership 100 Gardens as well as the upcoming raised garden beds we are installing.</p>	<p>Limited Development 06/08/2021</p>		
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<p>How it will look when fully met:</p>	<p>When fully met, Charlotte-Mecklenburg Academy will be able to answer the following questions provided in Wise Ways:</p> <ul style="list-style-type: none"> • Has your school developed community partnerships, and if so, what are success stories/failures? • What are the needs in your school and how could they be addressed through partnerships outside the school? • What are characteristics of the surrounding community, and which organizations or agencies may be primed to help address student needs in your school? <p>In addition, CMA will engage in establishing meaningful partnerships with community organizations so our students will develop social capital that is not being accessed through their family or personal relationships.</p> <p>Wise Ways also suggests that schools address four key questions, which will be answered and implemented with fidelity when this indicator is fully implemented:</p> <ul style="list-style-type: none"> • What are our goals for school-community collaboration? We will have authentic partnerships in which all members share knowledge and decision-making with educational issues. • How do we connect with potential partners? We will have established partnerships within the community to share the school's goals. • How do we visualize educators students, community members, and support staff working together? As a school we will be able to provide for a two-way discussion of potential goals for collaborative activities and shared goals that will benefit all stakeholders as well as creating working goals that can be modified as the partnerships evolves. • How do we know we are reaching our goals? As a school we will have established checkpoints with community partnerships to ensure the relationship is working and the shared goals are being met and celebrated. 		Eric Bailey (8/18)	06/15/2023
Actions		5 of 10 (50%)		
6/8/21	Connect with community partners to find ways to incentivize or re-engage students in school and increase staff morale.	Complete 09/21/2021	Suzanne Smith (8/1/18)	09/21/2021
<i>Notes:</i>				
6/8/21	Track how we are connecting our families to community supports.	Complete 11/16/2021	Morgan Jones	11/16/2021

Notes: 9/21/21: We need to extend this action item. Ms. Jones is working on this and will be part of the first community partnership monthly meeting in October.

10/19/21: Track how we are connecting our families to community supports. (M. Jones)

As a student services team, we keep track of school-based mental health referrals and loaves and fishes referrals. We provide crisis resources, community activities for youth (extracurricular)

We are not currently tracking this, and it can be discussed during the student services PLC meeting. We will have this due 11/16/21.

11/16/21: We have connected our families to several events so far, and we have created a tracker outlining each connection.

6/8/21	Schedule and meet at least quarterly with our district community liaison to help establish community partnerships.	Complete 11/16/2021	Eric Bailey (8/18)	11/16/2021
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Notes:

2/17/22	Develop processes and protocols for the in-house clothing and food pantry.	Complete 03/15/2022	Eric Bailey (8/18)	03/15/2022
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Notes: 2/15/22: Ms. M. Jones (social worker) will support with this work.

2/17/22	Create a choice board of options for community partnerships that outline the various needs of our school and ways they can support.	Complete 03/15/2022	Katherine Waters	03/15/2022
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Notes: 2/15/22: Mr. Bailey and Ms. M. Jones will work with Ms. Waters to complete this action item.

6/20/22	Establish a monthly meeting calendar with community partners to strengthen our working relationship.		Suzanne Smith (8/1/18)	09/06/2022
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Notes:

6/20/22	Develop and send out protocols for the CMA Family Supply Store to staff and parents in both English and Spanish for next steps regarding the grand opening.		Eric Bailey (8/18)	09/06/2022
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Notes:

6/20/22	Develop and open a clothing and food pantry for families.		Eric Bailey (8/18)	09/06/2022
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Notes:

6/20/22	Hold a community partnership meeting at the beginning of the 2022-2023 school year to determine support options.		Eric Bailey (8/18)	10/18/2022
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Notes:

6/20/22 Increase community partnerships in order to better support students and staff.

Eric Bailey (8/18)

11/01/2022

Notes: