

Comprehensive Progress Report

Mission: To inspire students to be confident, creative builders of their futures : every student, every day--for a better tomorrow!

Vision: Launching scholars toward their academic potential toward confidence in their futures. Preparing students for a lifetime of learning in a global society.

Goals:

Provide a duty-free lunch period for every teacher on a daily basis (Indicator: A4.06).

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours (Indicator: A2.04).

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. Implement Performance Learning Center High School's Bullying Prevention Plan to promote a system-wide culture of safety, high engagement, customer service, and cultural competence (Indicator: A4.06).

Increase End of Course (EOC) proficiency by 10 percentage points to 25.2% for Math College and Career Readiness (CCR) and 40.4% for Grade-Level Proficiency (GLP) and meet exceed growth status (Indicators: A2.04, A4.01, B3.03, E1.06).

Reduce chronic absenteeism by 10% or greater (Indicators: A4.06)

Scholars will pass 85% of enrolled courses during each semester, with 70% percent of scholars having a weighted GPA of 2.5 or higher (Indicators: A4.01, A2.04, A4.06, B3.03)

Each scholar will have two trusted adults with at least one being a staff member (Indicators: A4.06, E1.06).



! = 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

Initial Assessment:

Performance Learning Center HS implements National Educators for Restorative Practices. Implementation includes ongoing training and practice with our scholars to increase positive behavior principles. We have established school-wide expectations in all common settings including hallways, cafeteria, restrooms, as well as in the classroom and in the remote environment, should the need arise to return to remote instruction.

After reflection from the 2020-21 school year, the administrative team and instructional staff collaborated on a student discipline matrix which provides immediate classroom strategies to address minor inappropriate behaviors. Responses such as change of seating, contacting parents, time out with reflection, and restorative circles are now used to minimize classroom disruption, and provide scholars with ways to self-regulate behavior and take ownership of personal decisions and actions. Office referrals are used when students exhibit major/minor inappropriate behavior.

The BMT or an administrator intervenes when an office referral is written.

Limited Development
10/11/2017

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>When fully implemented:</p> <ul style="list-style-type: none"> • 100% of classrooms will visibly display their class treatment agreement, both in the physical classroom and within the CANVAS course. • 100% of classrooms will visibly display their classroom behavioral and academic expectations, both in the classroom and within the CANVAS course. • 100% of teachers will implement 2-3 relate breaks per week. <p>Teachers will receive differentiated training in Restorative Practices during the 2021-22 school year. Returning staff will participate in refresher training, and new staff will be trained more comprehensively in order to reflect the restorative practice culture in classrooms and with other interactions with students.</p> <p>Quarterly and monthly incentives will take place for students who have consistently demonstrated expectations. This will take the form of field trips, school socials, and monthly drawings</p> <p>All students will have at least two meaningful relationships with adults in the school. Teachers will receive quarterly professional development on restorative/circles practices. Student referrals and out of school suspensions will decrease.</p> <p>All classes will have a Social Contract (AVID), and behavior and academic expectations consistent within each PLT.</p> <p>Resources: Social Contract Training,</p>		Objective Met 02/03/21	Harrison Conyers	06/08/2022
Actions					
	2/3/21	100% of classrooms will post class developed social contract, treatment agreement and Professional Learning Team developed classroom expectations within each room.	Complete 10/15/2021	Mr. Bode and Mr. Davis	10/15/2021
<i>Notes:</i>					
	9/15/21	Restorative Practice Training	Complete 11/01/2021	Mr. Bode and Mr. Davis	11/01/2021

Notes: Initial training will be made available for new staff members who will be joining through the month of September.
Continued training and refinement of restorative practices will be on-going.

9/15/21	As part of a school-wide wellness survey, students will self-select two members of the staff and/or faculty to be their "Trusted Adults." "Trusted Adults" are responsible for checking in with student academic, personal, and social development and will act as a mentor to keep students on track to graduate on time.	Complete 02/15/2022	Mr. Bode and Mr. Davis	02/15/2022
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Notes:

9/15/21	Trusted Adults will meet a minimum of two times per month to check in with their mentees. Check-in activities will be documented and concerns brought to the Administrative Team for possible intervention, assessment, celebration, etc.	Complete 03/25/2022	Mr. Bode and Mr. Davis	02/25/2022
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Notes:

9/15/21	Quarterly Incentives	Complete 05/20/2022	Mr. Bode and Mr. Davis	05/20/2022
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Notes: Quarterly incentives for students who consistently exhibit positive behavior, restorative practices, and leadership qualities.
Target date is set for December 10 to demonstrate its routine nature.
At this point incentives for First and Second Quarter will have been disseminated, with a replicable process for both Third and Fourth Quarters.

We did not meet this target, having only accomplished 3 of the 4 incentives we planned to have. Reflection: In future, we will pre-plan quarterly incentives to occur 5 days from the dissemination of report cards.

Implementation:

02/03/2021

Evidence

6/7/2019
Letters, gift cards, and certificates to purchase necessary items to support our Attendance, Honor Roll, Senior activities and events
02/02/21
Teacher syllabi, almost 100% reduction in referrals remote and face to face, 100% Netiquette training with students.

Experience	<p>6/7/2019 Administrators, Teachers, CSI and other community partners worked together to provide extrinsic rewards.</p> <p>12/18/20 Testing rules procedures-Our students were responsible and understood ethical, safe and legal behaviors, while completing 1st semester CTE and End of Course Assessments.</p>			
Sustainability	<p>6/7/2019 Our partnerships with a wealth of resources will help to sustain and continue to meet our students need.</p> <p>01/05/21 Teachers will continue to establish remote and face to face classroom expectations, procedures and rules, in order for our students to succeed academically and socially.</p>			

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
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Initial Assessment:

Instructional Teams develop standards-aligned units of instruction for each subject and grade level by:

- meeting regularly with the sole purpose of planning and addressing students' instructional and social/emotional needs.
- designing or analyzing the standards-aligned assessment that will be used for each unit prior to the start of the unit (backwards design).
- planning within their PLTs, or with their subject area department
- planning thematic units organized by topic, global issue, or content
- designing units of instruction with built-in differentiation strategies with appropriate scaffolding for ELs, TD, 504, EC, and other students with demonstrated need regardless of formal identification.
- using data to inform instructional decisions, by providing and documenting RTI based on the data
- emphasizing a rigorous course of study.
- providing access to on-grade level instructional materials with a focus on higher-level thinking skills.
- including opportunities for relooping and acceleration as determined by levels of mastery.
- including opportunities for interdisciplinary units of instruction and co-teaching.

Limited Development
10/11/2017

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in an in-person, hybrid, or remote setting:</p> <ul style="list-style-type: none"> • Implementation of curricula with integrity and rigor • Evidence of the Core Actions • Strong PLT processes and procedures in place rooted in backwards design/instructional planning approach • Collaborative PLTs(Discipline and Grade Level) with lessons and strategies being modeled regularly • Differentiation and scaffolding planned intentionally to make on-grade level curriculum accessible • Common vocabulary and academic language being used • Discussion around standard-alignment, rubric development and what mastery looks like • Student growth, achievement, and college and career readiness indicators will be the primary focus of data conversations and planning 		Objective Met 05/17/22	Harrison Conyers	06/01/2022
Actions					
9/15/21	PLTs determine the unit design template they feel is most beneficial.		Complete 11/15/2021	Michele Dotson and Eleanor Tolley	11/15/2021
<i>Notes:</i>					
10/11/17	Teachers will utilize the weekly planning template and the unit pacing guide template in adherence to the district provided materials through teacher Canvas courses. The Admin Council will measure the effectiveness of planning templates and pacing guides through the posted data chart and lesson plan feedback.		Complete 12/01/2021	Harrison Conyers	12/01/2021
<i>Notes:</i>					

10/3/19	Teams will hold weekly ILT meetings for unpacking standards, developing lesson plans with evidence of integration and digital tools, discussing formal and informal assessments, and reflecting on the effectiveness of instruction. The principal will measure the effectiveness of ILT meetings through feedback notes, ILT observations by principal and administrative team members, and student assessment data.	Complete 06/01/2022	Michele Dotson and Eleanor Tolley	06/01/2022
<p><i>Notes:</i> Weekly meeting minutes will be documented and shared with the administrative team.</p> <p>2/2/22-Note: We will continue to utilize data and the PLT process to reflect on effectiveness of instruction and plan next steps.</p>				
Implementation:		05/17/2022		
<i>Evidence</i>	6/10/2019			
<i>Experience</i>	6/10/2019			
<i>Sustainability</i>	6/10/2019			

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
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<p>Initial Assessment:</p>	<p>In terms of our MTSS Leadership team will implement new processes and procedures to support staff as they begin to utilize the aimswebPlus program that is provided by the district.</p> <p>aimswebPlus is an assessment, reporting, and data-management system designed to support universal screening, progress monitoring, and Response to Intervention (RTI). It provides brief, reliable, nationally normed reading and mathematics measures. aimswebPlus uses both timed curriculum-based measures (CBMs) and untimed standardsbased measures to assess skills and inform instruction. Teachers can monitor the progress of their students, determine effectiveness of instruction, and manage student assessment data—all through one online system—to promote student</p> <p>We have used Title 1 school funds to purchase supports for equitable tiered instruction:</p> <ul style="list-style-type: none"> • PD related to instructional strategies impacting core instruction <p>All teachers are required to use School Net to track data and teachers have many online resources through CMS to facilitate evidence-based instruction. The principal meets with teachers weekly to provide extra support. We are having monthly Multi-Tiered Systems of Support, Monthly Math Communities of Practice, building meetings to address the individual, academic, behavioral and social-emotional needs of our students.</p>	<p>Limited Development 10/11/2017</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 9</p>	

<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria are consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> • Teachers implementing core curriculum with integrity • The diverse use of best practices and strategies that address different learning styles and needs • Established MTSS team, structures, and processes • Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) • Focus is on the quality of instruction rather than student deficits • Purposeful tiered instruction is being provided for academics and behavior • Data-driven instruction and decision-making • Accurate identification of student needs to be rooted in data <p>Core instruction will be strengthened to meet the needs of more students. All content areas will fully implement the MTSS framework by systematically reviewing data for students. MTSS meetings will be organized with an agenda, minutes, and a calendar. Students in need of more support will be identified. Teams will have discussions focused on what the student does well and how they can use the strengths as a basis for supporting the areas of improvement. Research-based interventions that match the most basic area of need will be discussed and implemented. Progress monitoring data will be collected in a timely manner and entered into the electronic platform so solid decisions can be made about the student's progress. Parents will be aware of their child's level of performance and progress throughout the process.</p>	<p>Objective Met 06/03/22</p>	<p>Harrison Conyers</p>	<p>03/05/2022</p>
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Actions				
10/3/19	<p>In Supplemental instruction/intervention, teachers will provided increased targeted instruction/intervention matched to student needs based on the results of continuous progress monitoring.</p> <p>Teachers will use: -Increased frequency of progress monitoring -Small group interventions based on data collection and analysis -Change or modify instructional intervention based on the analysis of data.</p> <p>The Admin Council will monitor for effectiveness through formal and informal observations, staff surveys, and data from Panorama and Naviance platforms.</p>	Complete 11/26/2021	Harrison Conyers	01/05/2022
<p>Notes: PLT leads will support with principal</p> <p>After reviewing data in PLT meetings and looking at longitudinal data provided by the portal, students are assigned to a session for "Flex Friday" time for re-teaching, or enrichment. Students in EOC courses that demonstrated need based on unit assessment and classroom data are placed in their EOC course for 4-weeks of Flex Friday time. Each session is 45 minutes. Students without an EOC course are assigned to the class for which they demonstrate a need for re-teaching, making up work, re-testing, etc. are assigned to the class where they demonstrate the most need. Students who have no immediate need are assigned to an enrichment cluster.</p>				
10/23/18	<p>Intensive instructional meetings will occur to help develop individual academic, behavior and/or social emotional plans for students needing additional support. Parents will be involved in person or by phone.</p> <p>Effectiveness will be monitored through Educators Handbook, Panorama, contact logs, and student assessment and intervention data.</p> <p>02/01/21 Teachers are able to monitor the social and emotional learning of students by using Google Document weekly in every class.</p>	Complete 02/05/2022	Jamie Dover and Christina Forney	02/05/2022

Notes: Depending on the student and progress monitoring the group may meet more often to make adjustments to the student individual plan and followed with fidelity by teachers.

This goal was not fully met due to Covid 19 pandemic, which resulted in parents and students were chronically absent from instructional meetings, activities, programs, and ongoing two-way communications with all stakeholders in our learning environment.

10/3/19	<p>The Administrative Team will determine which of the following best practices need reinforcing through professional development:</p> <ul style="list-style-type: none">-Effective classroom discussion, questioning and learning tasks-Focused, descriptive, qualitative, and frequent feedback to students-Clearly defined learning and behavior targets in student-friendly language-Student work/behavior models that meet the learning/behavior target (s)-Critical and creative thinking prompts or questions-Differentiated instruction-Student engagement in self-assessment, self-reflection and peer-analysis based on learning and/or behavior targets (with Panorama and Naviance for data collection and strategies)-Frequent data collection and analysis, expected outcomes as a result of implementing the plan, schedules for assessments and progress monitoring. <p>The Admin Council will monitor for effectiveness through formal and informal observations, staff surveys, and data from Panorama and Naviance platforms.</p>	Complete 05/01/2022	Harrison Conyers	05/01/2022
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Notes: We have made great progress in utilizing data to drive instruction. Panorama data has been analyzed by the staff, and Naviance is consistently utilized in homeroom for helping students understand their strengths, explore college and career options, and as a gathering place for participation in school activities such as clubs and sports.

Professional development has been delivered on Levels of Questioning, and teachers incorporate the process of writing out questions as part of their lesson and unit design in order to make sure they are challenging students and focusing on critical thinking.

While all of this is a great start, there is still on-going work being done in classrooms and within Professional Learning Teams (PLTs) in terms of differentiating and providing opportunities for students to engage in self reflection and peer analysis.

Implementation:			06/03/2022		
	Evidence	6/8/2021			
	Experience	6/3/2022 We have met, planned and implemented all parts of this goal. Efforts to utilize all the capabilities in Naviance are on-going, but all homerooms were successful in navigating the elements we wanted to touch in this year.			
	Sustainability	6/3/2022 Continued training and systemic implementation of Naviance as a helpful tool in helping students prepare for college and career readiness is already in progress for next year. We are planning activities specific to each grade level.			
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

<p>Initial Assessment:</p>	<p>As a response to remote learning in 2020-2021, we continue to address students' social-emotional development by implementing a social-emotional universal screener called Panorama and an Advisory Block (SEL) for direct social-emotional instruction.</p> <p>We continue to have Multi-Tiered Systems of Support Meetings to address the individual, academic, behavioral and social-emotional needs of our students. We have the following support systems in place: small class sizes, Teacher Awareness, School Counselor, social worker, psychologist, and contracted mental health facilitator.</p> <p>The school counselor/MTSS chair/teacher and district student services staff will provide PD to teachers on the signs to look for and what to do with students who may need emotional support. Teachers will hold Restorative Circles to address minor situations within the class and use Wellness Cards to manage their emotions. If students need more support, they are referred to a member of the Student Services PLC Team.</p> <p>We have used Title 1 school funds to purchase supports for SEL instruction.</p>	<p>Limited Development 10/11/2017</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 9</p>	

How it will look when fully met:

This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:

- SEL 7 Mindset curriculum with the explicit instruction that is being implemented with integrity
- Serving the whole child for all children
- Established MTSS teams, structures and processes (Recommended teaming structures)
- Collaboration across general education and support staff (EC, EL, counselors, etc.)
- Purposeful tiered instruction is being provided
- Data-driven instruction and decision-making
- Accurate identification of student needs rooted in data
- Teachers utilize culturally relevant and culturally proficient strategies, language, and practices
- A safe and welcoming environment is provided for all students
- Creation and implementation of Treatment Agreement in call classes-developed cooperatively between teacher and students.
- Utilize aimswebPlus to assess students who are performing below grade level expectations to ascertain need for targeted intervention
-

All teachers will establish a positive classroom environment in which students feel safe to learn. The counselors and other support staff will provide PD for staff on supporting students in their emotional development. School counselors will also provide classroom guidance lessons on emotions for students. Students will be taught that everyone has emotions, different emotions are prompted by different situations, there are different ways to express emotions, others may not feel the same way they do and they can do things to affect how they feel and how others feel. Teachers will address classroom-managed issues by teaching appropriate responses to situations. Students who struggle to manage their emotions will receive small group or individual counseling. Students who need more support will be referred to school-based mental health.

Data: Panorama, Student Wellness Check Data,

Resources: County Provided SEL 7 Mindset Curriculum, Calm App

**Objective Met
01/25/22**

Harrison Conyers

05/28/2022

Actions				
10/23/18	Student Support Staff will meet with identified students who need a higher level of care and/or connect to appropriate resources.	Complete 10/29/2021	Laura Moore (DOE: 08/06/2020)	10/29/2021
<i>Notes:</i>				
10/6/21	Professional Development on creating and utilizing a Treatment Agreement as a cooperative tool to ensure positive, friendly, and helpful behaviors and attitudes between and among the teacher and students in the classroom.	Complete 10/29/2021	Mr. Bode and Mr. Torres	10/30/2021
<i>Notes:</i>				
10/8/21	Receive training on aimswebPlus- the district supported resource for diagnosing academic deficiencies.	Complete 10/28/2021	Michele Dotson	11/20/2021
<p><i>Notes:</i> Train the Trainer model is being provided by the district. Upon completion of the training, the school-level trainer will team with the MTSS committee to begin the process of assessing students whose academic history; past MAP scores, EOG/EOC assessment data, school grades, etc. indicate a need for targeted academic interventions.</p> <p>Update on 11/10: Mrs. Dotson has completed all training and will begin utilizing aimsWebplus to monitor students who are receiving interventions. The monitoring tool will allow for progress monitoring of students who have individualized goals, and as a tool for adjusting and setting future academic growth goals.</p>				
10/23/18	Groups will be created to address various student needs based on teacher recommendations and Panorama Survey. Effectiveness will be monitored through Student Service Support Team.	Complete 11/18/2021	Laura Moore	12/01/2021
<i>Notes:</i> First group formally met the week of November 18, 2021				
10/8/21	Academic Intervention Protocol will be established to identify, assess, and monitor targeted academic interventions.	Complete 01/14/2022	Michele Dotson	01/15/2022
<p><i>Notes:</i> A protocol has been finalized and implemented to identify, assess, and monitor students' targeted academic needs. Recommendations are made in Professional Learning Teams. Student longitudinal data, and current performance are analyzed to determine the extent to which interventions must be implemented.</p>				
Implementation:		01/25/2022		

Evidence	11/28/2020 - Weekly Google Document -Student Restorative Practices -Weekly Connect Ed Logs				
Experience	6/14/19 PLC Staff, STudents and Parents need more support with social emotional support for students, using MTSS . 9/2020 to Current -School Administrator and Faculty continue on a weekly/bimonthly basis to update parents on students academics and social emotional growth. Weekly Connect Ed calls go out to parents and faculty update SEL of students weekly in a Google Document.				
Sustainability	9/3/2019 and Strength more one to one relationship with student and staff for academic and social emotional support, increase counseling and social services on campus for students. IMPLEMENT MTSS SERVICES, CLOSING THE ACHIEVEMENT GAP FOR EC STUDENTS, TSI Professional Development and Every Faculty to continue Weekly SEL updates with students.				
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
Initial Assessment:	When students behave inappropriately, the school’s response is corrective, rather than punitive. We will apply restorative practices and the seven mindsets to establish this environment. You will be able to observe correct behaviors being displayed within the classroom, common areas at school and at community events and outings. There will be a change in how the environment feels and the connectedness associated with a family setting. Students will be witnessed demonstrating leadership, self reflection and peer coaching. There will be a definite calm environment where students will be actively engaged in their own learning.	Limited Development 10/11/2017			

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>We want students to be able to utilize a growth mindset philosophy to examine various parts of their academic careers, and access the appropriate resource to help them reach their full potential.</p> <p>During our homeroom periods, focused and intentional training will occur to illicit the following results:</p> <ul style="list-style-type: none"> • Utilize Naviance for college and career readiness activities. • Focused and strategic goal setting for success in school. • Relationship building and repairing strategies. • SEL curriculum to address social/emotional needs <p>These structured lessons will be provided 3 days per week. Homeroom teachers will be scheduled with the same students to follow them through all grade levels to provide a level of consistency and support.</p>		Objective Met 05/17/22	Harrison Conyers	02/25/2022
Actions					
	9/16/21	Creating and refining a peer leadership counsel that will set the tone for supplemental activities as well as prepare logistics for the monthly celebrations for the entire student body.	Complete 10/15/2021	Verna Rochon and Laura Moore	10/15/2021
	<i>Notes:</i>				
	10/23/18	Students will be identified by teachers to take college and career promise classes on campus or online, based on organizational skills, work ethics, school attendance, independence, and communication skills.	Complete 12/01/2021	Verna Roshon and Laura Moore	12/01/2021

Notes: Implementation will be through homerooms with homeroom teachers providing the instruction.

Students who were identified were scheduled for CPCC classes for second semester during the week of November 15.

10/23/18 Restorative Practice Principles
NEDRP principles used, taught and observed in daily classroom and community settings

Complete 02/25/2022

Laura Moore and
Verna Rochon

02/25/2022

Notes: Ms. Rochon continues to support students and teachers in implementing restorative practices. She has worked with new teachers to model methods of establishing restorative relationships with students. (12/3/2021)

9/16/21 Creating a Peer Restorative Counsel where students will run their own peer sessions with students that do not conform to the community setting and norms

Complete 02/25/2022

Verna Rochon and
Laura Moore

02/25/2022

Notes:

Implementation:

05/17/2022

Evidence

6/2/2021
Good afternoon,

I hope all is going well on this remote Wednesday! I am forwarding the information about our next PLC College & Career Series. On Friday, March 26th, we will have the pleasure of Ms. Whitney Higgins, the manager of Program & Partnership of True Foundations - Builders Bridge, presenting to our scholars. Please post the following link to your Canvas Homepage / Announcements: <https://meet.google.com/fgz-bvni-qwf?hs=224>

Meet
Real-time meetings by Google. Using your browser, share your video, desktop, and presentations with teammates and customers.
meet.google.com

Have your students tune in from 1:10 - 1:35 to learn about this program

and internships. Thanking you in advance for your cooperation and support.

Kind Regards,

Tess Mann-John M.Ed.
Instructional Accountability Facilitator
Performance Learning Center

Follow PLC on Instagram and Twitter @PLC_CMS
Find PLC on Facebook at fb.me/PLCCMS

Performance Learning Center
2300 W. Sugar Creek Road
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980-343-1118
980-343-1117 (fax)

wearecms.com

From: Mann-John, Tess D. <tessd.mann-john@cms.k12.nc.us>
Sent: Thursday, March 18, 2021, 1:33 PM
Cc: PLC High All Staff <DL7498All@cms.k12.nc.us>
Subject: Re: SIT: Virtual College Tours

Good afternoon,

I hope everyone had a productive day! I just got my second vaccine, excited but I will see how I feel tomorrow! I wanted to send out a reminder about our College & Career Series. Tomorrow our featured school is Fayetteville State University. The VP Of Admissions, Mr. Michael Head, is presenting from 1:10 - 1:30 pm. Use the following link: <https://meet.google.com/fgz-bvni-qwf?hs=224>

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Mann-John, Tess D.

Thu 3/18/2021 1:34 PM

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Please remember to post the link on your Canvas Homepage/ Announcement for the students to access. This presentation is for all students. Please have those face-to-face learners log on as well. This series is rapidly growing, and we will have several other presentations this semester. I will send an email with the booked dates on Monday, giving you time in advance to prepare. We will use certain Wednesdays & Fridays from 1:10 - 1:30 with the same link for upcoming events.

Thanking you in advance for your cooperation in providing our scholars with worthwhile experiences.

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Meet

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Mann-John, Tess D.

Thu 3/18/2021 1:34 PM

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Kind Regards,

Tess Mann-John M.Ed.
Instructional Accountability Facilitator
Performance Learning Center

Experience	6/2/2021 Administrative Staff and Teachers have provided Virtual College Field Trips, Virtual Meetings with College Admissions Representatives. 6/1/2020			
Sustainability	6/2/2021 We will continue to plan and implement virtual and face-to-face collegiate meetings with local and out of state colleges and universities.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The Northeast Learning Community provides weekly support through, but not limited to: observation and coaching of classroom, PLC and administrative practices, parent communication and leadership development. The Northeast Learning Community also provides opportunities for schools to collaborate with other schools with similar and different demographics to adopt best practices.	Limited Development 10/12/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		When this objective is fully met, the coaching and feedback provided by the Northeast Learning Community support along with the professional development and other structures in place will result in Performance Learning Center High School no longer having the Low Performing School designation.	Objective Met 05/17/22	Harrison Conyers	06/08/2022
Actions					
	10/23/18	The Northeast Learning Community Coaching Plan will be used to support the principal in monitoring and maintaining a clear focus on school improvement. This plan will be revisited during weekly coaching sessions and monitored for effectiveness of actions.	Complete 02/27/2022	John Wall	02/27/2022

Notes:

Implementation:			05/17/2022		
Evidence	6/12/2020 - Weekly coaching logs - Documentations -				
Experience	6/8/2021 This is an ongoing plan of coaching between the principal and the Northeast Learning Community.				
Sustainability	6/8/2021 Continued weekly coaching and monitoring for the effectiveness of academic achievement 6/12/2020				
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

Initial Assessment:

The School Improvement Team consists of the principal, department representatives, student representatives, and parents. The SIT (voting members plus staff) meets monthly .

On the first and third Tuesday's of the month, the Student Support team, consisting of the principal, social worker, psychologist, the counselor, Communities in Schools (CIS) Coordinator and the MTSS coordinator, meet to align social and emotional supports for student success.

The Academic Leadership Team meets the second and fourth Tuesday's of the month, and is comprised of the principal, the math and English academic coaches, the Instructional Accountability Facilitator and the MTSS coordinator in order to align targeted academic interventions to support academic improvement.

Limited Development
10/11/2017

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Our effective leadership team will successfully utilize the school improvement process to facilitate the highest levels of academic, social and emotional learning by:</p> <ul style="list-style-type: none"> • Creating a Master Data tracker which will allow for identification of individuals in need of targeted interventions. • Providing methods of engaging and assessing the effectiveness of interventions delivered. • Providing teacher support for greater opportunities for differentiated instruction, re-looping, re-teaching, and acceleration. • Implementing district initiatives through train-the-trainer models of curriculum support and remediation. <p>All staff will be involved in some capacity to ensure all students are learning at grade level in all content areas. Meeting notes will document regular data analysis, and the action action plans resulting from intentional planning as well as the results of intervention.</p>		Objective Met 05/17/22	Harrison Conyers	02/28/2022
Actions					
10/3/19	The Administration Support Team Meetings meets on the first and third Tuesdays and Administrative Academic Team Meetings meets on the second and fourth Tuesdays. The principal uses the Principal Navigator Playbook to guide these meetings.		Complete 01/28/2022	Harrison Conyers	01/28/2022
<i>Notes:</i>					
10/23/18	SIP will meet and guide principal through important needs and concerns brought to them by their colleagues monthly using data.		Complete 02/28/2022	Harrison Conyers	02/28/2022
<i>Notes:</i>					

Implementation:		05/17/2022		
Evidence	10/8/2021 It's a working progress.			
Experience	10/8/2021 We had to revisit this goal after new staff have been added.			
Sustainability	10/8/2021 We will review student data in making decisions.			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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	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
Initial Assessment:			<p>We utilize a Teams approach, allowing educators and support staff shared responsibility for smooth daily operations and increased academic opportunities.</p> <p>The current teams are led by the following staff:</p> <ul style="list-style-type: none"> • Fluid PLCs (discipline and grade-level): PLC Leads • Administration: Conyers • Student Services: Moore • SLT: Dotson • AVID: Cabrol • Climate and Culture: Mann-John • MTSS: Dover 	Limited Development 10/11/2017		

	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	<p>Each teacher has a common planning time built into the master schedule. PLTs will have a 75-minute planning every day. PLTs will meet with their facilitator twice a week. One day a week, PLTs meet to discuss whole group lessons, and the other day, PLCs will meet to discuss small groups, interventions, and data. Each PLT will develop norms and roles. Roles will include the facilitator, recorder, timekeeper, and other roles necessary for effective PLC sessions.</p> <p>Team Structure:</p> <p>Three-person PLC with each person responsible for the content and recording of meeting minutes</p> <p>Team Purpose:</p> <ul style="list-style-type: none"> • Instructional Planning • Analyzing student data • Improving student learning outcomes • Scaffolding strategies • Ensuring rigorous instruction <p>Evidence of team planning and strategic decision making will be through PLC notes, and agendas.</p>		Objective Met 12/03/21	Harrison Conyers	03/01/2022
Actions					
10/23/18	PLT teams have been divided and coaching is provided by an Admin. team member. Individual feedback is provided during these coaching sessions. Get Better Faster and Personalized Learning protocols will be used to coach teachers.		Complete 11/30/2021	Harrison Conyers, Tanya Council and Michele Dotson	12/01/2021
<i>Notes:</i> PLT Leads help support					
9/16/21	Instruction Team Training will be provided for continued team efficiency and to address any needs that may arise from data indicators.		Complete 12/01/2021	Harrison Conyers, Tanya Council, Michele Dotson	12/01/2021

Notes: Instructional Team meets weekly and analyzes data from multiple indicators. Emphasis is on providing immediate interventions as well as long-term planning for sustained growth.

Implementation:		12/03/2021		
<i>Evidence</i>	9/3/2019			
<i>Experience</i>	9/3/2019			
<i>Sustainability</i>	9/3/2019			

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Monitoring instruction in school

	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
Initial Assessment:			<p>Our vision for high quality teaching and learning is articulated through the weekly newsletter in Canvas and emailed to families. Teams meet weekly for up to an hour on Mondays and Wednesdays during planning. The expectations are that the teacher leader looks at Unit Plans and supports learning for content delivery.</p> <p>The leadership team supports planning by joining meetings and analyzing data.</p>	Limited Development 10/11/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			<p>Professional Leadership Teams will continue to meet twice weekly on Mondays and Wednesdays during planning and Administrative Team meets bi-weekly. Data from 2020-2021 will be used as a baseline for goal-setting. Additionally, teacher data will be analyzed bi-weekly and often weekly, and shared with the Administrative team.</p> <p>Mastery Connect will be used for data analysis and trackers. The correcting instruction/action plan will be developed through intervention and re-looping as required for students through analysis of student data. The instructional process will be shared through PLT leads and Admins through data meetings and meeting minutes.</p> <p>The leadership team supports planning by joining meetings and analyzing data, and observing classroom instruction often.</p> <p>Teams will update departments on Mastery Connect online platform methods of data retrieval and analysis.</p> <p>Teachers will use unit planning and student data to increase successful completion of classes. Math I and II, and English 2 CCR and proficiency rates will increase by 10%.</p>	Objective Met 12/03/21	Harrison Conyers	02/01/2022
Actions						
	9/16/21	Unit plans and lesson plans are updated in CANVAS courses at least two weeks in advance of instruction. All administrative team members should be given teacher-level access to view all courses.	Complete 10/25/2021	Harrison Conyers, Tanya Council and Michele Dotson	10/29/2021	

	<i>Notes:</i> CANVAS courses are available to the instructional coaches. Unit plans and lesson plans are discussed weekly in Professional Learning Team (PLT) meetings.			
10/23/18	Mastery Connect training is mandatory and on-going.	Complete 11/01/2021	Tanya Council and Michele Dotson	11/01/2021
	<i>Notes:</i> Mastery Connect training has been provided at 4 faculty meetings with follow-up in weekly Professional Learning Team (PLT) meetings. The focus of the training as been on finding and scheduling district-made assessments, instructions on putting in an assessment, and how to analyze results to guide reteaching and future instruction.			
10/3/19	Teachers will be trained on Professional Team norms and expectectations.	Complete 11/01/2021	Harrison Conyers	11/01/2021
	<i>Notes:</i> Professional Team meetings Agendas and minutes will be shared with the Admin team via Google Drive Professional Team meetings are focused and aligned. Weekly agendas are created and archived. Instructional decisions are made in team meetings, as well as sharing strategies and planning for cross-curricular lessons.			
10/3/19	Curriculum review: Determine which teachers/classes need support to further develop lesson plans that are rigorous, standards aligned, and aligned to the district scope and sequence (where available). The principal will lead the leadership team in reviewing each teacher’s lesson plans, using a standard rubric or checklist to make this assessment.	Complete 12/01/2021	Harrison Conyers	12/01/2021
	<i>Notes:</i> Teachers present unit and lesson plans during Professional Learning Team meetings which the principal attends. Lesson plan review will be on-going.			
10/3/19	Attend PLT meetings at least once a week to ensure that PLTs are planning for student academic and social emotional needs as evidenced by weekly calendar	Complete 12/01/2021	Harrison Conyers	12/01/2021
	<i>Notes:</i> Artifacts staff agendas, meeting notes, lesson plans			
10/23/18	Principal and Admin team will conduct observations as outlined by CMS Policy and state expectations as evidenced by calendar review and MyTalent platform.	Complete 12/01/2021	Harrison Conyers	12/01/2021

Notes: Admin Team will spend time in observations together to calibrate expectations and protocols.

The Admin team has conducted 3 calibration exercises. Continued effort is needed on reporting out the trends and eliciting teacher feedback.

The observation protocol is and calibration is a consistent part of our practice.

Implementation:		12/03/2021		
Evidence	9/3/2019 Observations and Evaluations of the Faculty and Staff			
Experience	9/3/2019 Initial Feedback for PDP, MidYear PDP, and End of Year PDP and Observation Schedule with Mr. Conyers depending on your license/renew			
Sustainability	9/3/2019 Continued feedback from the observation and evaluation			

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
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Initial Assessment:	<p>District staff supports individual school principals to analyze student and teacher data throughout the school year. This is done in a variety of ways, and the district has tools available for school leaders to support decision-making. In place we have a DDI calendar with data charts posted in each class, lesson plans uploaded in Google, and walkthroughs conducted by PLC Leads. We also look at staff and student attendance.</p> <p>The effectiveness will be measured through data discussion notes, agenda action items, walkthrough data, and lesson plan feedback.</p> <p>We have used Title 1 and school funds to purchase supports such as I-Excel, and USA Test Prep.</p>	Limited Development 10/11/2017		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Decisions will be made by the SIT based on the culmination of data sources and the gap between the current data and the school goals. By the end of each meeting, the LEA representatives will support the school in selecting research and evidence-based methods to close the identified gaps.</p> <p>Trackable data from Mastery Connect will be utilized to assess learning in our school, and as a method of comparing our data against other schools in the district which will provide opportunities for strategic partnerships. Instructional observations, observations of learners in instructional settings, student grades, assessment results, types and levels of assignments, evidence of scaffolding and differentiation, and analysis of unit and lesson plans, will all assist in developing school improvement goals.</p> <p>Professional development will be focused on methods of instruction or intervention as indicated by data analysis, teacher observations, and walk-thru analysis.</p>		Objective Met 05/17/22	Harrison Conyers	02/25/2022
Actions					
9/16/21	<p>Teachers will use data for decision making by utilizing Mastery Connect, Navigator Portals, Ellevation, MTSS process, including the district's new data tracking platform, aimsWeb Plus</p> <p>Training will be continuous and on-going through PLTs.</p>		Complete 11/09/2021	Harrison Conyers, Tanya Council and Michele Dotson	11/15/2021
<p><i>Notes:</i> As needed to meet the assessment calendars for each course/department.</p> <p>Using data from a variety of sources is a consistent part of PLT and staff meetings. These protocols will continue throughout 2nd semester.</p>					
10/11/17	<p>Help teachers integrate research-based practices into their classrooms. Special emphasis will be placed on pacing, alignment, rigor, differentiation and scaffolding.</p> <p>Effectiveness will be determined by formal and informal feedback, individual reflection on teaching practice and student data.</p>		Complete 12/01/2021	Admin Team	12/01/2021

Notes: Integrating research-based practices to improve rigor, differentiation and scaffolding is an on-going effort. While these remain the focus of Performanc Learning Team (PLT) meetings, faculty meetings, and school-wide training, these will continue to be the areas of improvement we will focus on for the remainder of the year.

2/3/21 Informal observations will be frequent and on-going with clear and specific feedback given within 48 hours.
Teachers will be given opportunities for peer observations.

Complete 02/25/2022

Admin Team and Teachers

02/25/2022

Notes: Informal observations are frequent and on-going. (12/3)
Opportunities for peer observations will occur before the end of the semester.

Implementation:

05/17/2022

Evidence

4/18/2021
4/18/2021- Our students attendance in remote learning, teachers differentiate lessons and lesson plans are completed weekly

Experience

4/18/2021
04/17/21-PLC Tech Tuesdays are held at 7:15 remotely. Teachers create remote academic professional development for our remote and face-to-face instruction. Our Tech Tuesdays started on March 5, 2021 and will run onto the end of the school year. Mr Conyers survey of faculty/staff remote instruction and they requested more technology instructional programs. He decide to implement this technology, as well as to assist teachers in need of technology CEUs.

Sustainability

5/21/21 Faculty in all departments will be expected to share at least one instructional technology professional development from Tech Tuesday in lesson plans. Lesson plans are shared with Mr. Conyers, during our Instructional Leadership Team Meetings

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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
<i>Initial Assessment:</i>		<p>Morale booster meetings (once a month outing) instead of staff meeting-bowling, holiday parties, and after-school staff socials. PLC has created staff rewards and a recognition program. A School Climate and Culture Social Committee and a Teacher/Employee of the Month program have been created. Other initiatives include attending CMS Job Fairs, Mentor/Mentee Program, Teacher Coaching, and Feedback,</p> <p>Our system of recruitment for faculty and staff includes current teachers and coaches to recruit and interview onboarding faculty.</p>	Limited Development 10/11/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>This objective when fully met will show improved results on the PLC climate survey and the school's insight survey results.</p> <p>At full implementation, the school will have high functioning teachers and leadership, recruit effective teachers, and keep staff retention rates high.</p> <p>Goals: 90% Teacher Retention Rate</p>	Objective Met 03/01/22	Lisa Parker (DOE: 04/30/2021)	02/25/2022
<i>Actions</i>					
	10/12/17	Review and analyze school survey data to determine the next steps to improve the school climate and culture.	Complete 02/01/2022	James McCormack and Lisa Parker	02/25/2022

Notes: We have had a Terrific Tuesday Event off-campus for Social-Emotional Support of new and veteran staff in October, November, and December, despite COVID. 85% of the staff have been in attendance this has helped with the stress of Covid and to bridge the new and old staff together. In December our Potluck and Secret Shopper was held on campus. The staff truly enjoyed a week of gift-giving and food, music, and games. 12/16-12/20

9/23/20 Staff recognition to include Teacher of the Month, birthday cards, flowers for death in the immediate family, staff surgery or birth, monthly birthday celebrations, etc.

Mr. Conyers invite teachers and department chairpersons to participate in the interviewing process of new faculty and staff members.

Complete 02/25/2022

James McCormack and Lisa Parker

02/28/2022

Notes: Staff recognition protocols are in place for recognizing death in the family, staff surgery, etc.

The pre-Thanksgiving potluck celebration was held with great success. Continued staff recognition efforts into 2nd Quarter to include additional recognition as outlined in the action steps. 10/29/2021

Social and Climate Committee, "Phoenix Flamed" Faculty Members Birthdate in October and November 2021

Social and Climate Committee- "So Long, Farewell" to Ms. Rashida Williams, Director of Childcare Services on Friday, 12/3/202. She will transfer to another CMS School

We celebrated the Life of Michael Luther Ross Black(Class of 2021) on Saturday,2/26/2022 at the Church of Charlotte at 11:00 am. All PLC Departments were represented by at least one teacher in the support of grieving colleagues, parents, and scholars.

Yes, we celebrated Mr. Conyers' birthday, during the dance with cards and food on Friday, February 25, 2022 (4th Period).

Implementation:

03/01/2022

Evidence

6/14/19 The sign in out documents, restaurant receipts of the events, calendar of birth day celebrations
02/03/21- Emails, Indistar Meetings/Agenda and telephone call logs

Experience	<p>6/14/19 As a small staff and closed knitted staff that are social emotional connected to one another's academic, social and emotional growth inside and outside the learning environment. We experienced all staff returned 2018-2019 school year. We support students extracurricular activities together, celebrate the birth, death, celebratory events of each other inside and outside of the learning environment. This is encouraged and supported by Mr. Conyers and all faculty and staff members at staff meetings, PDs, CLT events, local restaurants etc. 02/03 This goal will be difficult to continue due to the pandemic and social distance based on pass activities.</p>			
Sustainability	<p>6/14/19 The staff continued support of each celebrations, off campus PDs, and Title I Parental Programs etc. 02/02 Climate and Culture continue to provide Wellness Checks with all staff members, during remote teaching and learning .</p>			

Core Function:	Dimension E - Families and Community			
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Effective Practice:	Family Engagement			
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	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:

We have used school funds to purchase supports for parent engagement:

- Parent Institute Newsletter
- Additional resources or positions you have funded for community engagement
- Parent Square (Using Title I funds)
- Family engagement events

Performance Learning Center utilizes the School Leadership Team to plan and organize school events to increase parental involvement. These committee meets monthly to plan Title 1 Back to School Night, Curriculum Night, Health Fair, Talent Show, College Night and other school events. The committees outline expectations for delivering information to parents including curricular topics, instructional strategies, homework and suggestions for parents to support their children at home. The principal sends a Blackboard connect message weekly to notify parents of weekly events. Teachers also communicate with parents via phone, email, and notes home.

Limited Development
10/11/2017

	Priority Score: 3	Opportunity Score: 3	Index Score: 9			
How it will look when fully met:	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in an in-person, hybrid, or remote setting:</p> <ul style="list-style-type: none"> • 90% parent-teacher conference rate • Consistent two-way communication tool is being leveraged • Collaborative relationships; all voices matter • School events have high participation and engagement across all parent groups • Resources and support are made available to parents regularly in support of student learning • Language is not a barrier; open access • Transparent communication with an open-door policy • Parent survey results are high in participation and engagement <p>In addition to current modes of communication, the school will offer parent workshops, offer video conferences, and develop webinars to share information with parents. Parents will be trained on using all the electronic tools available to them and their children including the Powerschool Parent Portal, Edgenuity, Canvas, etc. The school will have a method for teachers to send mass text messages, emails or video messages to parents. Teachers will communicate with all parents on a monthly basis. The school communicates with parents via newsletters and websites. There will be 80 percent parent participation at each event the school sponsors to support students.</p>		Objective Met 05/17/22	Harrison Conyers	02/17/2022	
Actions						
	10/23/18	Weekly Connect Ed. calls/emails will be sent updating parents on upcoming events and exceptions will be sent to all families. Included in the message will be a positive thought/quote, college, and trade of the week. Effectiveness will be measured using parent surveys.		Complete 12/01/2021	Harrison Conyers	12/01/2021
<i>Notes:</i>						

10/23/18	Social media platforms will be used to keep parents informed and updated on school information and activities. (Instagram, Facebook, Remind) Effectiveness will be measured by the number of followers.	Complete 12/01/2021	Harrison Conyers	12/01/2021
<i>Notes:</i>				
8/11/20	We will see 80% Parent participation as Parent Observers in Canvas.	Complete 02/17/2022	Harrison Conyers	02/25/2022
<i>Notes:</i>				
Implementation:		05/17/2022		
Evidence	11/15/2020 Online Facebook, Powerschool, Connect Eds, Sign-In Title I documents Parent Engagement Virtual Meetings and Activities			
Experience	11/15/2020 Our school principal completed weekly Connect Eds, teachers communicated to parents by emails, telephone, and digital , our Media Coordinator communicated through online social media (Facebook, Instagram etc.), Monthly parent/student meetings, Powerschool Progress and Report Cards			
Sustainability	11/15/2020 Continue to use the same platforms of communication			