

Core Function:

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
		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 the school year.			

	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.			
	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
		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

Notes:

CMA is currently implementing the following practices that align with !

K-12 students have 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 are run.

Students were also provided the opportunity to join several field trips throughout the year, both on and off campus. K-12 students visit The Discovery Center,



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

How will the school ensure that all teachers promote a culture of achievement that sets high expectations for inclusive
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

How will the school ensure that all teachers promote a culture of achievement that sets high expectations for student participation in enrichment offerings?

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.

What training will the school provide to teachers to equip them to implement these opportunities?

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.

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 other virtual options.

		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
Notes:				
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
Notes:				
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
Notes:				
6/20/22	Develop student service learning opportunities with community partners.		Eric Bailey (8/18)	02/07/2023
Notes:				

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

Notes:

6/20/22 Plan and hold a CMA career fair.

Eric Bailey (8/18)

04/04/2023

Notes:

6/20/22 Plan and advertise CMA intramural sports for all students.

Eric Bailey (8/18)

04/18/2023

Notes:

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Curriculum and instructional alignment

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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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, we will have a dedicated instructional coach for each grade level. (Eric B)

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.

6/20/22 Present a status update regarding differentiated support for teachers by the end of second semester.

Violaine Thompson

02/07/2023

Notes:

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

Notes:

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Student support services

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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2021-2022 school year:

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

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

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

math, Panorama data, course failure, and progress towards graduation)

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)

0 of 12 (0%)

6/20/22 Finalize bell and master schedule to determine when intervention block will occur within the school day.

Katherine Waters

09/06/2022

6/20/22 Create Standard Treatment Protocol (STP) for CMA with social-emotional and academic supports.

5/20/22

	6/20/22	Develop and hold the MTSS summer retreat.		Lyndsay Greene	09/06/2022
		Notes:			
	6/20/22	Develop Branching Minds professional development.		Katherine Waters	09/06/2022
		Notes:			
	6/20/22	Create and deliver EC 101 professional development that encompasses SDI differentiation strategies.		Katherine Waters	11/01/2022
		Notes:			
	6/20/22	Facilitate staff training on how to access and use CMA's STP (standard treatment protocol).		Lyndsay Greene	11/01/2022
		Notes:			
	6/20/22	Facilitate staff training to make a referral for Tier III/Problems of Practice.		Lyndsay Greene	11/01/2022
		Notes:			
	6/20/22	Hold bi-weekly MTSS Leadership Team meetings to review Tier III students/plans.		Lyndsay Greene	05/16/2023
		Notes:			
	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
		Notes:			
	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

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

	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 a 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		Katherine Waters	06/15/2023
		0 of 6 (0%)		
6/20/22	Incorporate 7 Mindsets SEL curriculum into all grade level homerooms.		Eric Bailey (8/18)	09/06/2022
	Notes:			
6/20/22	Hold a sensory lab refresher training for all returning staff as well first time training for new staff members.		Eric Bailey (8/18)	09/06/2022
	Notes:			
6/20/22	Plan and schedule mindfulness resets into the day for all students.		Lori Martinez	09/06/2022
	Notes:			
6/20/22	Develop a "Being Your Best Self Day" event for all students on a quarterly basis to address basic needs both personally and academically.		Eric Bailey (8/18)	10/18/2022
	Notes:			

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
Notes:						
6/20/22			Incorporate mindfulness resets into the instructional day for all students.		Lori Martinez	11/01/2022
Notes:						
	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
			2021-2022 school year: 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.	Limited Development 06/20/2022		

When fully implemented, the school will have answered the following questions accordingly and with fidelity:

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 (weds.

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

Notes:

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

Notes:

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

Notes:

Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

KEY B1.01

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

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
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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.

The 15 indicators currently in the school improvement plan have been

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

When fully implemented, our school will be able to answer the following questions with supporting evidence:

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

Notes:

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

Notes:

6/20/22 Embed quarterly staff feedback sessions into PLC meetings and focus group sessions for hourly staff.

Katherine Waters

11/01/2023

Notes:



When fully implemented, CMA will have the following established within the school:

CMA will routinely (once a month) host a wellness program

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

Notes:

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	
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	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.	Katherine Waters	06/15/2023
		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
Notes:			
6/20/22	Update the classroom walkthrough form.	Violaine Thompson	09/06/2022
Notes:			
6/20/22	Identify department chairs, and outline roles and responsibilities.	Katherine Waters	09/06/2022
Notes:			
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
Notes:			
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
Notes:			
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

	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.	Limited Development 06/20/2022		
	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.		Katherine Waters	06/15/2023
		0 of 4 (0%)		
6/20/22	Instructional leaders meet with district leaders to plan, create an assessment schedule, and discuss district initiatives.		Katherine Waters	09/06/2022
Notes:				
6/20/22	Invite all district supports to quarterly instructional leadership team meetings for the 2022-2023 school year.		Eric Bailey (8/18)	09/06/2022

Notes:

6/20/22 Meet weekly as an academic leadership team to review classroom visit

	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.		Katherine Waters	06/15/2023
		0 of 6 (0%)		
6/20/22	Develop the comprehensive school professional development plan that includes whole staff and differentiated opportunities aligned to the vision and IPG (Innovative Partnership Grant) goals.		Katherine Waters	09/06/2022
Notes:				
6/20/22	Review staff evaluation data to assess priorities and assign required the "one thing" PD strand for quarter 1.		Katherine Waters	09/06/2022
Notes:				
6/20/22	Develop an EC 101 PD Series for staff to complete during the 2022-2023 school year.		Lyndsay Greene	09/06/2022
Notes:				

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
Notes:				
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
Notes:				
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
Notes:				

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
			Recruitment: 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. Evaluating: 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	Limited Development 06/20/2022		

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.

All staff will have the opportunity for incentives, training, and mentoring through fully maximizing federal dollars.

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.

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.

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.

Evaluation feedback will drive professional development and will be differentiated based on staff needs.

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.

0 of 8 (0%)

6/20/22 Finalize the 20-day tracker categories for feedback aligned to school goals and priorities.

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

09/06/2022

Notes:

6/20/22 Create an opening school checklist for teachers.

Violaine Thompson

09/06/2022

Notes:

6/20/22 Establish school-wide non-negotiables vs. best practices for all staff.

Katherine Waters

09/06/2022

Notes:

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
Notes:				
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
Notes:				
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
Notes:				
6/20/22	Share all core action data with staff after district visits.		Katherine Waters	01/24/2023
Notes:				
6/20/22	Summarize monthly walk-through feedback and share in the 20 day tracker.		Eric Bailey (8/18)	06/15/2023
Notes: 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

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

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,

Notes:

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

Notes:

6/20/22 Develop monthly grade-band specific newsletters and distribute to families.

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

11/01/2022

Notes:

6/20/22 Review Remind data in monthly PLC meetings.

Violaine Thompson

11/01/2022

Notes:

6/20/22 Teachers will schedule and hold parent teacher conferences quarterly.

Katherine Waters

11/01/2022

Notes:

6/20/22 Ensure staff communicate a minimum of once weekly with parents/guardians using the Remind communication app.

Holly Lambert

06/15/2023

Notes:



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

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Limited Development
06/08/2021

When fully met, Charlotte-Mecklenburg Academy will be able to answer the following questions provided in Wise Ways:

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?

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

Wise Ways also suggests that schools address four key questions, which will be answered and implemented with fidelity when this indicator is

Will we have authentic partnerships in which all members share
 How do we connect with potential partners?
 established partnerships within the community to share the
 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
 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

		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
Notes:				
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

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

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

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

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

Notes:

6/20/22 Develop and open a clothing and food pantry for families.

Eric Bailey (8/18)

09/06/2022

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

Notes:

6/20/22	Increase community partnerships in order to better support students and staff.		Eric Bailey (8/18)	11/01/2022
Notes:				