

2018

Enhancing School Programs to Support Transient Students

Tiffany R. Lyles
Gardner-Webb University

Follow this and additional works at: https://digitalcommons.gardner-webb.edu/education_etd



Part of the [Educational Assessment, Evaluation, and Research Commons](#)

Recommended Citation

Lyles, Tiffany R., "Enhancing School Programs to Support Transient Students" (2018). *Education Dissertations and Projects*. 205.
https://digitalcommons.gardner-webb.edu/education_etd/205

This Project is brought to you for free and open access by the School of Education at Digital Commons @ Gardner-Webb University. It has been accepted for inclusion in Education Dissertations and Projects by an authorized administrator of Digital Commons @ Gardner-Webb University. For more information, please see [Copyright and Publishing Info](#).

Consultancy Project Executive Summary

| | |
|--------------------|---|
| Organization: | Gardner-Webb University School of Education |
| Project Title: | Enhancing School Programs to Support Transient Students |
| Candidate: | Tiffany R. Lyles |
| Consultancy Coach: | Dr. Steven Bingham |
| Defense Date: | April 12, 2018 |
| Authorized by: | Ms. Jasmin Harris, Communities in Schools Coordinator |

Amendment History

| <u>Version</u> | <u>Issue Date</u> | <u>Changes</u> |
|----------------|-------------------|-------------------------|
| #1 | 04/02/18 | Initial version |
| #2 | 04/07/18 | Grammatical corrections |

Approval

This consultancy project was submitted by Tiffany R. Lyles under the direction of the persons listed below. It was submitted to Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

Dr. Steven Bingham, Faculty Advisor
Gardner-Webb University

Date

Mrs. Jasmin Harris, Site Coordinator
Communities in Schools

Date

Acknowledgements

Isaiah 41:10 Don't be afraid, for I am with you. Don't be discouraged, for I am your God. I will strengthen you and help you. I will hold you up with my victorious right hand.

First and foremost, I must acknowledge our Lord and Savior Jesus Christ for providing the knowledge, ability, and strength to undertake and successfully complete this process. Without his grace and mercy, this opportunity and achievement would have been impossible.

To the DEOL faculty of Gardner-Webb University, thank you for the phenomenal educational experience; each of you exemplify the university's eight distinguished values in your own unique way. The wealth of knowledge and skills obtained from your leadership and this program has equipped me to conquer any circumstance as an organizational leader. To my cohort, Keesha, Randa, and Jay, it has been an amazing journey! Our bond over the last 3 years is everlasting, and I look forward to our next chapters.

To my Westerly Hills Academy family, for 13 years, you have supported me as an educator and challenged me to embrace every educational endeavor that crossed my mind. I greatly appreciate your willingness to be a part of my consultancy project. Although the next chapter in my career has begun, know that your wisdom and encouragement will never be forgotten.

Last, a very special thank you to my entire family for your ongoing love and support. To my 98-year-old grandmother, Ms. Rosa Lee Williams, you have instilled in me a desire to conquer all my dreams and to always keep the faith during the most challenging times. I greatly appreciate every ounce of wisdom and the levels of

perseverance you have modeled over the years. To my parents, Mr. and Mrs. Lonnie White, and my father, Mr. Donald Lyles, thank you for always being my personal cheerleading squad. You have consistently provided an abundance of motivation, guidance, and words of encouragement during my time of need. Your love and support have been unwavering, and I will always be appreciative for that.

Abstract

Enhancing School Programs to Support Transient Students. Lyles, Tiffany R., 2018, Consultancy Project, Gardner-Webb University, Digital Commons/Transient Students/Student Mobility/School Support Systems/Parent Involvement/Behavior Management

Over the past 5 years, the effects between student achievement and student mobility have increased within the urban communities and school settings across the nation. When analyzing the proficiency levels of students in Grades 3-8, Westerly Hills Academy continues to receive a below average school rating based on North Carolina state requirements. Year after year, Westerly Hills Academy deemed to improve the overall proficiency of the school, yet it was not until 2015 when it became more prevalent that the increase of academic deficiencies stemmed from a population of students within the school setting. This group of students was not based upon ethnicity but solely upon their mobility level. Student mobility, also known as transient students, tends to include any occurrence of students changing schools for reasons other than grade promotions within the same fiscal school year. With Westerly Hills Academy's population of transient students on the rise, there was a strong need for a plan to be implemented to help this population of students.

The purpose of this project was to plan and determine various avenues and/or support systems that could be implemented to support the transient student population at Westerly Hills Academy. Through examining this population, it was revealed that there were various areas in need of support such as academics, behavior management, and parent involvement. To address these three needs, the project provided academic support through an extended day learning program, instilled a behavior management system to encourage positive behaviors, and established a policy to enhance parent involvement within an academic setting. With these support systems in place, the expectation is for the transient population to improve their academic achievement gaps and utilize various techniques to manage behaviors and mannerisms.

Table of Contents

| | | |
|-------|---|----|
| 1 | Introduction..... | 1 |
| 1.1 | Project Purpose | 1 |
| 1.2 | Associated Documents | 4 |
| 1.3 | Project Plan Maintenance | 4 |
| 2 | Project Scope | 5 |
| 2.1 | Outline of Partnering Organization’s Objectives..... | 5 |
| 2.1.1 | Objectives | 5 |
| 2.1.2 | Success Criteria..... | 6 |
| 2.1.3 | Risks..... | 6 |
| 2.2 | Outline of Student’s Objectives | 6 |
| 2.2.1 | Objectives | 6 |
| 2.2.2 | Success Criteria..... | 6 |
| 2.2.3 | Risks..... | 6 |
| 2.3 | Definitive Scope Statement..... | 7 |
| 3 | Deliverables | 8 |
| 3.1 | To Partnering Organization..... | 8 |
| 3.2 | From Student..... | 8 |
| 4 | Project Approach | 9 |
| 4.1 | Project Lifecycle Processes..... | 9 |
| 4.2 | Project Management Processes | 9 |
| 4.3 | Project Support Processes | 9 |
| 4.4 | Organization..... | 10 |
| 4.4.1 | Project Team | 10 |
| 4.4.2 | Mapping Between Westerly Hills Academy and Student..... | 10 |
| 5 | Communications Plan | 11 |
| 6 | Work Plan | 12 |
| 6.1 | Work Breakdown Structure | 12 |
| 6.2 | Resources | 13 |
| 7 | Milestones | 14 |
| 8 | Metrics and Results | 15 |
| 9 | Risks, Constraints, Assumptions..... | 16 |
| 9.1 | Risks..... | 16 |
| 9.2 | Constraints | 17 |
| 9.3 | Assumptions..... | 17 |
| 10 | Financial Plan..... | 18 |
| 11 | Quality Assurance Plan..... | 20 |
| | References | 24 |
| | Appendix..... | 25 |

1 Introduction

1.1 Project Purpose

Westerly Hills Academy is an urban K-8 Title I Focus school with approximately 549 students from various backgrounds. The school's mission is to work collaboratively with students, staff, parents, and community partners to create a safe, orderly, and supportive atmosphere where the unique gifts and talents of all students are recognized and developed. Westerly Hills is a Title 1 school as identified by the federal government. As one of the district's high poverty (Title I) schools, Westerly Hills' campus is in an area consisting of more than 90% low income families and considered as approximately 90% minority.

The school profile consists of two administrators, 40 classroom teachers, 25 staff members with advanced degrees, seven teacher assistants, four National Board Certified teachers, two curriculum facilitators, and two school counselors. As of today, the student profile consists of approximately 73% African-Americans, 9% Asians, 10% Hispanic, 5% Multi-Racial, and 3% White students. Of this population, 47 of the students are Limited English Proficiency (LEP). With such a diverse number of students, records indicate that 96% of the students receive free or reduced lunch.

The purpose of this study was to enhance school-related programs to support transient students and their achievement levels in a K-8 setting. In doing so, the plan was to implement programs that will offer strategies and skills to provide the parents and students with the appropriate tools to assist them with their emotional, academic, and technical needs. With the population of transient students on the rise within numerous Title I schools, the academic achievement level of each student tends to vary and

ultimately has a negative impact on the student and school. Some students have the potential to become “at-risk” students and begin to perform below their assigned grade-level expectations. According to the results from the 2014-2015 end-of-grade (EOG) assessment for Westerly Hills Academy, the transient population’s failing test scores occupied at least 30% of the school’s test scores for Grades 3-8. With this percentage on the rise across the nation, it was imperative that a policy be put into place to hold parental figures accountable for their parental involvement in their student’s school and within their academic achievement.

Studies have proven that with an increase of parent involvement, transient students tend to thrive academically and remain on grade level with the consistent involvement of their parents and a steady attendance record. In addition to revamping a policy to enhance parent involvement, implementing systems to support academic achievement and behavior management have proven to enhance the overall success rate of transient students as well. This project consists of a plan of action that caters to the three major needs of the transient population at Westerly Hills Academy.

Final Organizational Benefits

With the students obtaining stronger abilities to cope with their emotions and surroundings, this has lessened the chance of being involved in violent or negative behaviors that tend to reduce their academics and/or their focus during the instructional day. Lessening student negative behaviors and elevating their focus have resulted in bridging student achievement gaps. As the academic levels increase gradually, the fact still stands that there is still a lot of work to be done. Overall, the school grade of the organization did increase from a score of a F in 2015 to a D in 2017. The school missed

the marking of a C by only two tenths of a point. After the evaluation of the 2017 EOG scores, the organization received the scale rating of “Exceeded Expected Growth” by the North Carolina Department of Public Instruction.

In addition, offering mentoring services serves as an outlet to provide transient students the opportunity to share their emotions and receive guidance on how to cope in a positive manner. This, in return, alters many of the students’ mindsets as they continue to make positive decisions in challenging situations. Not only has it benefited the transient students’ behaviors in the educational settings, numerous guardians reported that the students are making better decisions within their daily lifestyles as well. Ultimately, this has shown a decrease in the organization’s reports of criminal infractions as reported in metrics and results.

Terminology and Definitions

- **Academic achievement.** Academic achievement refers to a student’s success in meeting short- or long-term goals in education. In the big picture, academic achievement means completing high school or earning a college degree. In each semester, high academic achievement may mean a student is on the honor roll.
- **At-risk student.** The term “at-risk” implies that a student faces factors related to the school, society, and family that increase the likelihood of struggling in school, requiring remediation, or facing retention and decrease the likelihood of becoming a high school graduate.
- **Guardian.** A person who looks after and is legally responsible for someone who is unable to manage their own affairs, especially an incompetent or disabled person or a child whose parents have died. In addition, an adult who is consistently involved in the child’s life may also serve as a guardian representative with parental consent.
- **McKinney-Vento.** The McKinney Vento Homeless Assistance Act of 1987 (Pub. L. 100-77, July 22, 1987, 101 Stat. 482, 42 U.S.C. § 11301 et seq.) is a United States federal law that provides federal money for homeless shelter programs. It was the first significant federal legislative response to homelessness and was passed and signed into law by President Ronald Reagan on July 22, 1987.

- **Parents.** Mother or father; or being in the act of a mother or father.
- **Student Mobility.** Mobility is a common experience found with other at-risk factors such as high poverty, homelessness, placement in foster care, or being a child of migrant workers. In fact, one correlate of student achievement is student mobility (mobility defines the transient status).
- **Title I.** Formerly known as Chapter 1, it is part of the Elementary and Secondary Education Act of 1965 and is the foundation of the federal commitment to closing the achievement gap between low-income and other students. Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
- **Transient student.** A transient student is one who typically moves from school to school within 1 academic school year. In addition, the student may be known of living in a transient location and consistently moving from home to home. These places may be as follows: shelter, relatives' homes, temporary housing, extended-stay housing, etc. The student may even be classified as McKinney-Vento and be in a homeless living situation.

1.2 Associated Documents

- See Appendix A - J: Milestones 1-11
- See Appendix K-N: North Carolina School Snapshots
- See Appendix O: Parent Policy 2015-2016
- See Appendix P: New Parent Involvement Policy
- See Appendix Q: Behavior Log/Contract
- See Appendix R: School Improvement Plan 2015-2016

1.3 Project Plan Maintenance

The project plan was originally constructed in February 2015 under the supervision of Ms. Gwen Shannon, principal of Westerly Hills Academy. After the retirement of Ms. Shannon in June 2015, Ms. Jasmin Harris was then selected as the site advisor. Ms. Jasmin Harris is the site coordinator for Communities in Schools at Westerly Hills Academy, and her direct focus is the transient population. With a new administrative team aboard, the candidate remained open to any feedback and/or changes that are suggested. In August 2015, the new leadership team was receptive to the project plan set forth; yet throughout the process, adjustments were made due to the vision and mission of the organization changing.

2 Project Scope

2.1 Outline of Partnering Organization's Objectives

2.1.1 Objectives

- Provide the parents and students with the appropriate tools to assist them with their emotional, academic, and technical needs.
- Lessen the transient students' chances of being involved in behaviors that tend to reduce their academics and/or their focus during the instructional blocks.
- Bridging the transient students' achievement gap.
- Increase student proficiency levels within the overall school score.

| | |
|-------------------|---|
| Specific | Enhance school-related programs to support transient students and their achievement levels in a PreK-8 setting. These programs will focus on behavior management, parental involvement, and student academic achievement. |
| Measurable | Utilizing statewide official documents and school-wide systems to track student behaviors, the goal is to decrease the behaviors of the transient population by at least 30% over a 2-year school term. Enhance the school performance grade assigned by the state of North Carolina by increasing student proficiency score. |
| Attainable | Implementing school-wide systems including mentoring programs, parent support sessions, afterschool tutoring, and PBIS to promote positive behavioral interventions and supports to decrease the percentage of behaviors. |
| Realistic | Students obtaining the abilities to cope with their emotions and surroundings will lessen their chance of being involved in behaviors that tend to reduce their academics and/or their focus during the instructional blocks. The possibilities of enhancing student achievement scores will improve due to their abilities and opportunities of being a part of the instructional time. In addition, equipping the guardians with the appropriate tools to enhance stability within the household. |
| Time Bound | Data Collection over 2-year school term. |

2.1.2 Success Criteria

Westerly Hills Academy's success will present itself in numerous forms: increased parent involvement, increased student achievement and growth, heightening of school grade assigned by state, and a decline in school-wide criminal infractions. The North Carolina School Report Card will be utilized as the data point for student achievement and criminal infractions.

2.1.3 Risks

The sole purpose of this project was to mitigate risks for the partnering organization. Those specified risks consist of a low school performance grade, an increased rating of criminal infractions school wide, and a low participation rate in parent involvement.

2.2 Outline of Student's Objectives

2.2.1 Objectives

- Assist with planning and implementing an afterschool tutorial program that provides extra academic support for students in Grades 3-8.
- Actively involve parents in understanding and bridging the achievement gap through the use implementing student-led parent conferences.
- Actively assist with tracking the attendance rate of transient population.
- Implement a support system that serves as a liaison for parents and students.
- Assist with planning and implementing a behavioral management system to support the student population with ongoing behavioral occurrences.

2.2.2 Success Criteria

The success criteria of this project were measured on the ability of the student to effectively plan and execute change and new processes based on the needs and/or desired objectives of the organization.

2.2.3 Risks

- Academic achievement of students will continue to decline.
- Behavioral issues will become detrimental, an increased number of behavioral students.
- Greater amounts of suspensions (in-school and out-of-school).
- Criminal infractions may increase among adolescents.
- Increased teacher stress levels possibly resulting in health issues or medical leaves.

2.3 Definitive Scope Statement

This project was responsible for planning and potentially implementing school programs that serve as a support system for the transient population of Westerly Hills Academy. In doing so, the project focused on three key areas of concern for the organization: academic achievement, parent involvement, and behavior management.

The student was responsible for assisting with the project planning and action items such as the following:

- Revamping a parent involvement policy that would enhance parent engagement of the transient population but could also benefit the entire school population as a whole. See Appendix P.
- Plan and implement a behavioral management system that supplies in-house staff and/or students to serve as mentors to adolescents with multiple criminal infractions on the school level. See Appendix G.
 - Check-in/Check-out Behavior Logs/Contracts
 - Incentive Point System
- Assist with planning and leading extended day programs that strive to bridge and enhance the academic achievement levels and student proficiency of Westerly Hills Academy.

3 Deliverables

3.1 To Partnering Organization

| Deliverables | Due Date |
|---|--|
| Site Advisor Information | March 2015 |
| Conduct informal staff surveys gathering feedback on student behaviors and school-wide behavioral system prior to the implementation of the project | February 2015 & August 2015 |
| Daily Check-in/Check-out documents: this document will serve as a tracking tool to monitor student's behavior throughout the course of the school day | August 2015 (Modified in August 2016) |
| Monthly Data Tracker for focus group (groups students on behavior logs/contracts) | August 2016 – June 2017 |
| Afterschool Invitation and Registration Forms | December 2016 |
| Participation Certificates for all participants in the Extended Day Learning Program | March 2017 & May 2017 |
| New Parent Involvement Policy | April 2017 |

Table 1: Deliverables.

3.2 From Student

The partnering organization only requested that the student produce a project that would address and help mitigate the organization's major challenges. Ultimately, the organization desires for all outcomes to conclude with a positive impact on the organization and all parties involved.

4 Project Approach

4.1 Project Lifecycle Processes

The project plan was originally constructed in February 2015 under the leadership of Ms. G. Shannon who was the administrator of the organization at the time. The project's focus areas were determined through analyzing the school's projected data for that current school year and from the North Carolina School Report Card 2013-2014. These three areas of concern were also addressed in the Westerly Hills' School Improvement Plan for the 2015-2016 school year. The three major phases of the project focused on the following areas: behavior management, academic achievement, and parent involvement with a focus group being the transient population. Input and feedback were welcomed from all faculty and staff members, yet the final reviews or adjustments to any process were approved by the administrator.

4.2 Project Management Processes

The organization's administrator was the only individual to grant permission to proceed with all processes and phases of the project. Additional adjustments that may have needed to occur had to first be viewed by the site advisor then approved by the administrator before implementation. If any changes were made, the faculty and staff were updated within the weekly staff meetings. The behavioral management system was the only process that had immediate feedback and results, which were analyzed by both the candidate and site advisor and shared with the administrator. The North Carolina School Report Card captured the complete data point for the school's criminal infractions as a whole and the academic achievement performance of 90.4% from 2016 to 2017. See Appendix N.

4.3 Project Support Processes

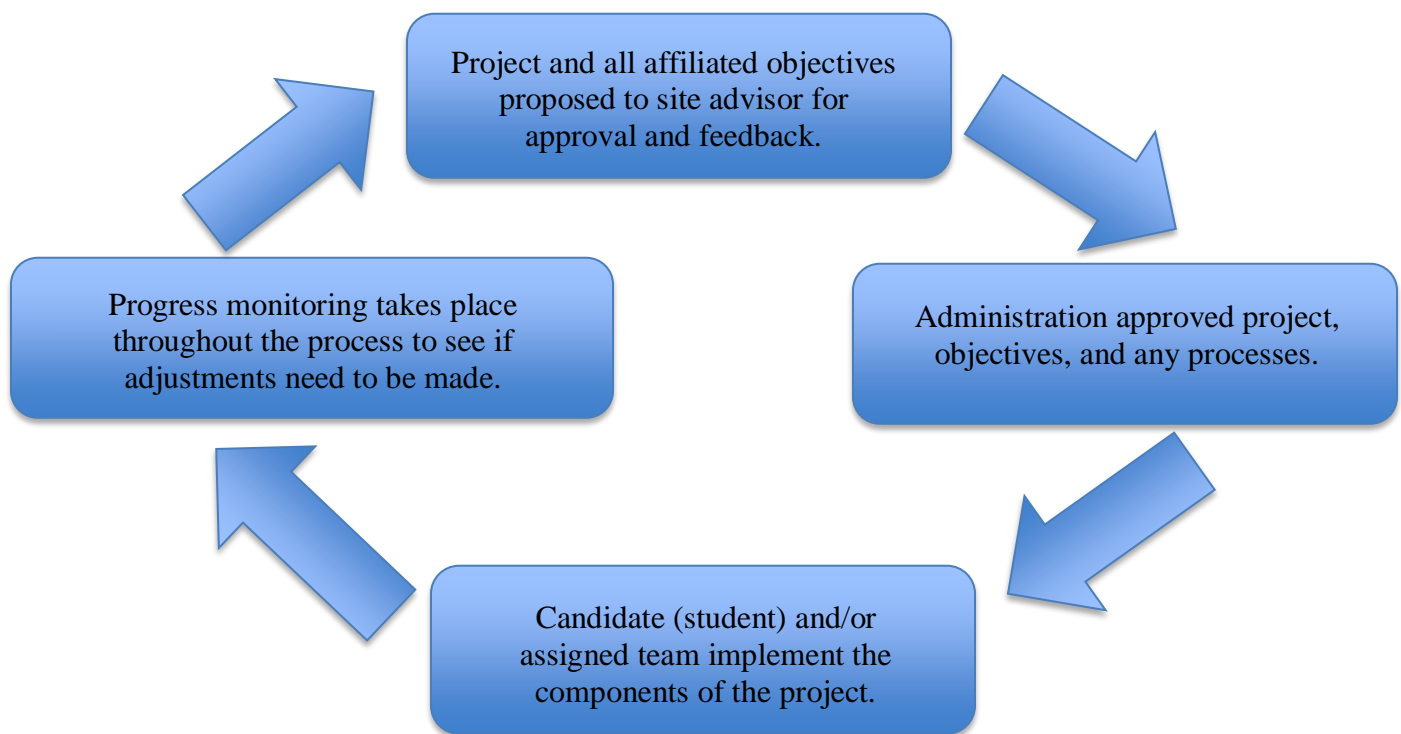
All objectives, policies, procedures, and processes created by the candidate were required to first be reviewed by the site advisor. Once the site advisor provided feedback, the appropriate adjustments were made before presenting the idea/item to administration. Once the administrator provided approval, the candidate assured that all guidelines adhered to the policies and procedures set forth by the school district.

4.4 Organization

4.4.1 Project Team

There was not a formal project team. The key members consisted of the candidate and the site supervisor, Ms. Jasmin Harris. Throughout the course of the project, other members of the administrative team, support staff, and faculty were utilized to assist in various capacities such as collaborators, evaluators, and mentors employed for the Extended Learning Program, etc.

4.4.2 Mapping Between Westerly Hills Academy and Student



5 Communications Plan

| Communication Plan | |
|--|--|
| <i>Prepared for:</i> Westerly Hills Academy <i>Prepared by:</i> T. Lyles & J. Harris | |
| Aim | The purpose of this communication plan is to keep all faculty and staff of Westerly Hills Academy up to date on the progression of the consultancy project, “Enhancing School Programs to Support Transient Students.” |
| Key Messages | All faculty and staff will be informed of the purpose, objectives, and goals of the consultancy project. In addition, the estimated timeline, the project’s benefits on the school as a whole, and how their role will play as a key component in its success. |
| Target Audience | Westerly Hills Academy Administrative Staff and Faculty |
| Timeline | <p>Step 1: All notifications pertaining to the project will first receive the approval of the administrative team.</p> <p>Step 2: Notifying all faculty and staff the purpose of the project and who the key participants will be. The notification will include the key objectives and goals of the project and the estimated timelines associated with the goals. The document will also include the details of each objective and the targeted audience of each objective.</p> <ol style="list-style-type: none"> 1. Provide the parents and students with the appropriate tools to assist them with their emotional, academic, and technical needs. <ul style="list-style-type: none"> • Increase parent involvement • Revamp Parent Involvement Policy 2. Lessen the transient students’ chances of being involved in behaviors that tend to reduce their academics and/or their focus during the instructional blocks. <ul style="list-style-type: none"> • Mentor Check-In/Check-Out Behavioral Management System 3. Bridging the transient students’ achievement gap <ul style="list-style-type: none"> • Increase student proficiency levels within the overall school score • Implementing an extended learning program <p>Staff will be informed that their suggestions, and feedback will be a vital component and is welcomed at any time. Once the projects are initiated, updates will be provided as needed during the weekly staff meetings.</p> |

Table 2: Communications Plan.

6 Work Plan

6.1 Work Breakdown Structure

- Project purpose, goals, and objectives established by administrator, candidate, and site advisor (also known as project team)
- Project timeline created by candidate and site advisor
- Phases for implementation were created by project team
- Approval of phases implemented by school administrator
- Behavior management system implemented by project team
- Implementation of behavior management system by teachers of the targeted group (transient population)
- Data collection of behavior management system by project team
- Candidate analyzes data retrieved from the behavioral contracts
- The project team determines the effectiveness of the behavior management system and present data with any potential adjustments to school administrator
- Candidate will collaborate with an assigned assistant to lead and implement planning sessions for Extended Day Learning
- Candidate and co-administrator will implement Extended Day Learning
- Candidate and support staff will collaborate to revamp the Parent Involvement Policy for 2017-2018 school year implementation
- The project team will evaluate effectiveness of intervention actions

6.2 Resources

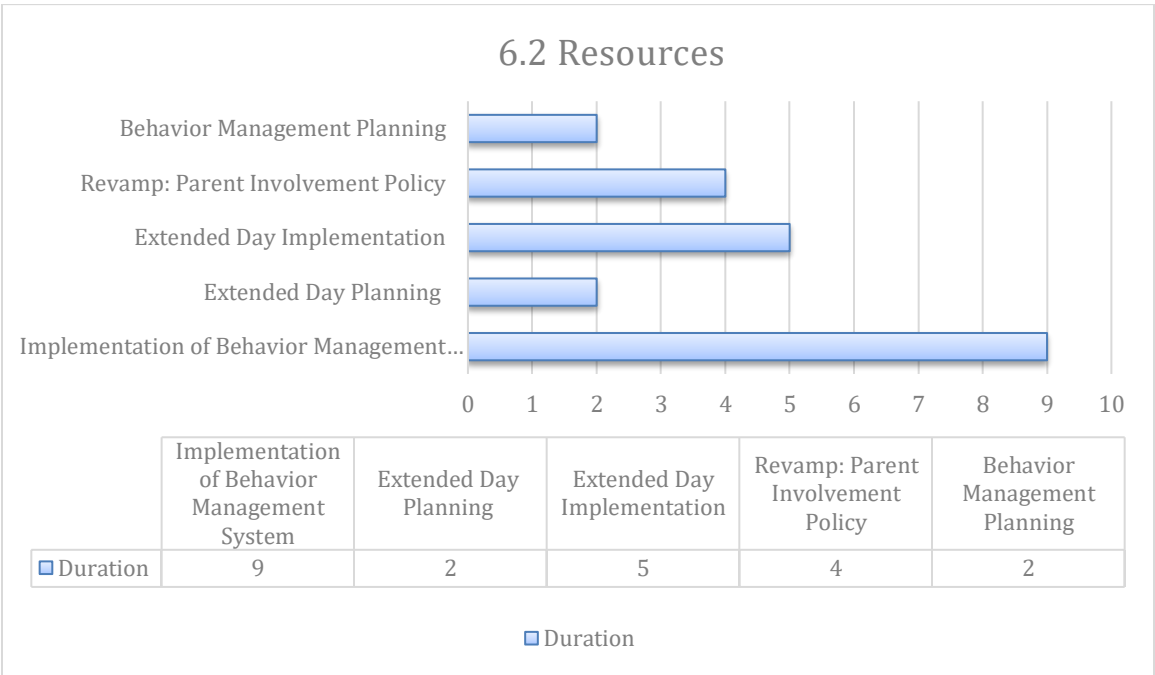


Table 3: Resources.
The numbers indicate the duration (in months) of implementing the program and/or objective.

7 Milestones

| Milestone Number | Title |
|-------------------------|--|
| 1 | Formation of Project Purpose and Plan |
| 2 | Defining Project Scope |
| 3 | Creation of SMART Goals and Timeline |
| 4 | Retirement of Administrator (reassignment of site advisor) |
| 5 | Redefining Project Scope |
| 6 | Creation and implementation of Behavior Management System |
| 7 | Implementing Extended Day Afterschool Program |
| 8 | Revamping Parent Involvement Policy |
| 9 | Analysis of Behavior Management System |

8 Metrics and Results

| Purpose: Enhance school programs to support transient students and their achievement levels in an educational setting. | | | | | |
|---|-----------------|--|---------------|------------------|--|
| Objectives | Priority | Responsible Person (s) | Begin | Completed | Deliverable(s) |
| Plan and implement an Extended Day Learning Program (Afterschool) | H | Candidate Project Team | January 2017 | May 2017 | Increased student achievement/academic proficiency |
| Plan and implement a behavior management system with a mentoring component | H | Candidate Project Team Teachers Students | August 2016 | June 2017 | Reduced behavior/criminal infractions among the transient population |
| Construct New Policy: Parent Involvement Policy | M | Candidate Support Staff | February 2017 | May 2017 | Written policy for 2017-2018 school year |

Table 4a: Metrics and Results.

The information above provides a snapshot of the project's purpose and the three major needs of the organization.

| North Carolina School Report Card Data: Westerly Hills Academy | | | | | | |
|---|---------------------|----------------------|--------------------------|---------------------------------|---|---------------------------------------|
| Fiscal School Year | Growth Score | Growth Status | Achievement Score | School Performance Grade | School Safety (Criminal Infractions) | School Safety District Average |
| '16-'17 | 90.4% | Exceeded | 32 | D | 1.12 | 0.80 |
| '15-'16 | 90.0% | Exceeded | 31 | D | 1.97 | 0.62 |
| '14-'15 | 60.6% | Did Not Met | 26 | F | 1.13 | 0.77 |

Table 4b: Metrics and Results.

The information above provides a snapshot of the organizations' academic achievement based upon the North Carolina School Report Card.

9 Risks, Constraints, Assumptions

9.1 Risks

The Criteria for Assessing the Level of Risk

High: Ratings classified as high pose a threat to the organization and require plans of action to prevent the issue from growing into detrimental situations.

Medium: Ratings classified as medium tend to have the potential to increase and have an impact on the staff, students, and parents. This area also requires an immediate plan of action.

Low: Ratings classified as low are considered as little to no impact on the organization and could be a part of the culture of the organization.

| Risk Analysis | Risk Assessment Rating | Mitigation Plan |
|--|------------------------|--|
| 1. Academic achievement of students will continue to decline | 1. High | 1. Parental guardian frequently sitting in with behavioral students during instructional time. |
| 2. Teachers will continue to transfer to other schools | 2. Low | |
| 3. Behavioral issues will become detrimental behavior | 3. Medium | 3. Offer classes for parents that do not know how to deal with difficult behavioral students. |
| 4. Greater amounts of suspensions (in-school and out-of-school) | 4. High | 4. Implementing Behavior System; Awards System; Mandatory Community Service Projects |
| 5. Criminal infractions may increase among adolescents | 5. High | 5. Enhanced Big Brother/Big Sister programs (utilizing in-house middle school students) to mentor behavioral students in Grades 2-5 |
| 6. Increased teacher stress levels possibly resulting in health issues or medical leaves | 6. Medium | 6. Conduct bi-weekly check-in sessions during grade level planning time to provide staff members with strategies to deal with behavioral students. In addition, on mandated teacher workdays, offer workshops providing the staff with strategies of how to prevent these behaviors from affecting their lives mentally, socially, and physically. |

9.2 Constraints

- In executing successful parental involvement sessions on Saturdays when the facility is usually closed, causes additional funding that may not be available. In addition, requesting the staff to volunteer and come in to serve as caregivers/babysitters for the parents' children may be challenging.
- Things that may hinder my research may be a lack of attendance of parental involvement at the scheduled professional developments.
- The participants may transition to another location within the terms of the study.
- A vast number of transient students in addition to the individuals included in the study may increase or decrease.
- The administration team mandates may alter, or the funds allocated may differ within the fiscal year.
- The learned strategies may be implemented incorrectly within the classroom setting and cause the data to vary.
- Classroom teachers with the larger amounts of transient population may come upon a change of heart while participating in the study.

9.3 Assumptions

- Based on the 2016-2017 school year calendar, various professional developments for staff and parents have been planned to meet the needs of transient students.
- Administrative team was going to remain onboard and support the project with validity and embrace the need for the parents to become more involved.
- The entire staff would remain honest and consistent in completing student behavior logs/charts on a daily basis.
- With a desire to increase parental involvement, school officials are desiring at least 80% of the transient population to attend the specific professional developments geared to assist with their needs as parents.
- The entire transient population will have the desire to participate in the study and be willing to attend the scheduled professional developments. Parents will utilize the resources provided to empower their situation and become more stable.

10 Financial Plan

- There were no significant costs necessary to complete the majority of the consultancy project.
- The financial components associated with the afterschool program were funded through a grant that was received by the school for extended day learning purposes. The school's financial secretary was responsible for overseeing all finances connected with this specific program. Please review the details listed below.

Plan Description: The extended day program at Westerly Hills Academy focused on implementing an academic support through tutoring after school on Mondays and Tuesdays to focus on the subject areas of reading and math. Students will be identified by formative assessment data for each content area along with teacher recommendations. The academic model will be an extension of the Enrichment/Remediation program already in place during the 2016-2017 school year. The afterschool tutorial will provide support through direct and small group instructions from content teachers. Emphasis will be placed on basic skills in reading and math. The team of teachers will consist of certified staff members per content and grade level. The instructional and planning times will be held during after school hours from 3:30 pm to 5:00 pm for Grades 3-8. Strategies will consist of utilizing the unpacked Standards/NCSCOS Week by Week Essentials, reteaching of goals not mastered through learning checks in math, language arts, and science. All grades and all subgroups will be served. Space will be limited to ensure small group instructions; therefore, it will be on a first come, first serve enrollment. The second tier will consist of an EOG Prep. The team leaders will be established, and all school personnel will be assigned a tested area. These teams will plan after school to create 10-day EOG Prep material that the whole school will use. The actual Prep class will be during the day with all students; the planning and development will take place after school with all staff. The groups will consist of approximately eight staff members. The planning times will be held during the fourth quarter of the school year. The strategies will consist of EOG testing strategies that will be used with identified students. All grades and all subgroups will be served. We will utilize one BMT for the program on Monday and Tuesdays 3.5 hours per week.

Operational Dates: January 9-May 9, 2017

How many students will be served? Approximately 100

How will you monitor your program's instruction, attendance and effectiveness?

Tier One: Attendance will be monitored using the current attendance report for staff. Extended Day Administrator will monitor direct instructions, and effectiveness will be measured using retest of learning check assessments, Week by Week essentials, level of mastery for re-looping objectives and standards. Tier Two: EOG information and student surveys, attendance trackers, lesson plans, teacher observations, and learning checks.

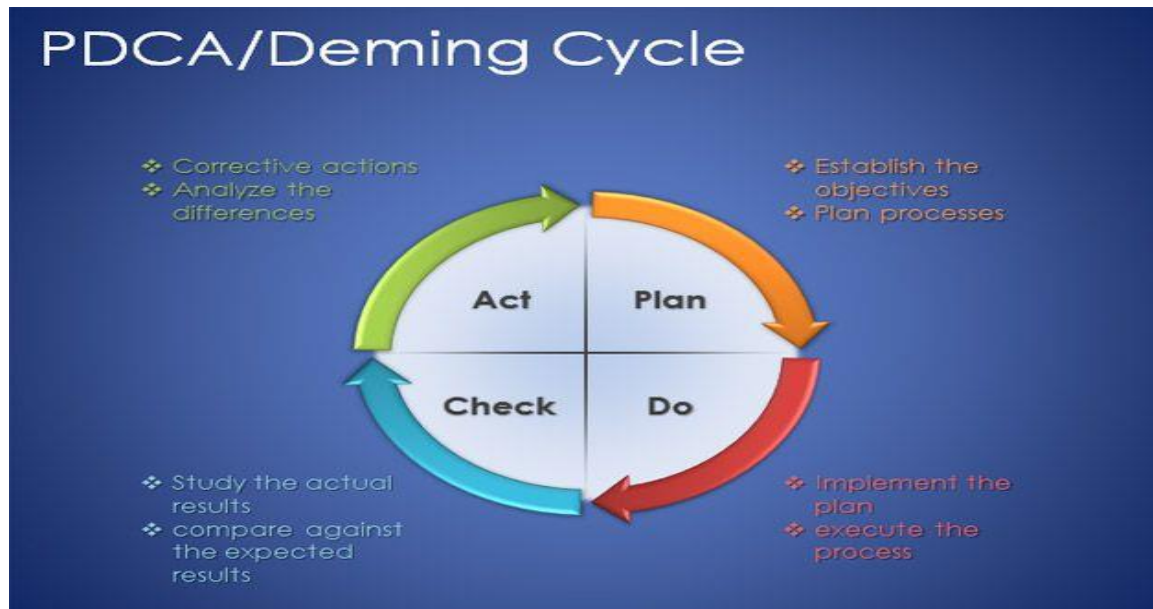
What criteria will be used to select the students?

Tier One: Beacon Formative Data will be utilized for placement and teacher recommendation. Tier Two: All students will be assigned tested groups by teacher recommendation and school-wide data source.

| Westerly Hills Academy (WHA) Extended Day Tutorial Program | | |
|---|---|-----------------------|
| Budget Items | Description | Estimated Cost |
| <i>Evening Transportation</i> | All students will be provided with transportation if they live within the feeder pattern of Westerly Hills Academy. | \$2,600.00 |
| | | |
| <i>Current Teachers as Tutors</i> | Utilizing current instructional staff members as tutors | \$6,727.78 |
| | | |
| Estimated Total: (Program Operations Only) | | \$9,327.78 |

11 Quality Assurance Plan

The Deming model is a four-step plan utilized to implement and achieve change. It is an ongoing cycle with a purpose of consistency and modifications that strive to improve processes and/or products.



| | |
|----------------|---|
| Observe | <p>In order for change to occur, one must first observe and analyze the facts to determine the key factors of the problem. Once this process is complete, a plan of action can be devised to correct or improve the problem.</p> <ul style="list-style-type: none"> • Westerly Hills Academy's enrollment population is composed of at least 30% of students that are transient in Grades 3-8. • Over the past 2 consecutive years, at least 28% of the transient students are performing below grade level on district and state assessments. • Minimal parent involvement of students in Grades 3-8. • At least 25% of the transient population have major behavioral infractions as documented in PowerSchool. |
| Plan | <ul style="list-style-type: none"> • Bridge the achievement gap of the transient population • Enhance parent involvement of students in Grades 3-8 • Increase student attendance within the transient population • Implement an active support team and system that specialize in supporting parents of the transient population |
| Do | <ul style="list-style-type: none"> • Implement an afterschool tutorial program that provides extra academic support for students in Grades 3-8 |

| | |
|--------------|---|
| | <ul style="list-style-type: none"> • Actively involve parents in understanding and bridging the achievement gap by conducting student-led parent conferences • Actively track the attendance rate of transient population • Implement a support system that serves as a liaison for parents and students • Implement and actively track |
| Check | <ul style="list-style-type: none"> • Analyze the academic success rate within the transient population in Grades 3-8 • Analyze the check and balance system of parent involvement at any school-sponsored event that involved parents with students in Grades 3-8 • Analyze the participation rate and the impact of the student-led parent conferences • Reevaluate the transient population enrollment. Evaluate how many students have transitioned into another school and/or another housing situation • Evaluate and track the attendance rate of transient students during the regular school calendar • Evaluate the participation and attendance rate of the transient students who enrolled and attended the afterschool program • Gather feedback from school support team in reference to parents upholding their responsibilities of completing processes that involve support from outside vendors |
| Act | <ul style="list-style-type: none"> • Reevaluate and consider the times of school-sponsored events to accommodate parent working schedules • Implement parent workshops that embrace, extend, and enhance parent academic achievement gaps • Establish additional forms of communications to keep parents actively aware of school events • Establish alternatives for parents who may not be able to attend school events due to transportation or housing curfews |

The purpose of this study was to enhance school programs to support transient students and their achievement levels in an educational setting. In doing so, the plan was to implement programs which will provide strategies and skills to provide the parents and students with the appropriate tools to assist them with their emotional, academic, and technical needs. With the students obtaining stronger abilities to cope with their emotions and surroundings, this will lessen the chance of them being involved in behaviors that tend to reduce their academics and/or their focus during the instructional blocks. Lessening student behaviors and elevating their focus could potentially result in bridging the student achievement gap.

| | | |
|----------|-------------------|--|
| S | Specific | Enhance school programs and school-wide strategies to support transient students and their achievement and behavioral levels in an educational setting. |
| M | Measurable | Utilizing statewide official documents and school-based systems to track student behaviors, the goal is to decrease the behaviors of the transient students by at least 30% over a 2-year school term. |
| A | Attainable | Implementing mentoring programs, parent support sessions, and potential academic tutorials to promote academic achievement and positive behavioral inventions and supports for transient students. |
| R | Realistic | Students obtaining the abilities to cope with their emotions and surroundings will lessen their chance of being involved in behaviors that tend to reduce their academics and/or their focus during the instructional blocks. The possibilities of enhancing student achievement scores will improve due to their abilities and opportunities of being a part of the instructional time. In addition, equipping the guardians with the appropriate tools to enhance academic stability within the household. |
| T | Time Bound | Data Collection over the 2-year school term |

Outcomes

The candidate successfully achieved and continues to actively implement support to transient students in various capacities as stated in Milestone 2. Not only have the students improved academically, their mannerisms and behaviors within the educational setting have improved on a steady consistent basis. According to the school-based system, the negative behaviors of the transient population have decreased by 30% over the 2-year span. With the guardians and students expressing how they are more confident in their academics and with their self-esteem levels rising on a consistent basis, the transient students continue to make better decisions within the educational setting and tend to cope with challenging circumstances in a positive manner.

After doing such work with this particular population, the candidate decided to broaden her educational career and pursue her career as a Regional Operations Manager within a nationally known organization. With a transition in careers, the candidate's SMART goals still remain consistent, yet the setting of transient students increased from one focus area to numerous settings. Having the opportunity to serve students in various settings has truly been rewarding, for it provides the opportunity to implement and witness change in transient students across the nation, not just in one confined area. Although, the candidate is no longer employed at the school and the consultancy project has ended, the Communities in Schools Site Coordinator has asked the candidate to come back to the organization at least once a week to become a mentor for the transient students for the remainder of the 2017-2018 school year.

References

- Editorial Projects in Education Research Center. (2016, August 11). Issues A-Z: Student Mobility: How It Affects Learning. *Education Week*. Retrieved December 20, 2016, from <http://www.edweek.org/ew/issues/student-mobility/>
- NCDPI. (2018, February 20). 2015-2016 Westerly Hills Academy School Improvement Plan Report. Retrieved from <http://www.ncpublicschools.org/docs/schooltransformation/low-performing/2015-16/600577-Westerly-Hills-Academy.pdf>
- NCDPI. (2015, February 20). Westerly Hills Academy. Retrieved from https://ncreportcards.ondemand.sas.com/snapshots/600577_2014_K-8-School.pdf
- NCDPI. (2015, December 20). Westerly Hills Academy. Retrieved from https://ncreportcards.ondemand.sas.com/snapshots/600577_2015_K-8-School.pdf
- NCDPI. (2016, December 20). Westerly Hills Academy. Retrieved from https://ncreportcards.ondemand.sas.com/snapshots/600577_2016_K-8-School.pdf
- NCDPI. (2017, November 20). Westerly Hills Academy. Retrieved from https://ncreportcards.ondemand.sas.com/snapshots/600577_2017_K-8-School.pdf
- Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). San Francisco, CA: Jossey-Bass.
- U.S. Department of Housing and Urban Development, Office of Community Planning and Development. (2015). The 2015 Annual Homeless Assessment Report to Congress: Part 1 - Point in Time Estimates of Homelessness. Retrieved January 17, 2016 from <https://www.hudexchange.info/resources/documents/2015-AHAR-Part-1.pdf>

Appendix A

Enhancing School Programs to Support Transient Students' Academic Achievement in a
K-8 Setting
Tiffany Lyles
Gardner-Webb University
Organizational Behavior and Theory

Enhancing School Programs to Support Transient Students' Academic Achievement in a K-8 Setting

I. Problem Statement

According to statewide official documentations supported by the program, PowerSchool, and school-wide systems that track students' behaviors, major discipline challenges are occurring in the ethnicity of the African American adolescents at Westerly Hills Academy. When gleaning upon the state and school-wide documentation over the past two consecutive school years that analyzes the students by their grade level, name, gender, area of occurrence, and behavioral description, the data reveals a striking amount of the adolescents falling in the category of being male and between the grade levels of second through fifth grade. In conversing with the teachers on those specific grade levels, many of the educators believe that the students have difficulties that range from with numerous entities such as: coping with environmental situations that are taking place in the household, pressure from their peers or neighborhood influences, the fears of being exposed of their academic challenges, and the lack of parental support. When pinpointing these adolescents, it was discovered that about 75% of these students were considered as transient students.

II. Purpose

The purpose of this study will be to enhance school programs to support and reduce the behaviors of transient students (in which are considered as "repeated offenders") by at least 30% over a two-year school term. In doing so the plan is to implement programs which will provide strategies and skills to provide the transient students with the appropriate tools to assist them with the mental and social skills. With the students

obtaining stronger abilities to cope with their emotions and surroundings, they will lessen their chance of being involved in behaviors that tend to reduce their academics and/or their focus during the instructional blocks. The possibilities of enhancing the students' achievement scores will improve due to their abilities and opportunities of being a part of the instructional time oppose to being removed from the classroom setting or possibly suspended from school due to behavior issues and actions.

III. Description of the Community

The urban area is a county located in the southern region of North Carolina. The population of the area is 969,031 people, making it the most populous county in North Carolina. The racial makeup of the county was 64.02% White, 27.87% Black or African American, 0.35% Native American, 3.15% Asian, 0.05% Pacific Islander, 3.01% from other races, and 1.55% from two or more races. 6.45% of the population was Hispanic or Latino of any race.

The median income for a household in the community was \$38,363 (according to 2015 Census), while the median income for a family in the county was \$60,301. Males had a median income of \$40,934 versus \$30,100 for females. The per capita income for the county was \$27,352. About 6.60% of families and 9.20% of the population were below the poverty line, including 11.50% of those under age 18 and 9.30% of those ages 65 or over.

The school district provides academic instruction, rigor and support each school day to more than 141,600 students in kindergarten through 12th grade in 159 schools throughout the cities and towns of the county. According to the district's mission

statement, the district believes setting high standards for all students creates a greater opportunity for future success – in our communities, within the region and across our diverse and global society. Each day, the district’s students are prepared to be leaders in a technologically savvy and globally competitive world.

The district is a diverse mix of students who represent 160 different countries and various cultural and ethnic backgrounds. It offers an extensive range of magnet programs in 40 of its schools to nurture the talents of students who have interest and ability in specific areas. The district also educates, supports, and meets the needs of students with learning and physical disabilities.

The district is one of the largest employers in county with approximately 18,800 teachers, support staff and administrators. The district is fortunate to have tremendous support from corporate, faith and business communities and more than 43,000 mentors and volunteers that support learning and instruction in the classrooms.

As one of the district’s high poverty (Title I) schools, the research campus is in an area consisting of more than 75 percent low-income and considered as approximately 94 percent minority.

The school’s community’s range is an area of approximately 1.579 square miles with a total population of about 1,638 people. It is composed of a variety of races such as Asian, Whites, Hispanics, and African Americans.

IV. Background Information of the Setting

Westerly Hills Academy is an urban K-8 Title I Focus school with approximately 549 students from various backgrounds. The mission is to work collaboratively with

students, staff, parents and community partners to create a safe, orderly and supportive atmosphere where the unique gifts and talents of all students are recognized and developed. The school is a Title 1 school as identified by the federal government. As one of the district's high poverty (Title I) schools, Westerly Hills' campus is in an area consisting of more than 90 percent low-income and considered as approximately 90 percent minority.

The school profile consists of two administrators, 40 classroom teachers, 25 staff members with advanced degrees, 7 Teacher Assistants, 4 National Board-Certified Teachers, 2 Curriculum Facilitators, and 2 School Counselors. As of today, the student profile consists of approximately 73% African Americans, 9% Asians, 10% Hispanic, 5% Multi-Racial, and 3% White students. Of this population, 47 of the students are LEP. With such a diverse number of students, records indicate that 96% of the students receive free or reduced lunch.

An Organizational Analysis was completed by the School Leadership Team at Westerly Hills Academy. The team consists of the principal, a representative from each grade level (K-8), academic facilitator, and parent representative. With surveys, interviews and general conversation, a detailed analysis of the school and its context were discovered.

| What is distinctive about our school? |
|--|
| <ul style="list-style-type: none"> • <i>We are one of eight PreK-8 schools in the district</i> • <i>PRIDE/PBIS School (Positive Behavioral Intervention Support)</i> • <i>Title I School – Close to 95% Free/Reduced Lunch</i> • <i>Collegial and Committed Staff</i> • <i>Smart Boards in all PreK-8 classroom</i> |

- *Renewed commitment to quality instruction and professional development that is facilitated by teacher leaders*
- *Low staff turnover rate*
- *Inclusive practices and co-teaching model*
- *The school is friendly, well-ordered, and welcoming*
- *Community partnerships with First Presbyterian, University Park Baptist Church, and United Technology Aviation*
- *Newly formed partnership with Wal-Mart*
- *Multicultural*
- *Communities in Schools (CIS)*
- *AVID*
- *HEART Tutoring (free math tutoring)*
- *Boy Scouts*
- *FAME Dance Team*
- *Staff Health Living Challenge*
- *Host Parent University Sessions*
- *Elective classes*
- *Learning Focused framework implementation*
- *Teacher-led committees*

What are our notable strengths?

- **Smart Boards in all general education empowered by administration and feel a strong sense of commitment to our school, students, and the community.**
- **Strong leadership**
- **classrooms**
- **Planning includes EC/ESL teachers**
- **Data driven common planning**
- **Safe and orderly learning environment**
- **Teachers are supported and**
- **10% NBCT (National Board-Certified Teachers)**
- **50% of teachers have earned Master's Degrees**

What are our areas for improvement?

- **High student achievement**
- **Instructional rigor**
- **Parent Involvement**
- **Implementing an effective Professional Learning Community**
- **Reading and Math achievement for all students**
- **Attendance/Tardies**

How effective are we in ensuring high quality achievement for all our students?

Our school has met and continues to make progress towards meeting state goals for expected growth for all groups of regular education students.

- Lesson plans are monitored weekly by the administrative team
- Data driven instructional planning
- Staff are expected to participate in professional learning community PD
- Benchmark MAP assessments
- Reading 3D
- RtI instructional groups
- Common assessments
- EOG assessments

In which subjects and grades do students do best, and why?

- Math has had the greatest gains throughout the school. Teachers are able to incorporate technology into their lessons. We have Smart Boards in all general education classrooms. Students are also engaged through innovative and hands-on learning
- Volunteers serve as reading tutors.
- Instructional assistants will be utilized to co-facilitate small group tutorials

In which subjects and grades is improvement needed, and what action is currently being taken?

Reading, Math, and Science continue to be areas of challenge for our students. The following steps are being taken to address this:

- Creation/utilization of common assessments
- Implementation of the AIMS Web to track and monitor student growth in Reading and Math
- Implementation of the Balanced Literacy Framework
- Teachers will monitor individual student growth and progress through collaborative planning sessions
- Data driven instructional planning
- Reading tutors will be hired to support Literacy
- Utilization of MAP data to determine student instructional levels
- Instructional assistants will be utilized to co-facilitate small group tutorials
- Teachers will conduct peer observations to gain strategies across grade levels
- After school tutorials for reading and math through ACE grant
- Assistants are pulling for our small groups, inclusive EC classrooms
- A full time inclusive ESL teacher using LEP-test modifications, small groups, inclusive and pull-out
- RtI instructional groups
- Instructional Assistants

| |
|---|
| Is there evidence of disparities in student achievement by subgroups? If so, what action is being taken? |
| <p><i>Yes, our EC students continue to show the least amount of growth and proficiency. Although, growth has been observed, we are working to ensure proficiency for all subgroups. This is being addressed in the following ways:</i></p> <ul style="list-style-type: none"> • More effective use of data (drilling down to specific student needs and instructional practices). • Collaborative/Data driven planning sessions for teachers • Small group instruction with the implementation of the RtI model. |
| How are we addressing the specialized needs of EC and LEP students? |
| <p>The specialized needs of EC and LEP students are addressed in the following ways:</p> <ul style="list-style-type: none"> • EC and LEP staff collaborates and plans with general education teachers to ensure that the needs/modifications of the students are being met. • EC and LEP staff offer inclusive and pull-out services • Multiple methods of communication allow parents to be kept fully involved and informed of their child's progress towards their IEP goals. |
| How do we use student performance data to take and adjust actions to improve student achievement? |
| <p><i>The school is driven by data and performance results. Instruction and planning is driven by student data. AIMS Web, MAP, and Reading 3D data are used to create small group design/workshop and interventions. Monthly common assessment and formative assessment data are used to determine mastery and non-mastery of skills. Teacher progress monitors students' weekly, bi-weekly and/or monthly using AIMS Web data.</i></p> |
| How do we allocate available resources to improve student learning and achievement? |
| <p><i>Title I monies are utilized to purchase additional positions and materials to support classroom instruction. Smart Boards were also purchased for all PreK-8 classrooms. Support is also provided through faith-based and corporate sponsors for the purchase of additional instructional supplies and for tutorials.</i></p> |
| 2. How effective is our school in providing a relevant and appropriate curriculum for all students' grades and sub-groups? |
| <p><i>The Common Core and Essential standards are the curricular foundation that is used; however, staff utilizes supplemental material to meet the needs of their students. We also offer an after-school programs that helps our students develop socially, academically, and physically.</i></p> <ul style="list-style-type: none"> • Regular classroom walk through • Planning/lesson plans |

| |
|---|
| <ul style="list-style-type: none"> • <i>Vertical Team PLCs</i> |
| How is alignment with the Common Core and Essential Standards ensured? |
| <ul style="list-style-type: none"> • The administrative team monitors and reviews programs to ensure consistency and alignment of the Common Core and Essential Standards • The administrative team plans with teachers during their instructional planning block weekly • Unit planning • Student Learning Maps • Scope and sequence planning guides • Curriculum Maps • Assessment data results (Beacon Assessments, MAP, Reading 3d) |
| How does our school ensure a broad range of learning experiences? |
| <ul style="list-style-type: none"> • Focus on core subjects • Providing curricular enrichment for all students both during and after school • Involve parent and the community as active participants in positively impacting student achievement • Flexibility in the way we meet the needs of the students • Differentiated professional development for staff based on staff needs/interests <ul style="list-style-type: none"> ○ Total Participation Techniques ○ Balanced Literacy ○ Common Core • Total Participation Technique professional development for staff • Common Core professional development for staff • Balanced Literacy professional development for staff • Exposure to virtual field trips through technology (Smart Boards) • PRIDE (Positive Behavior Support) Celebrations • Integrated curriculum • Field trips/onsite and offsite • Career Day/Multicultural Day • Exposure to technology • After-school program/tutoring |
| 3. How effective is the quality of teaching and instruction in ensuring high quality learning, progress and achievement? |
| <p>While students continue to make gains in their learning, there still needs to be consistency in growth assessment data to determine the needs of students (remediation/enrichment)</p> <ul style="list-style-type: none"> • Teachers collaborate weekly during data driven/focused planning sessions to discuss common formative assessment data to determine the needs of students (remediation/enrichment) • Daily observation of student performance |

| |
|--|
| <ul style="list-style-type: none"> • Formal & informal assessment data |
| Which are the strongest features of teaching and learning and why? |
| <p>Teachers plan collaboratively with an administrator to monitor student data, discuss strategies/interventions and to determine small group design. With the incorporation of the Smart Boards, students are actively engaged in learning</p> <ul style="list-style-type: none"> • Data-driven instruction • Common Core/Essential Standards-based lesson plans • Student-mastery of concepts & objectives |
| What aspects of teaching and learning most need improvement and what action is being taken? |
| <ul style="list-style-type: none"> • Addressing individual needs of students • Collaboration among grade levels • Instructional rigor • Student engagement <p>These are being addressed the following ways:</p> <ul style="list-style-type: none"> • “Data Talk” which takes place during instructional planning to give teachers an opportunity to discuss student data and brainstorm interventions based on students’ needs • School-wide intervention team • RtI committee • Vertical team sessions • Professional development will be offered on rigor & technology • Learning Focused implementation, rigor, and Balanced Literacy |
| How do teachers assess students’ achievement of learning objectives and adjust instruction with assessment information? |
| <ul style="list-style-type: none"> • AIMS Web progress monitoring • MAP benchmark assessments • Weekly Progress Monitoring • Through the creation of monthly common assessments • Student achievement data • Student observation |
| 4. How effective is our school in ensuring high quality leadership and management? |
| <ul style="list-style-type: none"> • An administrator attends all instructional planning sessions • High expectations are clearly defined by the administrators • Administrators are visible in the classrooms and throughout the building • The administration received positive ratings on staff and parent surveys • Staff attendance (high) • Staff well informed about district and school-wide events • Staff treated as professionals |

| |
|--|
| Which are the strongest aspects and why? |
| <ul style="list-style-type: none"> • Staff are empowered to serve in leadership roles • Open and ongoing communication with staff • Strong focus and support for teaching and continuous student achievement • Communication within the school and community • Teacher led committees • Strong School Leadership Team which involves all stakeholders in the school improvement process • Clear and high expectations • Open Door Policy • Safety of staff and students • Suggestions and solutions are well taken • Funds spent properly for student achievement |
| What most needs improvement and what action is being taken? |
| <ul style="list-style-type: none"> • Created an atmosphere of commitment over compliance by providing opportunities for input and ownership. |
| 5. How effective is the school in creating a high-quality learning environment? |
| <ul style="list-style-type: none"> • High student and staff morale • Students know and understand set expectations and the importance of education • We are a PRIDE school (Positive Behavioral Intervention Support) • Professional Learning Communities • Small group instruction • Data driven lessons • Technology in all classrooms |
| Which are the strongest aspects and why? |
| <ul style="list-style-type: none"> • School exhibits a safe and orderly environment • Opportunities for students to become leaders within the school community • An instructional assistant to support each grade level • Data driven lessons that improve achievement using AIMS Web, Common Assessments, and MAP Assessments • Attendance Committee • School Culture/Climate • Flexible Grouping • Cleanliness of the school |
| What most needs improvement and what action is being taken? |
| <ul style="list-style-type: none"> • Reading Scores • Parent involvement • Rigor • Attendance |

| |
|--|
| <ul style="list-style-type: none"> • Vertical Team planning • Flexible grouping • Tutoring • Assistant pull outs • Attendance committee • Classroom climate • School culture • Reward and recognition for positive student behavior |
| 6. How effective is the school in establishing a high-quality partnership with parents, other schools and the community? |
| <ul style="list-style-type: none"> • We are constantly seeking parent input/feedback on communication and how the school can better assist them in becoming involved in their child's education. With the assistance of parents, we have developed a Parent Involvement Policy. • Volunteerism is encouraged and evident through the visibility of our faith-based and corporate partnerships |
| Which are the strongest features of communication between home/school about the school's work and about each student's achievement? Why? |
| <ul style="list-style-type: none"> • Newsletters (Teacher/Principal/School) • Connect Ed messages • Marquee announcements • Websites (Teacher/School) • Progress Reports/Report Cards • PowerSchool • Daily agendas • Weekly Parent Folders • High rate of attendance to the Parent-Teacher conferences • Parent University • 100% participation for Parent-Teacher conferences • Teacher Websites • Volunteers • Business Partnerships • Tutoring (HEART Tutoring-Math) • CIS • Boy/Girl Scouts • Parent Teacher Organization (PTO) |
| What most needs improvement and what action is being taken? |
| <ul style="list-style-type: none"> • Parent involvement (Also noted as part of our School Improvement Plan) • Parent support in implementing students' accountability at home/school • Language barriers |

| |
|---|
| <p>The following action is being taken to address the above concerns:</p> <ul style="list-style-type: none"> ● Parent University and curriculum nights are scheduled throughout the year ● Newsletters, student agendas, Tuesday Folders, and Connect Ed messages are avenues used to communicate with parents ● Marquee announcements |
| <p>What aspects of the school's work to involve parents/guardians and the community in the life of the school work best? Why?</p> |
| <ul style="list-style-type: none"> ● Special events hosted by the school (Student performances) that include providing dinner and/or babysitting services for parents ● Parent Resource Center |
| <p>What needs improvement and what action is being taken?</p> |
| <p>1) Parent Involvement</p> <p>The following action is being taken to address the above concerns:</p> <ul style="list-style-type: none"> ● Parent University and curriculum nights are scheduled throughout the year ● Newsletters, student agendas, Tuesday Folders, and Connect Ed messages are avenues used to communicate with the parents ● Marquee announcements. <p>2) Mentor Groups and/or Lunch Buddy Program</p> <p>The following actions are in the planning and organizational stages to address the above concerns:</p> <ul style="list-style-type: none"> ● On-site check-in/check-out mentor program focusing on those adolescents that have behavior challenges. ● Community members and partners volunteer during the school's lunch block to serve a mentor/lunch buddy. |

After leading the school leadership team through the organizational analysis, it was evident that the school's challenges existed among two areas which involved parent involvement and discipline. The school leadership team immediately came up with numerous suggestions and strategies to build the level of parent involvement and awareness. A few comments were voiced towards the possibilities of the implementation of a completely new plan that would focus on the behavioral issues that numerous students were displaying as they progress throughout the school year with little to no benefits from the previous mentor program that was put in place. After meeting directly

with the administration team, the concerns and suggestions voiced were deeply considered and later approved for implementation.

As the planning process continues, meetings have been conducted previous mentors in addition to forthcoming with the Westerly Hills' parent advocate, school counselors, the Communities in Schools coordinators, and a group of the involved adolescents with their guardians to obtain every ones' outlook on how the adolescents can benefit from a new start with a new check-in/check-out mentor program.

V. Projected Organizational Benefits to Institution:

Operational & Student Personnel Development

Utilizing the statewide official documentations and school-wide systems that tracks students' behaviors, the goal is to see the behaviors of these students (in which are considered as "repeated offenders") decrease by at least 30% over a two-year term. With the students obtaining stronger abilities to cope with their emotions and surroundings, they will lessen their chance of being involved in behaviors that tend to reduce their academics and/or their focus during the instructional blocks. The possibilities of enhancing the students' achievement scores will improve due to their abilities and opportunities of being a part of the instructional time oppose to being removed from the classroom setting or possibly suspended from school due to behavior issues. In hindsight, the program will be of great benefit to the organization in many aspects: building a stronger moral level amongst the students and staff, the benefits of building stronger relationships and business partnerships with community partners, the level of parent involvement will increase due to the parents being involved in the planning process for a program that will be beneficial for their children's social and emotional well-being, ease

the workload of the behavioral management specialist, and potentially ease the workload of the administration team as it relates to disciplinary endeavors allowing more time to handle the daily obligations of operating the school and meeting the needs of the staff.

VI. Potential Barriers

In implementing these programs, one must plan and foresee potential barriers that may arise throughout the planning process in addition to the implementation process. In speaking with one of the mentors from the previous check-in/check-out system, a few potential barriers came to mind. They consisted of the following: the lack of teacher support, time constraints if they were utilized for additional needs around the school, lack of staffing if one was absent, the clarity and consistency of the documentation as it relates to the student(s) comprehending the point(s) system that was associated with the initial documentation; the lack of parent involvement that may be associated with the planning, implementation, and/or accountability process, in addition to any potential consequences that may arise from the adolescents possibly obtaining a disconnect with the individuals involved in the mentor or lunch buddy programs.

With all these entities coming to the forefront, one must plan accordingly for any possible risks and barriers that one might face; yet, one must also obtain a level of integrity and acknowledge that it is acceptable to handle some situations when they arise for nothing is perfect.

Appendix B

Enhancing School Programs to Support Transient Students in a K-8 Setting Consultancy Project

Milestone 2

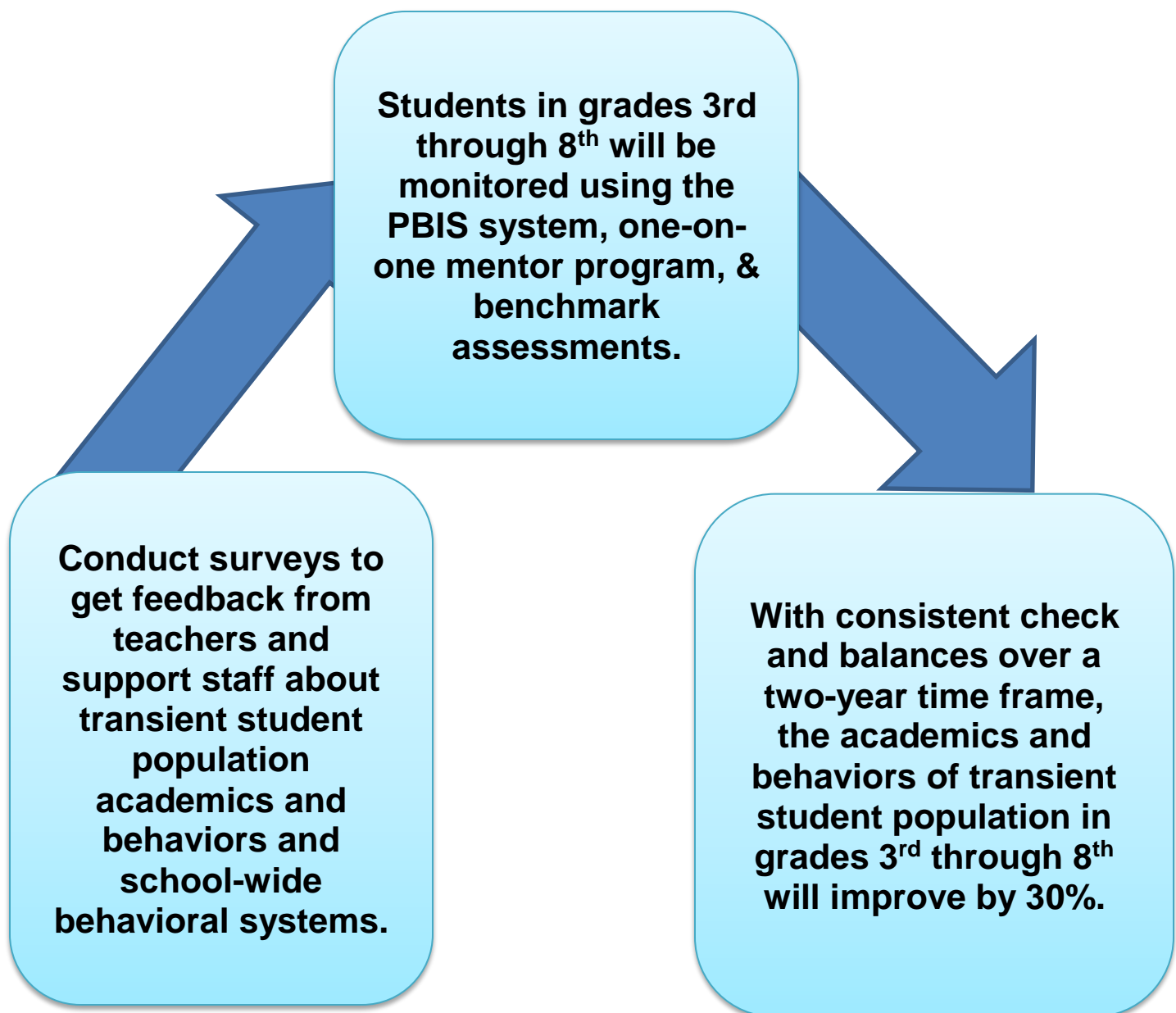
The purpose of this study will be to enhance school programs to support transient students and their achievement levels in a K-8 setting. In doing so, the plan promotes implementing programs which provide strategies and skills to equip guardians and students with the appropriate tools to assist the transient population and others with their emotional, academic, and technical needs. With the students obtaining stronger abilities to cope with their emotions and surroundings, this will lessen the chance of being involved in behaviors that tend to reduce their academics and/or their focus during the instructional blocks. Lessening the students' behaviors and elevating their focus could potentially result in bridging the students' achievement gap.

| | |
|-------------------|---|
| Specific | Enhance classroom strategies to support transient students and their achievement levels in a PreK-8 setting |
| Measurable | Utilizing statewide official documents and school-wide systems to track students' behaviors, the goal is to decrease the behaviors of the transient students by at least 30% over a two-year term. |
| Attainable | Implementing school-wide innovative including mentoring programs, parent support sessions, afterschool tutoring, and PBIS to promote positive behavioral inventions and supports to decrease the percentage of behaviors |
| Realistic | Students obtaining the abilities to cope with their emotions and surroundings will lessen their chance of being involved in behaviors that tend to reduce their academics and/or their focus during the instructional blocks. The possibilities of enhancing the students' achievement scores will improve due to their abilities and opportunities of being a part of the instructional time. In addition, equipping the guardians with the appropriate tools to enhance stability within the household. |
| Time Bound | Data Collection over 2-year school term |

Appendix C – Milestone 3

| Boundaries | Scopes | Processes | Systems |
|--|--|--|---|
| <ul style="list-style-type: none"> Grades levels K - 2 will not be targeted in this study; yet they will participate in the PBIS model that is school-wide. Teachers outside of grades K – 2 will not be targeted or measured unless they volunteer to be a mentor to one of the students. Students with learning disabilities and/or behavior disabilities will not be targeted. | <ul style="list-style-type: none"> All support staff and one representative from grades 3rd through 8th will be active participants in the planning stages. The grade level representatives will serve as the liaison for the additional teachers on their grade level. Any students that have numerous amounts of behavioral infractions and transient documentation on their record from previous school year. Newly enrolled students that have a major infraction within their first 30 days of enrollment. All teachers 3rd through 8th grade & support staff will be involved in the implementation of the check-in/check-out system. | <ul style="list-style-type: none"> Conduct staff surveys gathering feedback on student behaviors and school-wide behavioral system (February 2015 & August 2015) Compile results of surveys September 2015 Meet with School Leadership Team to discuss results from surveys (September 2015) Gather suggestions from staff and SLT (September 2015) Staff trainings implementing PBIS school-wide. (August 2015) Mentors will fill out daily check-in/check-out documents created by the | <ul style="list-style-type: none"> Staff Surveys will be in paper/pencil format and google docs. NC PowerSchool utilized to track students' previous records and to track any recent infractions (Year 1-2) All staff members will implement the PBIS model (Year 1-2) Tutoring Program will be implemented Year 1 with 2 different enrollment sessions. Daily check-in/check-out systems created by professional learning community (PLC). (Year 1-2) |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> Measuring the effectiveness of the one-on-one mentoring program for behavior students. Measuring the effectiveness of PBIS. | <p>committee. This will document that student's behavior throughout the course of the school day. (Year 1-2)</p> | |
|--|--|--|--|



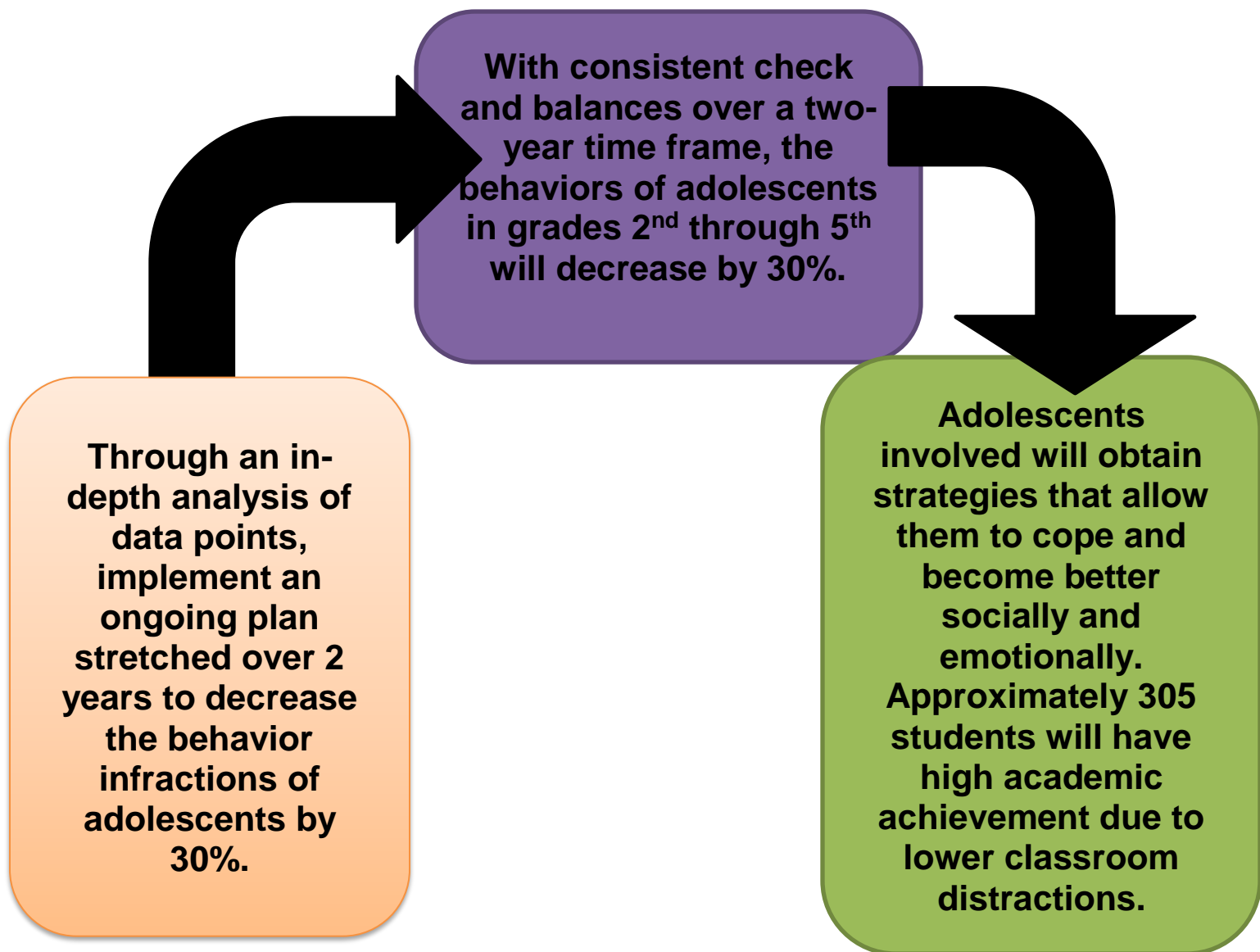
Appendix D – Milestone 4

| | |
|--|---|
| Benefits | <ul style="list-style-type: none"> • Minimum amounts of behavior within the school setting • Minimum distractions due to behavior during the instructional hours • Increased student learning • High Student Achievement • Improved EOG scores due to increased student learning • Higher percentage of students that are proficient (College and Career Ready) • Increased percentage of students with an academic ability that is on or above their current grade level • Enhanced school scoring on the School Progress Report (rise above a level F) • Absentee level of staff may increase • Safe and orderly learning environment • Instructional rigor understood by all • Less students going through the intervention process • Staff and student morale may increase • Attendance rate of students will increase • Parents may become more involved in the school • Less infractions reported of employees being injured due to disciplinary actions for students • Students will gain strategies to cope with emotions and surroundings without having to be moved from the classroom setting • Staff will leave work mentally energized oppose to mentally strained due to dealing with behaviors all day |
| Quantitative Impact on Individuals Involved | <ul style="list-style-type: none"> • Approximately 305 students in grades 2 – 5 will have a higher academic achievement • 30 % or more less behavior infractions reported • Less than 50% of suspensions documented or recorded |

| | | | | | | | | | | | | | | | |
|---|--|---|----------|-------------------------------|--------|-------------------------------|--------|--------------------------------|------|------------------------|-------|-------------|----------|----------------------|--------|
| | <ul style="list-style-type: none"> • 100% teacher retention in these assigned grade levels • Less stress on at least 95% of the teachers and staff involved • Less than 50% of students assigned to in-school suspension | | | | | | | | | | | | | | |
| Financial Impact and Cost of Project | <ul style="list-style-type: none"> • 14 teacher salaries for grades 2 – 5 that range as low as \$33,350 to above \$60,000 depending upon the years of experience, advanced degrees, or National Board Certifications. • 2 behavior modification technicians (BMTs) with a salary that ranges from \$32,000 to \$48,000 • 1 Teacher Assistant salary (In-School Suspension Overseer) averaging about \$13,200 ❖ No additional cost or funding will be utilized to complete the project; however, some cost that will be utilized through the organization's budget are listed below: (<i>These are monthly averages</i>) <table> <tr> <td>Toshiba Business (Copies for documentation)</td><td>\$ 1,200</td></tr> <tr> <td>Staples (Any needed supplies)</td><td>\$ 100</td></tr> <tr> <td>AT&T (Phone service provided)</td><td>\$ 125</td></tr> <tr> <td>Spirit (Long distance charges)</td><td>\$ 2</td></tr> <tr> <td>Verizon (Data Service)</td><td>\$ 53</td></tr> <tr> <td>Duke Energy</td><td>\$ 8,000</td></tr> <tr> <td>Piedmont Natural Gas</td><td>\$ 400</td></tr> </table> | Toshiba Business (Copies for documentation) | \$ 1,200 | Staples (Any needed supplies) | \$ 100 | AT&T (Phone service provided) | \$ 125 | Spirit (Long distance charges) | \$ 2 | Verizon (Data Service) | \$ 53 | Duke Energy | \$ 8,000 | Piedmont Natural Gas | \$ 400 |
| Toshiba Business (Copies for documentation) | \$ 1,200 | | | | | | | | | | | | | | |
| Staples (Any needed supplies) | \$ 100 | | | | | | | | | | | | | | |
| AT&T (Phone service provided) | \$ 125 | | | | | | | | | | | | | | |
| Spirit (Long distance charges) | \$ 2 | | | | | | | | | | | | | | |
| Verizon (Data Service) | \$ 53 | | | | | | | | | | | | | | |
| Duke Energy | \$ 8,000 | | | | | | | | | | | | | | |
| Piedmont Natural Gas | \$ 400 | | | | | | | | | | | | | | |
| Risk Analysis | <ul style="list-style-type: none"> • Academic achievement of students will continue to decline • Teachers will continue to transfer to other schools • Behavioral issues will become detrimental for others will tend to follow along with the behavior (increased number of behavioral students) • Greater amounts of suspensions (In-school and Out-of-School) • Criminal infractions may increase among adolescents • Increased teacher stress levels possibly resulting to health issues or medical leaves | | | | | | | | | | | | | | |

| | |
|-------------------------|---|
| Contingency Plan | <ul style="list-style-type: none"> • Enhanced Big Brother/Big Sister programs (utilizing in-house middle school students) to mentor behavioral students in grades 2 - 5 • Parental guardian frequently sitting in with behavioral students during instructional time • Behavioral management workshops among staff |
|-------------------------|---|

Benefit Flow Chart



Appendix E – Milestone 5

The Criteria for Assessing the Level of Risk

High: Ratings classified as high pose a threat to the organization and requires plans of action to prevent the issue from growing into detrimental situations.

Medium: Ratings classified as medium tend to have the potential to increase and have an impact to on both the staff, students, and parents. This area also requires an immediate plan of action.

Low: Ratings classified as low are considered as little to no impact on the organization & could be a part of the culture of the organization.

| Risk Analysis | Risk Assessment Rating | Mitigation Program |
|--|------------------------|--|
| 1. Academic achievement of students will continue to decline | 1. High | 1. Parental guardian frequently sitting in with behavioral students during instructional time. |
| | 2. Low | |
| 2. Teachers will continue to transfer to other schools | 3. Medium | 3. Offer classes for parents that do not know how to deal with difficult behavioral students. |
| 3. Behavioral issues will become detrimental behavior | 4. High | 4. Implementing Behavior System; Awards System; Mandatory Community Service Projects |
| 4. Greater amounts of suspensions (In-school and Out-of-School) | 5. High | 5. Enhanced Big Brother/Big Sister programs (utilizing in-house middle school students) to mentor behavioral students in grades 2 - 5 |
| 5. Criminal infractions may increase among adolescents | 6. Medium | 6. Conduct bi-weekly trainings to provide staff members with strategies to deal with behavioral students. In additional, train the staff how to prevent these behaviors from affecting their lives mentally, socially, and physically. |
| 6. Increased teacher stress levels possibly resulting to health issues or medical leaves | | |

Appendix F – Milestone 6

| Assumptions | Documentation | Validation |
|--|--|--|
| #1 Based upon the 2016-2017 school year calendar, various professional developments for staff and parents have been planned to meet the needs of transient students. (Change within a one-year time frame) | Data Analysis from the state-wide EOG test for the 2015-2016 school year focusing on the academic achievement levels of the transient students in comparison to the more mobile students. | <ul style="list-style-type: none"> • State of the School PowerPoint consisting of the school's EOG data broken down into comparing the relationship to the transient and more mobile students. |
| #2 School officials desiring to increase the parental involvement. With a desire of achieving 80% of the transient population's guardians will attend the specific professional developments geared to assist with their needs as parents. | <p>In two previous Saturday Academy Parent Sessions, parents voiced their opinions and suggestions about having more sessions that catered to parental needs. The parents would like for the sessions to be geared toward providing the parents with specific strategies of how to deal with and assist their children at home. These suggestions were documented and weighted heavily upon planned upcoming parent sessions for the 2016-2017 school year.</p> <ul style="list-style-type: none"> • Surveys indicating parents needs and desires of the school to support their students | <ul style="list-style-type: none"> • Attendance at previous Saturday Academy programs (February & April) • School Year Calendar for 2016-2017 (Parent Events) • Community Kick-Off Event Scheduled for August, 2016 |
| #3 The entire transient population will have the desire to participate in the study and be willing to attend the scheduled professional developments. Parents will utilize the resources provided to empower their situation and become more stable. | <ul style="list-style-type: none"> • Sign-In sheets from professional developments • Surveys focusing upon the benefits of the workshops | <ul style="list-style-type: none"> • The transient population will remain consistent in their current residency as documented by the school. • The students will not be listed as McKinney Veto. |

Summary of Restrictions:

- 1) In executing successful parental involvement sessions on Saturdays, when the facility is usually closed, causes for additional funding that may not be available. In addition, requesting the staff to volunteer & come in to serve as caregivers/babysitters for the parents' children may be challenging.
- 2) Things that may hinder my research may be a lack of attendance of parental involvement at the scheduled professional developments.
- 3) The participants may transition to another location within the terms of the study.
- 4) A vast number of transient students in addition to the individuals included in the study may increase.
- 5) The administration team mandates may alter, or the funds allocated may differ within the fiscal year.
- 6) The learned strategies may be implemented incorrectly within the classroom setting and cause the data to vary.
- 7) Classroom teachers with the larger amounts of transient population may come upon a change of heart while participating in the study.

In the text, *Organizational Culture and Leadership*, Edgar H. Schein speaks upon the term individual reality. In the case of enhancing the classroom strategies to support the transient population within a PreK-8 setting, the assumption of individual reality has the potential to play a role in the success rate of the study. For example, from the standpoint of the educator they will solely place it upon their previous experiences in striving to assist this population where an individual that has experienced success within their classroom setting will have a different viewpoint. While in discussion, these individuals will have to express their personal experiences with one another for the recipient to truly understand where the other is coming from. As Schein stated, "Individual reality refers to what you have learned from your own experience and has a quality of absolute truth to you" (Schein, 2010). In addition, the guardians' mindset of the transient students may vary in many areas due to the experiences they have overcome. Some may feel comfortable with being transparent about their economic status while others may feel that their household will be judged and treated differently due to the family's status.

Appendix G – Milestone 7

Launch of WHA Afterschool Program 2016 – 2017

Expected Outcomes: *To enhance the achievement levels of students in grades 3 – 8 on the EOG assessment.*

Planning Session Meetings

August 2016 (Ms. Tiffany Lyles & Principal Malacy Williams)

Meeting Focus: Leadership Roles, Duties, & Expectations

September 2016 (Ms. Tiffany Lyles & Principal Malacy Williams)

Meeting Focus: Launch Dates, Days & Times of Operation, Staffing, Funding, Focusing on Grade 3-8

October 2016 (Ms. Tiffany Lyles & Principal Malacy Williams)

Meeting Focus: Funding Released Late, Revised Launch Dates (Session 1 & Session 2), Grade Level Focus, Including Club Meeting Dates (Mentor Groups), Possibly including K-2

November 2016 (Ms. Tiffany Lyles, Principal Malacy Williams, & Assistant-Ms. Alfreda Reynolds)

Meeting Focus: Funding Received, Launch Dates for December or January, Student Applications/Permission Slips, Teacher Recommendations, Interview Process for Staff (looking at EVAAS data)

November 2016 (Ms. Tiffany Lyles & Planning Committee)

Planning Committee Members: Babb, McLain, Ashley, & Reynolds

Meeting Focus: Student Application Process & Dates, Staff Application Process & Dates, Transportation Process, Outline of Tutorial Schedule

December 2016 Westerly Hills Academy Extended Day information presented to the staff during Wednesday staff meeting. (All Staff)

Meeting Focus: Student applications placed in all teachers' boxes for grades 3-8 and sent home attached to the second quarter progress reports. Applications will be received from December 5 – 16, 2016. Email and automated phone

messages will go out to all students in grades 3 – 8 using Connect Ed.

December 12, 2016 WHA Extended Day Interest Meeting for staff members

Meeting Focus: Provide detailed information for any staff member that is interested in becoming a part of the WHA Extended Day staff. The information provided ranged from the specific content focus for Session 1 and Session 2, the dates for each session, hours and compensation, student ratio per group, outline of tutorial sessions, etc. Staff applications will be accepted through December 12th – 16th. All applications must be submitted through Google Forms by 3:30pm on Friday, December 16, 2016.

December 19, 2016 All Extended Day student ID numbers and names submitted to Charlotte-Mecklenburg transportation hub.

December 19, 2016 Extended Day supply list submitted to school administrative team

December 20, 2016 (Tiffany Lyles, Principal Malacy Williams, & Alfreda Reynolds)

Meeting Focus: Evaluating staff applications and content area specialist

January 4, 2017 WHA Extended Day Staff Meeting

Meeting Focus: Providing procedures, expectations, rosters, materials, schedule, responsibilities, and classroom assignments to Extended Day staff

January 4, 2017 Acceptance letters go home to all Extended Day applicants
Connect Ed will be sent out to inform parents to look out for letters being sent home with important information pertaining to the program & bus transportation.

January 9, 2017 **Launch Day for WHA Extended Day Program**
Pre-Assessments administered

January 9 – March 14 **Session One**

EOG Prep: All sessions will focus on the power standards in both subjects of literacy and math.
Mondays: Literacy & Tuesdays: Math

January 20,2017

Meeting with Financial Secretary

This meeting will be to assure that all payroll and timesheets have been submitted accurately.

February 2017

Program Evaluation

February 2017

Session Two Enrollment for staff and students

Connect Ed(s) will be sent out to notify parents

February 2017

Planning and preparation for Session two

February 20,2017

Meeting with Financial Secretary

This meeting will be to assure that all payroll and timesheets have been submitted accurately.

March 20 – May 9

Session Two

EOG Prep: All sessions will focus on test prep for North Carolina EOG Assessments
Mondays: Literacy & Tuesdays: Math

March 20,2017

Meeting with Financial Secretary

This meeting will be to assure that all payroll and timesheets have been submitted accurately.

Behavior Management System

Expected Outcomes: *To reduce criminal infractions among the transient population within grades 2 – 5.*

| | |
|--|--|
| August 2016 | Planning meeting w/ Mrs. Harris (Site Advisor) & Dr. Dixon <i>This session consisted of identifying which students on the Communities in Schools' caseload were considered as "repeated offenders" and would benefit from a behavioral contract and mentor sessions. Possible behavior management templates were constructed.</i> |
| September 2016 | Information about upcoming behavioral management system was provided to staff (1st week of month) <i>Students were provided the details and expectations of the behavior management system.</i> |
| September 2016 (1 st week of month) | Planning session with the targeted group (transient population) <i>Students were provided the details and expectations of the behavior management system. Student were able to voice what areas they believed would benefit daily their behavior/actions. Students and project team constructed reasonable goals and various ideas for the weekly and/or monthly incentive system.</i> |
| September 2016 (2 nd week of month) | Implementation of the behavior management system <i>Each student was provided with their individual behavior log/contract to keep up with for the week. Every hour or block the students and teachers were accountable for completing the contract. At the end of the week, the project team collected the contracts and incentives were awarded. For the two weeks, if students misplaced their contract it was replaced with a new contract at no penalty.</i> |
| Special Note: | Students were provided with a new contract every week. After week two, if any students misplaced their contract they would lose out on previously earned point and have to start anew. |
| September 2016 – May 2017 | The behavior management system continued. <i>Monthly grade level session were conducted with staff to gather their feedback and/or suggestions. In addition, sessions with the targeted group were provided to conduct mini lessons focusing on behavior management, chivalry, appropriate table manners, actions in public, etc.</i> |
| June 2017 | Analysis of effectiveness of Behavior Management System <i>Project team analyzed the overall effectiveness of the program</i> |

Parent Involvement Sessions

***Partnership with Dr. Chance Lewis and his UNCC doctoral students
2016 – 2017 School Year***

Expected Outcomes: *To engage and train parents on how to become more involved in their child's education.*

| | |
|--|--|
| August 8, 2016 | Seminar with Dr. Chance Lewis for entire staff of Westerly Hills Academy (School Retreat) |
| August 20, 2016 | Back to School Community Rally for Westerly Hills Community <i>Parents had access to an abundance of resources and supplies to assist their child with the start of school</i> |
| September 2016 (1 st & 3 rd Fridays) | Training Sessions for Teachers with Dr. Chance Lewis <i>How to Involve & Support the Parents in their Students' Education</i> |
| October 2016 (1 st & 3 rd Fridays) | Training Sessions for Teachers with Dr. Chance Lewis <i>Planning events to Involve & Support the Parents in their Students' Education</i> |
| October 27, 2016 | Parent Session with Dr. Chance Lewis <i>How to Be an Involved Parent for Parent Teacher Conferences</i> |
| November 2016 (1 st & 3 rd Fridays) | Training Sessions for Teachers with Dr. Chance Lewis <i>Planning events to Involve & Support the Parents in their Students' Education</i> |

Parent Involvement Sessions

***Partnership with Dr. Chance Lewis and his UNCC doctoral students
2016 – 2017 School Year***

Expected Outcomes: *To engage and train parents on how to become more involved in their child's education.*

| | |
|------------------------|--|
| August 8, 2016 | Seminar with Dr. Chance Lewis for entire staff of Westerly Hills Academy (School Retreat) |
| August 20, 2016 | Back to School Community Rally for Westerly Hills Community <i>Parents had access to an abundance of resources and supplies to assist their child with the start of school</i> |

| | |
|--|--|
| September 2016 (1 st & 3 rd Fridays) | Training Sessions for Teachers with Dr. Chance Lewis <i>How to Involve & Support the Parents in their Students' Education</i> |
| October 2016 (1 st & 3 rd Fridays) | Training Sessions for Teachers with Dr. Chance Lewis <i>Planning events to Involve & Support the Parents in their Students' Education</i> |
| October 27, 2016 | Parent Session with Dr. Chance Lewis <i>How to Be an Involved Parent for Parent Teacher Conferences</i> |
| November 2016 (1 st & 3 rd Fridays) | Training Sessions for Teachers with Dr. Chance Lewis <i>Planning events to Involve & Support the Parents in their Students' Education</i> |
| Focused Shifted per Westerly Hills Administrative Team | |
| (Dr. Chance Lewis' focus will only adhere to parent involvement in middle school) | |
| | Mentoring Program for male students in grades 6-8. |
| December 2016 | Winter Holiday Program <i>The students in grade 2, 4, & 6th will perform holiday melodies for the parents.</i> |
| January 2017 | Training & Mentoring Sessions will resume for teachers and male students in grades 6 – 8 |
| February 2017 | Revamping Parent Involvement Policy <i>This purpose of this project is to enhance parent involvement and strive to become active participants in their child's academic career. This will be a collaboration of the candidate and all support staff. This plan will potentially be implemented for the 2017-2018 fiscal school year.</i> |
| March 2017 | Parent Involvement Policy Collaboration Meetings <i>The candidate met with the support staff to gather feedback and suggestions to assure all requirements remained within</i> |

state laws, and the school district's policies and procedures.

May 2017

Parent Involvement Policy Completed

Appendix H – Milestone 8

Milestone 8: Develop a preliminary estimate of the financial budget required to plan and deliver the consulting project objectives/benefits. The related assumptions should be documented here and included.

Plan Description: The extended day program at Westerly Hills Academy will be plan and implement of a school wide Academy Academic Support through tutoring after school on Mondays & Tuesdays to focus on Reading and Math. Students will be identified by formative assessment data for each content area along with teacher recommendations. The academic model will be an extension of the Enrichment/Remediation program already in place during the 2016 - 2017 school year. The afterschool tutorial will provide support through direct and small group instructions from content teachers. Emphasis will be placed on basic skills in reading and math. The team of teachers will consist of certified staff members per content and grade level. The instructional and planning times will be held during after school hours from 3:30 pm to 5:00 pm for grades 3rd through 8th. Strategies will consist of utilizing the unpacked Standards/NCSCOS Week by Week Essentials, re-teaching of goals not mastered through learning checks in math, language arts and science. All grades and all subgroups will be served space will be limited to ensure small group instructions, therefore it will be on first come, first serve enrollment. The second tier will consist of an EOG Prep. The team leaders will be established, and all school personnel will be assigned a tested area. These teams will plan after school to create 10-day EOG Prep material that the whole school will use. The actual Prep class will be during the day with all students, the planning and development will take place after school with all staff. The groups will consist of approximately 8 staff members. The planning times will be held during the fourth quarter of the school year. The strategies will consist of EOG testing strategies that will be used with identified students. All grades and all subgroups will be served. We will utilize one (1) BMT for the program on Monday and Tuesdays 3.5 hours per week.

Operational Dates: January 9 – May 9, 2017

How many students will be served? Approximately 100

How will you monitor your program's instruction, attendance and effectiveness?

Tier Two: Attendance will be monitored using the current attendance report for staff. Extended Day Administrator will monitor direct instructions, and effectiveness will be measured using retest of learning check assessments, Week by Week essentials, learning check level of mastery for re-looping. Tier Two: EOG information and student surveys. Attendances, lesson plans, learning checks

How will you communicate with parents regarding this plan?

Parents will receive a letter of intent and Connect-Ed messages

What criteria will be used to select the students?

Tier One: Beacon Formative Data will be utilized for placement and teacher's recommendation. Tier Two: All students will be assigned tested groups by teacher recommendation and school-wide data source.

| Westerly Hills Academy (WHA) Extended Day Tutorial Program | | |
|---|---|-----------------------|
| Budget Items | Description | Estimated Cost |
| <i>Evening Transportation</i> | All students will be provided with transportation if they live within the feeder pattern of Westerly Hills Academy. | \$2,600.00 |
| | | |
| <i>Current Teachers as Tutors</i> | Utilizing current instructional staff members as tutors | \$6,727.78 |
| | | |
| Estimated Total: (Program Operations Only) | | \$9,327.78 |

Appendix I – Milestone 9

Quality Assurance Plan

| | |
|----------------|---|
| Observe | <p>For change to occur, one must first observe and analyze the facts to determine the key factors of the problem. Once this process is complete, a plan of action can be devised to correct or improve the problem.</p> <ul style="list-style-type: none"> • Westerly Hills Academy's enrollment population is composed of at least 30% of students that are transient in grades 3 – 8. • Over the past two consecutive years, at least 28% of the transient students are performing below grade level on district and state assessments. • Minimal parent involvement of students in grades 3 – 8. |
| Plan | <ul style="list-style-type: none"> • Bridge the achievement gap of the transient population • Enhance parent involvement of students in grades 3 – 8 • Increase student attendance within the transient population • Implement an active support team and system that specialize in supporting parents of the transient population |
| Do | <ul style="list-style-type: none"> • Implement an afterschool tutorial program that provides extra academic support for students in grades 3 – 8 • Actively involve parents in understanding & bridging the achievement gap by conducting student led parent conferences • Actively track the attendance rate of transient population • Implement a support system that serves as a liaison for parents and students |
| Check | <ul style="list-style-type: none"> • Analyze the academic success rate within the transient population in grades 3 – 8 • Analyze the check and balance system of parent involvement at any school sponsored event that involved parents with students in grades 3 – 8 • Analyze the participation rate and the impact of the student led parent conferences • Reevaluate the transient population enrollment. Evaluate how many students have transitioned into another school and/or another housing situation • Evaluate and track the attendance rate of transient students during the regular school calendar • Evaluate the participation and attendance rate of the transient students that enrolled and attended the afterschool program |

| | |
|------------|--|
| | <ul style="list-style-type: none">• Gather feedback from school support team in reference to parents upholding their responsibilities of completing processes that involve support from outside vendors |
| Act | <ul style="list-style-type: none">• Reevaluate and consider the times of school sponsored events to accommodate parents' working schedules• Implement parent workshops that embrace, extend, & enhance parents' academic achievement gaps• Establish additional forms of communications to keep parents actively aware of school events• Establish alternatives for parents that may not be able to attend school events due to transportation or housing curfews |

Appendix J – Milestone 10

The purpose of this study is to enhance school programs to support transient students and their achievement levels in an educational setting. In doing so, the plan is to implement programs which will provide strategies and skills to provide the parents, and students with the appropriate tools to assist them with their emotional, academic, and technical needs. With the students obtaining stronger abilities to cope with their emotions and surroundings, this will lessen the chance of being involved in behaviors that tend to reduce their academics and/or their focus during the instructional blocks. Lessening the students' behaviors and elevating their focus could potentially result in bridging the students' achievement gap.

| | | |
|----------|-------------------|--|
| S | Specific | Enhance school programs and school-wide strategies to support transient students and their achievement and behavioral levels in an educational setting. |
| M | Measurable | Utilizing statewide official documents and school-based systems to track students' behaviors, the goal is to decrease the behaviors of the transient students by at least 30% over a two-year school term. |
| A | Attainable | Implementing mentoring programs, parent support sessions, and potential academic tutorials to promote academic achievement and positive behavioral inventions and supports for transient students. |
| R | Realistic | Students obtaining the abilities to cope with their emotions and surroundings will lessen their chance of being involved in behaviors that tend to reduce their academics and/or their focus during the instructional blocks. The possibilities of enhancing the students' achievement scores will improve due to their abilities and opportunities of being a part of the instructional time. In addition, equipping the guardians with the appropriate tools to enhance academic stability within the household. |
| T | Time Bound | Data Collection over the two-year school term |

Outcomes

The candidate successfully achieved and continues to actively implement support to transient students in various capacities as stated in Milestone 2. With a transition in careers, the candidate's SMART goals remained consistent, yet the setting of transient

students increased from one focus area to numerous settings. Having the opportunity to serve students in various settings has truly been rewarding for it provides the opportunity to implement and witness change in transient students across the nation, not just in one confined area. Not only has the students improved academically, their mannerisms and behaviors within the educational setting have improved on a steady consistent basis. According to the school-based system, the negative behaviors of the transient population has decreased by 30% over the two-year span. With the guardians and students expressing how they are more confident in their academics and their self-esteem levels rising on a consistent basis, the transient students continue to make better decisions within the educational setting and tend to cope with challenging circumstances with a positive manner.

Organizational Benefits

With the students obtaining stronger abilities to cope with their emotions and surroundings, this has lessened the chance of being involved in violent or negative behaviors that tend to reduce their academics and/or their focus during the instructional day. Lessening the students' negative behaviors and elevating their focus has resulted in bridging the students' achievement gaps. As the academic levels increase gradually, the fact still stands that there is still a lot of work to be done. Overall the school grade of the organization did increase from a score of a "F" in 2015 to a "D" in 2017. The school missed the marking of a "C" by only two-tenths of a point. After the evaluation of the 2017 EOG scores, the organization received the scale rating of "Exceeded Expected Growth" by the North Carolina Department of Public Instruction.

In addition, offering mentoring services served as an outlet to provide transient students the opportunity to share their emotions and receive guidance on how to cope in a positive manner. This in return, altered many of their mindsets as they continue to make positive decision in challenging situations. Not only has it benefited the transient students' behaviors in the educational settings, numerous guardians reported that the students are making better decisions within their daily lifestyles as well.

Major Issues Encountered

A change in the administrative staff at the educational setting caused the goals and procedures to differ a little for the new administrative team desired something different. In additional, changing careers altered as well as enhanced the settings in which transient students would be serviced. The new career as a program manager for an organization that focused directly on underprivileged students afforded the opportunity to impact a broad number of transient students across the nation oppose to one confined setting. In some cases, when programs were scheduled after the instructional day the attendance rate would pose a challenge for many would not be available or did not have transportation to attend the sessions.

Budget Performance

In my consultancy work, there was not a financial impact for many of the financial budgets and/or grants were already in place within the organizations.

Personal and Professional Reflection

In the text, *Good to Great*, Jim Collins states that those who build great companies understand that the ultimate throttle on growth for any great company is not markets, or technology, or competition, or products. It is one thing above all others: the

ability to get and keep enough of the right people (Collins, 2001). Jim Collins' belief has had one of the greatest impacts on me as a leader. To achieve greatest, the importance of getting the right individuals on the bus is inevitable but assuring that they are in the right position is the most vital component of them all. With transitioning into a new career as a leader within a new organization, I believe this has had the greatest impact professionally. The process of expressing this to key stakeholders has been a task, yet the importance of guaranteeing that each of our associates are aligned and believe in the organization's vision and mission has been the greatest challenge.


Throughout these three years of working within an organization it has truly been a learning experience. Managing operations and implementing programs and/or services under various administrative teams provided numerous perspectives on consulting and leadership roles. Having the opportunity to learn and implement concepts within organizations has truly provided the experience of collaborating with stakeholders to implement change to benefit the culture of the organizations. As an individual, I have grown substantially as an educator but even more as a leader. I have learned that it is imperative to be open and willing to change in order to become great, this does not only pertain to an individual but to organizations as well. I believe that change is a process that one must be willing to sustain along with enduring the experiences of being vulnerable; meanwhile, it is important to possess a level of readiness throughout this process to embrace the greatest that is yet to come.

Appendix K: North Carolina School Report Card 2013 - 2014

| NORTH CAROLINA SCHOOL REPORT CARDS | | 2013-2014 K-8 SCHOOL SNAPSHOT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------|--|---------|------------------------|--------------|-------------------------|---------|--|---------|-------------------------|--------------|---------------------|---------|--------------------|---------|-------------|---------|-------------|---------|------------|------|--------------------|----|-------------|----|----------|----|---|-------|--------------------|---|-------------|---|----------|---|---|---|---|---|-------|---|---|---|---|---|---|---|---|---|
| Westerly Hills Academy 4420 Denver Ave Charlotte, NC 28208 (980)343-6021 Grade Range: PK-8 Regular School Traditional Calendar Charlotte-Mecklenburg Schools http://schools.cms.k12.nc.us/westerlyhillsES Title I | | SCHOOL PERFORMANCE GRADE <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Achievement Indicators</th> <th style="text-align: center;">Score</th> </tr> </thead> <tbody> <tr><td>Reading EOG Proficiency</td><td style="text-align: center;">35</td></tr> <tr><td>Math EOG Proficiency</td><td style="text-align: center;">22</td></tr> <tr><td>Science EOG Proficiency</td><td style="text-align: center;">42</td></tr> <tr><td>Biology Proficiency</td><td style="text-align: center;">-</td></tr> <tr><td>Math I Proficiency</td><td style="text-align: center;">-</td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Achievement</th> <th style="text-align: center;">Score</th> </tr> </thead> <tbody> <tr><td>Achievement</td><td style="text-align: center;">30</td></tr> <tr><td>Growth</td><td style="text-align: center;">90.0</td></tr> <tr><td>School Performance</td><td style="text-align: center;">42</td></tr> <tr><td>EOG Reading</td><td style="text-align: center;">44</td></tr> <tr><td>EOG Math</td><td style="text-align: center;">36</td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"></th> <th style="text-align: center;">Grade</th> </tr> </thead> <tbody> <tr><td>School Performance</td><td style="text-align: center;">D</td></tr> <tr><td>EOG Reading</td><td style="text-align: center;">D</td></tr> <tr><td>EOG Math</td><td style="text-align: center;">F</td></tr> </tbody> </table> | | Achievement Indicators | Score | Reading EOG Proficiency | 35 | Math EOG Proficiency | 22 | Science EOG Proficiency | 42 | Biology Proficiency | - | Math I Proficiency | - | Achievement | Score | Achievement | 30 | Growth | 90.0 | School Performance | 42 | EOG Reading | 44 | EOG Math | 36 | | Grade | School Performance | D | EOG Reading | D | EOG Math | F | | | | | | | | | | | | | | |
| Achievement Indicators | Score | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading EOG Proficiency | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math EOG Proficiency | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science EOG Proficiency | 42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Biology Proficiency | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math I Proficiency | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Achievement | Score | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Achievement | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth | 90.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Performance | 42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EOG Reading | 44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EOG Math | 36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Performance | D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EOG Reading | D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EOG Math | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth Status: This School Exceeded Growth What is Growth? The Growth Status measures the academic growth of a school's students from the previous year to the current year. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Formula for determining the School Performance Grade: <ul style="list-style-type: none"> 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school 20 percent of the School Performance Grade is based on academic growth If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade Formula for determining the EOG Math and EOG Reading Grades: <ul style="list-style-type: none"> 80 percent of the grade is based on proficiency 20 percent of the grade is based on growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SCHOOL PERFORMANCE GRADING SCALE <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Range</th> <th style="text-align: center;">Letter Grade</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">85-100</td><td style="text-align: center;">A</td></tr> <tr><td style="text-align: center;">70-84</td><td style="text-align: center;">B</td></tr> <tr><td style="text-align: center;">55-69</td><td style="text-align: center;">C</td></tr> <tr><td style="text-align: center;">40-54</td><td style="text-align: center;">D</td></tr> <tr><td style="text-align: center;">Below 40</td><td style="text-align: center;">F</td></tr> </tbody> </table> | | | | Grade Range | Letter Grade | 85-100 | A | 70-84 | B | 55-69 | C | 40-54 | D | Below 40 | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade Range | Letter Grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 85-100 | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 70-84 | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 55-69 | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40-54 | D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below 40 | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SCHOOL PROFILE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Size: The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels. | | Average Class Size: The average number of students enrolled in the "typical" K-8 classroom. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td>Our School</td><td style="text-align: center;">571</td></tr> <tr><td>District</td><td style="text-align: center;">751</td></tr> <tr><td>State</td><td style="text-align: center;">454</td></tr> </tbody> </table> | | Our School | 571 | District | 751 | State | 454 | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Kindergarten</th> <th>Grade 1</th> <th>Grade 2</th> <th>Grade 3</th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr><td>Our School</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td></tr> <tr><td>Our District</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td></tr> <tr><td>State</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td></tr> </tbody> </table> | | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Our School | - | - | - | - | - | - | - | - | - | Our District | - | - | - | - | - | - | - | - | - | State | - | - | - | - | - | - | - | - | - |
| Our School | 571 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District | 751 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State | 454 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Our School | - | - | - | - | - | - | - | - | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Our District | - | - | - | - | - | - | - | - | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State | - | - | - | - | - | - | - | - | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Attendance: The average percentage of students who attend school daily. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td>Our School</td><td style="text-align: center;">99.3%</td></tr> <tr><td>District</td><td style="text-align: center;">97.3%</td></tr> <tr><td>State</td><td style="text-align: center;">95.8%</td></tr> </tbody> </table> | | Our School | 99.3% | District | 97.3% | State | 95.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Our School | 99.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District | 97.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State | 95.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

View full document: https://ncreportcards.ondemand.sas.com/snapshots/600577_2014_K-8-School.pdf

Appendix L: North Carolina School Report Card 2014 - 2015

|  | | 2014-2015 K-8 SCHOOL SNAPSHOT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------|--|------------------------|----------------------------------|-------------------------|-------------|----------------------|---------|-------------------------|--|---------------------|-------|--------------------|---------|--|---------------|--------------|---------|----------|---------|---------|------------|----|----|----|----|----|----|----|----|----|--------------|----|----|----|----|----|----|----|----|----|-------|----|----|----|----|----|----|----|----|----|
| Westerly Hills Academy 4420 Denver Ave Charlotte, NC 28208 (980)343-6021 Grade Range: PK-8 Regular School Traditional Calendar Charlotte-Mecklenburg Schools http://schools.cms.k12.nc.us/westerlyhillsES Title I | | SCHOOL PERFORMANCE GRADE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th>Achievement Indicators</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Reading EOG Proficiency</td> <td>27</td> </tr> <tr> <td>Math EOG Proficiency</td> <td>20</td> </tr> <tr> <td>Science EOG Proficiency</td> <td>43</td> </tr> <tr> <td>Biology Proficiency</td> <td>-</td> </tr> <tr> <td>Math I Proficiency</td> <td>33</td> </tr> </tbody> </table> | Achievement Indicators | Score | Reading EOG Proficiency | 27 | Math EOG Proficiency | 20 | Science EOG Proficiency | 43 | Biology Proficiency | - | Math I Proficiency | 33 | <table border="1"> <thead> <tr> <th>Growth Status</th> </tr> </thead> <tbody> <tr> <td>Did Not Meet</td> </tr> </tbody> </table> | Growth Status | Did Not Meet | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Achievement Indicators | Score | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading EOG Proficiency | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math EOG Proficiency | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science EOG Proficiency | 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Biology Proficiency | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math I Proficiency | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth Status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Did Not Meet | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th></th> <th>Score</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>Achievement</td> <td>26</td> <td></td> </tr> <tr> <td>Growth</td> <td>60.6</td> <td></td> </tr> <tr> <td>School Performance</td> <td>33</td> <td>F</td> </tr> <tr> <td>EOG Reading</td> <td>36</td> <td>F</td> </tr> <tr> <td>EOG Math</td> <td>28</td> <td>F</td> </tr> </tbody> </table> | | | Score | Grade | Achievement | 26 | | Growth | 60.6 | | School Performance | 33 | F | EOG Reading | 36 | F | EOG Math | 28 | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Score | Grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Achievement | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth | 60.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Performance | 33 | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EOG Reading | 36 | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EOG Math | 28 | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Formula for determining the School Performance Grade: <ul style="list-style-type: none"> 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school 20 percent of the School Performance Grade is based on academic growth If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade | | A+NG Schools: A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th colspan="2">SCHOOL PERFORMANCE GRADING SCALE</th> </tr> <tr> <th>Grade Range</th> <th>Letter Grade</th> </tr> </thead> <tbody> <tr> <td>85-100</td> <td>A</td> </tr> <tr> <td>70-84</td> <td>B</td> </tr> <tr> <td>55-69</td> <td>C</td> </tr> <tr> <td>40-54</td> <td>D</td> </tr> <tr> <td>Below 40</td> <td>F</td> </tr> </tbody> </table> | | SCHOOL PERFORMANCE GRADING SCALE | | Grade Range | Letter Grade | 85-100 | A | 70-84 | B | 55-69 | C | 40-54 | D | Below 40 | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SCHOOL PERFORMANCE GRADING SCALE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade Range | Letter Grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 85-100 | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 70-84 | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 55-69 | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40-54 | D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below 40 | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SCHOOL PROFILE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Size: The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels. | | Average Class Size: The average number of students enrolled in the "typical" K-8 classroom. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th></th> <th>619</th> </tr> </thead> <tbody> <tr> <td>Our School</td> <td>619</td> </tr> <tr> <td>District</td> <td>766</td> </tr> <tr> <td>State</td> <td>462</td> </tr> </tbody> </table> | | | 619 | Our School | 619 | District | 766 | State | 462 | <table border="1"> <thead> <tr> <th></th> <th>Kindergarten</th> <th>Grade 1</th> <th>Grade 2</th> <th>Grade 3</th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>Our School</td> <td>17</td> <td>20</td> <td>19</td> <td>20</td> <td>23</td> <td>16</td> <td>17</td> <td>15</td> <td>13</td> </tr> <tr> <td>Our District</td> <td>19</td> <td>20</td> <td>20</td> <td>20</td> <td>21</td> <td>21</td> <td>22</td> <td>23</td> <td>22</td> </tr> <tr> <td>State</td> <td>19</td> <td>19</td> <td>19</td> <td>19</td> <td>20</td> <td>20</td> <td>22</td> <td>22</td> <td>22</td> </tr> </tbody> </table> | | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Our School | 17 | 20 | 19 | 20 | 23 | 16 | 17 | 15 | 13 | Our District | 19 | 20 | 20 | 20 | 21 | 21 | 22 | 23 | 22 | State | 19 | 19 | 19 | 19 | 20 | 20 | 22 | 22 | 22 |
| | 619 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Our School | 619 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District | 766 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State | 462 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Our School | 17 | 20 | 19 | 20 | 23 | 16 | 17 | 15 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Our District | 19 | 20 | 20 | 20 | 21 | 21 | 22 | 23 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State | 19 | 19 | 19 | 19 | 20 | 20 | 22 | 22 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <i>* Legislation mandates that class sizes for grades 4-12 are not restricted.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Attendance: The average percentage of students who attend school daily. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th></th> <th>98.9%</th> </tr> </thead> <tbody> <tr> <td>Our School</td> <td>98.9%</td> </tr> <tr> <td>District</td> <td>97.0%</td> </tr> <tr> <td>State</td> <td>95.6%</td> </tr> </tbody> </table> | | | 98.9% | Our School | 98.9% | District | 97.0% | State | 95.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 98.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Our School | 98.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District | 97.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State | 95.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Appendix M: North Carolina School Report Card 2015 - 2016

| NORTH CAROLINA SCHOOL REPORT CARDS | | 2015-2016 K-8 SCHOOL SNAPSHOT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------|--|--------------|------------------------|---------|-------------------------|---------|----------------------|---------|-------------------------|---------|--------------------|----|---------------------|----|---------------|----|----------|----|----|-------|--------------|-------------|----|----|--------|------|--------------------|----|-------------|----|----------|----|----|----|----|----|----|----|----|----|---|--|----------------------------------|--|-------------|--------------|--------|---|-------|---|-------|---|-------|---|----------|---|
| Westerly Hills Academy 4420 Denver Ave Charlotte, NC 28208 (980)343-6021 Grade Range: PK-8 Regular School Traditional Calendar Charlotte-Mecklenburg Schools http://schools.cms.k12.nc.us/westerlyhillsES Title I | | SCHOOL PERFORMANCE GRADE <table border="1"> <thead> <tr> <th>Achievement Indicators</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Reading EOG Proficiency</td> <td>28</td> </tr> <tr> <td>Math EOG Proficiency</td> <td>25</td> </tr> <tr> <td>Science EOG Proficiency</td> <td>54</td> </tr> <tr> <td>Math I Proficiency</td> <td>95</td> </tr> <tr> <td>Biology Proficiency</td> <td>-</td> </tr> </tbody> </table> <p>*, * = < 5% of students; 95% = ≥ 95%</p> <table border="1"> <thead> <tr> <th colspan="2">Growth Status</th> </tr> </thead> <tbody> <tr> <td colspan="2">Exceeded</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Score</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>Achievement</td> <td>31</td> <td rowspan="5">D</td> </tr> <tr> <td>Growth</td> <td>90.0</td> </tr> <tr> <td>School Performance</td> <td>43</td> </tr> <tr> <td>EOG Reading</td> <td>38</td> </tr> <tr> <td>EOG Math</td> <td>38</td> </tr> </tbody> </table> | | Achievement Indicators | Score | Reading EOG Proficiency | 28 | Math EOG Proficiency | 25 | Science EOG Proficiency | 54 | Math I Proficiency | 95 | Biology Proficiency | - | Growth Status | | Exceeded | | | Score | Grade | Achievement | 31 | D | Growth | 90.0 | School Performance | 43 | EOG Reading | 38 | EOG Math | 38 | | | | | | | | | | | | | | | | | | | | | | | | |
| Achievement Indicators | Score | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading EOG Proficiency | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math EOG Proficiency | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science EOG Proficiency | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math I Proficiency | 95 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Biology Proficiency | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth Status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Exceeded | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Score | Grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Achievement | 31 | D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth | 90.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Performance | 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EOG Reading | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EOG Math | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Formula for determining the School Performance Grade: <ul style="list-style-type: none"> 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school 20 percent of the School Performance Grade is based on academic growth If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade | | A+NG Schools: A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SCHOOL PROFILE School Size: The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels. | | Average Class Size: The average number of students enrolled in the "typical" K-8 classroom. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th></th> <th>Kindergarten</th> <th>Grade 1</th> <th>Grade 2</th> <th>Grade 3</th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>Our School</td> <td>20</td> <td>17</td> <td>19</td> <td>21</td> <td>23</td> <td>20</td> <td>16</td> <td>14</td> <td>12</td> </tr> <tr> <td>Our District</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>22</td> <td>22</td> <td>22</td> <td>23</td> <td>23</td> </tr> <tr> <td>State</td> <td>19</td> <td>19</td> <td>19</td> <td>19</td> <td>20</td> <td>21</td> <td>21</td> <td>22</td> <td>21</td> </tr> </tbody> </table> <p><small>* Legislation mandates that class sizes for grades 4-12 are not restricted.</small></p> | | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Our School | 20 | 17 | 19 | 21 | 23 | 20 | 16 | 14 | 12 | Our District | 20 | 20 | 20 | 20 | 22 | 22 | 22 | 23 | 23 | State | 19 | 19 | 19 | 19 | 20 | 21 | 21 | 22 | 21 | <table border="1"> <thead> <tr> <th colspan="2">SCHOOL PERFORMANCE GRADING SCALE</th> </tr> <tr> <th>Grade Range</th> <th>Letter Grade</th> </tr> </thead> <tbody> <tr> <td>85-100</td> <td>A</td> </tr> <tr> <td>70-84</td> <td>B</td> </tr> <tr> <td>55-69</td> <td>C</td> </tr> <tr> <td>40-54</td> <td>D</td> </tr> <tr> <td>Below 40</td> <td>F</td> </tr> </tbody> </table> | | SCHOOL PERFORMANCE GRADING SCALE | | Grade Range | Letter Grade | 85-100 | A | 70-84 | B | 55-69 | C | 40-54 | D | Below 40 | F |
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Our School | 20 | 17 | 19 | 21 | 23 | 20 | 16 | 14 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Our District | 20 | 20 | 20 | 20 | 22 | 22 | 22 | 23 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State | 19 | 19 | 19 | 19 | 20 | 21 | 21 | 22 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SCHOOL PERFORMANCE GRADING SCALE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade Range | Letter Grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 85-100 | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 70-84 | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 55-69 | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40-54 | D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below 40 | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Attendance: The average percentage of students who attend school daily. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th></th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Our School</td> <td>98.5%</td> </tr> <tr> <td>District</td> <td>97.0%</td> </tr> <tr> <td>State</td> <td>95.7%</td> </tr> </tbody> </table> | | | Percentage | Our School | 98.5% | District | 97.0% | State | 95.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Our School | 98.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District | 97.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State | 95.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Appendix N: North Carolina School Report Card 2016 - 2017



| |
|---|
| Westerly Hills Academy 4420 Denver Ave Charlotte, NC 28208 (980)343-6021 Grade Range: K-8 Regular School Traditional Calendar Charlotte-Mecklenburg Schools http://schools.cms.k12.nc.us/westerlyhillsES Title I |
|---|

2016-2017 SCHOOL PERFORMANCE GRADE

| Achievement Indicators | Score |
|-------------------------|-------|
| Reading EOG Proficiency | 29 |
| Math EOG Proficiency | 29 |
| Science EOG Proficiency | 47 |
| Math I Proficiency | 95 |
| Biology Proficiency | - |

, = < 5% of students; 95% = ≥ 95%

| Growth Status | School Performance Grade |
|---------------|--------------------------|
| Exceeded | D |

| | Score | Grade |
|--------------------|-------|-------|
| Achievement | 32 | |
| Growth | 90.4 | |
| School Performance | 44 | |
| EOG Reading | 40 | D |
| EOG Math | 42 | D |

Formula for determining the School Performance Grade:

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

A+NG Schools: A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

| SCHOOL PERFORMANCE GRADING SCALE | |
|----------------------------------|--------------|
| Grade Range | Letter Grade |
| 85-100 | A |
| 70-84 | B |
| 55-69 | C |
| 40-54 | D |
| Below 40 | F |

SCHOOL PROFILE

School Size: The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

| | |
|------------|-----|
| Our School | 537 |
| District | 753 |
| State | 455 |

School Attendance: The average percentage of students who attend school daily.

| | |
|------------|-------|
| Our School | 93.9% |
| District | 95.1% |
| State | 95.3% |

Average Class Size: The average number of students enrolled in the "typical" K-8 classroom.

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|--------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Our School | 20 | 13 | 15 | 17 | 17 | 17 | 18 | 12 | - |
| Our District | 19 | 19 | 20 | 20 | 22 | 22 | 23 | 23 | - |
| State | 19 | 19 | 19 | 19 | 21 | 21 | 22 | 21 | - |

* Legislation mandates that class sizes for grades 4-12 are not restricted.

View full document: https://ncreportcards.ondemand.sas.com/snapshots/600577_2017_K-8-School.pdf

Appendix O: Parent Policy (prior to 2016)

WESTERLY HILLS ACADEMY PARENT POLICY 2015 – 2016

The Westerly Hills Title I School-wide program encourages each parent to be involved in their child's education. This policy outlines the parent involvement activities that will be conducted during the school year.

- **Parents will receive a copy of the Parent-School Compact.** This is an agreement between the home and school outlining everyone's responsibility for supporting student learning.
- **A Title I Annual Parent Meeting will be held on September 17, 2015.** This meeting will cover the results of the annual review meeting from last spring, what activities children will be involved in, how children will be assessed to determine growth, and how and when the assessment information will be sent home to the parents. This meeting also will give parents the opportunity to actively participate and have input into the Title I School-wide program.
- **Monthly newsletters,** suggestions for parents on how to work with their child, lists of good books to read with their child, as well as other information will be sent home periodically to provide opportunities to train parents to help their children succeed in school.
- **The Parent Center** is a designated room specifically for parents to use during the school day. This room has internet wiring, an outside phone line and technology services. This room may also be used for conferences and meeting.
- **Parent-Teacher conferences are scheduled for October 23, 2015.** Teachers will be available to review student progress and answer any questions concerning student achievement.
- **A survey will be given to parents in the spring** of the year that will allow parents a chance to voice their feelings about the Title I School-wide program. We look forward to suggestions or recommendations that can help to improve our Title I program.
- **An annual review meeting is held each year in the spring** to review the Title I Schoolwide program. Parents are welcome to attend. The results from the Parent Survey as well as teacher input will be considered when planning for the next year. The results of this annual review meeting will be shared with parents at the annual parent meeting in the fall.
- **We invite parents to call the school to speak with your child's teacher or email them** at any time during the year to ask any questions regarding scheduling visits or meetings.

- **Parent will receive a copy of the Parent Involvement Policy (this document)** which describes the ongoing activities that are held to inform and involve parents in their child's education.

Appendix P: New Parent Involvement Policy (proposed)

Proposed Parent Involvement Policy

Consultancy Project Topic: Supporting Transient Students within a K-8 Setting

1. Please identify whether this is a NEW policy or a CHANGE IN EXISTING policy.

New: To date, a policy does not exist that specifies, supports or encourages parental or guardianship involvement of transient students within the CMS district.

2. Please provide BACKGROUND by outlining the conditions, events, or requirements that have resulted in the need for the new or revised policy. (In other words, why is this new/revised policy necessary?)

With the population of transient students on the rise within numerous Title I schools, the academic achievement level of each student tends to vary and ultimately has a negative impact on the student. Some students have the potential to become “At-Risk” students and begin to perform below their assigned grade level’s expectations. According to the results from the 2015-2016 EOG Assessment for Westerly Hills Academy, the transient population’s failing test scores occupied at least 30% of the school’s test scores for grades 3 - 8. With this percentage on the rise across the nation, it is imperative that a policy is put in place to hold parental figures accountable for their parent involvement in their student’s school & within their academic achievement.

Studies have proven with an increase of parent involvement; transient students tend to thrive academically and remain on grade level with the consistent involvement of their parents and a steady attendance record.

3. Please provide a POLICY STATEMENT. For NEW policies, state the policy and include the requirements of the group that this policy establishes – i.e. what is permitted and what is prohibited. For EXISTING policies, attach a copy of the proposed policy with changes to the original policy tracked. Please add comments for the changes.

The parents/guardians of transient students at Westerly Hills Academy are required to participate in at least 75% of the school-funded designated trainings set aside for parents, participate in all parent/teacher conferences, and school curriculum events dedicated to benefit the academic success of your student. In addition, the student must be in attendance for 85% of the enrollment status unless prescribed (written notice) by a medical physician

to remain from the educational facility. Special Note: Field trips and school-wide events that include special performances will also be considered as parent involvement, if the attending parent is willing to participate in a brief update session about their child's academic performance before or after the scheduled event.

4. Please provide the REASONS for the policy – what legal, regulatory, financial, operations, accreditation, technological, social, etc. requirements this policy addresses. State clearly the situation and/or problem this policy is attempting to address.

With an increased population of transient students in the Title I schools, it is imperative to put a policy in place that requires parents/guardians to be accountable for their children's academic success and attendance rate. Transient students within the K-8 facility are scoring below grade level on numerous assessments such as: formal and informal common assessments, district mandated assessments, state-wide cumulative assessments, reading below grade level, etc.

This policy is to address the academic achievement levels of transient students by focusing primary on their attendance and parent involvement.

To bridge the academic achievement gap of transient students, Westerly Hills Academy will facilitate workshops that train and provide demonstrations of skills and strategies that will help the parents/guardians become an active participant in their student's achievement levels. The parents will be required to attend at least seventy-five percent of all events sponsored by Westerly Hills Academy that benefit the academic achievement level of their child. For example: Parent-Teacher Conferences, Curriculum Nights, Open House Events, etc. Provisions will be accepted for the parent-teacher conferences; the conferences can be held via video chat or phone conference, yet all conversations will be notated and signed off agreeing that both parties involved (teacher/parent) participated and actively agreed upon the notated document.

5. Please DEFINE any specialized terms used in the policy.
 - *Academic Achievement- Academic achievement refers to a student's success in meeting short- or long-term goals in education. In the big picture, academic achievement means completing high school or*

earning a college degree. In each semester, high academic achievement may mean a student is on the honor roll.

- *“At-Risk” Student- The term “at-risk” implies that a student faces factors related to the school, society, and family that increase the likelihood of struggling in school, requiring remediation or facing retention, and decrease the likelihood of becoming a high school graduate.*
- *Guardian- a person who looks after and is legally responsible for someone who is unable to manage their own affairs, especially an incompetent or disabled person or a child whose parents have died. In addition, an adult that is consistently involved in the child’s life may also serve as a guardian representative with parent consent.*
- *McKinney-Vento: The McKinney Vento Homeless Assistance Act of 1987 (Pub. L. 100-77, July 22, 1987, 101 Stat. 482, 42 U.S.C. § 11301 et seq.) is a United States federal law that provides federal money for homeless shelter programs. It was the first significant federal legislative response to homelessness and was passed and signed into law by President Ronald Reagan on July 22, 1987.*
- *Parents- mother or father, or being in the act of a mother or father*
- *Student Mobility-Mobility is a common experience found with other at-risk factors, such as high poverty, homelessness, placement in foster care, or being a child of migrant workers. In fact, one correlate of student achievement is student mobility (mobility defines the transient status).*
- *“Title I”- formerly known as Chapter 1, is part of the Elementary and Secondary Education Act of 1965, and is the foundation of the federal commitment to closing the achievement gap between low-income and other students. Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.*
- *Transient Student- A transient student is one that typically moves from school to school within one academic school year. In addition, the*

student may be known of living in a transient location and consistently moving from home to home. These places may be as follows: shelter, relatives' homes, temporary housing, extended-stay housing, etc. The student may even be classified as McKinney-Vento and is in a homeless living situation.

6. Please provide PROCEDURES to the policy. For NEW policies, outline procedures that this proposed policy requires of the people involved that will deliver the preferred/desired results. For EXISTING policies, outline procedures in the proposed policy revisions.
 - A. *Develop and ensure that all communication to parents/guardians are published in formats that are easy to comprehend by all cultures and clearly state the purpose of the communication. In addition, make sure all notices are sent out within a timely manner and are accompanied with reminders at least 3 consecutive days leading up to the event.*
 - B. *Implement various forms of communication between the school and the parents/guardians to assure that all lines of communication are in place. Therefore, this will ensure that the parents are aware of all opportunities to be involved in the events.*
 - C. *Collaborate with school personnel to promote the importance and understanding of parent involvement throughout the educational facility.*
 - D. *Ensure that the appropriate support teams are in place and actively engaged in assisting parents when in need.*
 - E. *Conduct sessions that embrace parents in understanding the state's curriculum and the requirements for performing on grade level.*
 - F. *Promote and build parent capacity for involvement by providing adequate trainings and materials to parents to assist them with effectively supporting their student's education both at home and at school. These sessions will be conducted at various times of the day to accommodate all parents work schedules.*

- G. Promote parents/guardians to achieve their GED. If sessions cannot be held within the school setting due to funding, parents will be provided with an adequate amount of information for enrollment and provided with assistance (if needed) to submit the electronic applications on site in the parent center.*
- H. Facilitate a workshop that addresses student absenteeism and the effects it has upon academic achievement. (This is not limited to just one workshop and can be combined with other topics of importance). These workshops will be conducted at various times of the day to accommodate all parents work schedules.*
- I. Provide parental workshops for those parents seeking how to become a better parent or how to build parental relationships.*
- J. Implement a tool or plan that keeps the parents actively engaged and aware of their student's attendance record.*
- K. Implement professional development sessions that will provided teachers with the adequate trainings and guidance on how to effectively communicate with parents/guardians.*

7. Please indicate the SCOPE of the policy (i.e. – to whom the policy applies). This may well require you to consult with other organizational personnel, such as the office of the provost, CFO, or head of business operations. Please identify any personnel you met with for such a consultation.

- *School Administration Team*
- *School Counselors*
- *School Psychologist*
- *Parents/Guardians*
- *Students*

8. Please provide the EFFECTIVE DATE the new/revised policy will go into effect.

- *August of 2017: The new school year of 2017-2018*

9. Please list the STAKEHOLDERS WHO WILL BE CONSULTED in formulating this policy. To be most effective, you will wish to consult with those who are most knowledgeable and those who will most be affected by the

policies/procedures being established or revised. These groups might include general counsel, steering committee, and/or subject matter experts, among others.

- *Administration Team*
- *School Counselors*
- *School Psychologist*
- *School Leadership Team*
- *School Support Team*
 - *Communities in Schools (CIS)*
 - *A Child's Place (ACP)*
- *School Nurse*
- *Parent/Teacher Association (PTA)*
- *Teachers*
- *Parents/Primary Guardians*
- *Students*

10. Please state any COMMUNICATIONS OR TRAININGS that will be conducted to ensure effective implementation of the new or revised policy.

All participants will be expected to attend the trainings via online or in-person, which will provide information on strategies, skills, and the expectations for increasing parent involvement. Parent advocates (various school personnel) will be assigned to the parents as a liaison/support system for parents. Bi-weekly communications will be provided to the participants via school/teacher webpage; auto voicemails will be sent out through a text blast and/or phone messaging system; written notices will also be sent home in the required native language of the family. In addition, home visits can be scheduled with the school support team to make face to face contact with the participants.

Appendix Q: Behavior Log/Contract

Behavior Contract for _____
of: _____

Week _____

Weekly Goal: Get a special treat from Ms. Harris! Monthly Goal: Lunch & Surprise with Ms. Lyles! Daily Goal: 28 out of 33

Codes: S-Super

A-Acceptable

NI- Needs improvement

Today's Total: _____ out of **33**

| MONDAY | Goals/Days | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 | 1:00 | 2:00 | 3:00 |
|---------------|---|------|------|-------|-------|-------|------|------|------|
| | I will complete "ALL" of my homework every day. | | | | | | | | |
| | I will raise my hand and wait to be acknowledged first before blurting out my thoughts. | | | | | | | | |
| | I will control my outburst. | | | | | | | | |
| | I will remain on task when the teacher is teaching, and while working on assignments. | | | | | | | | |
| | I treat others (teachers & peers) with respect | | | | | | | | |

Today's Total: _____ out of **33**

| TUESDAY | Goals/Days | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 | 1:00 | 2:00 | 3:00 |
|----------------|---|------|------|-------|-------|-------|------|------|------|
| | I will complete "ALL" of my homework every day. | | | | | | | | |
| | I will raise my hand and wait to be acknowledged first before blurting out my thoughts. | | | | | | | | |
| | I will control my outburst. | | | | | | | | |
| | I will remain on task when the teacher is teaching, and while working on assignments. | | | | | | | | |
| | I treat others (teachers & peers) with respect | | | | | | | | |

Behavior Contract for _____
of: _____

Week _____

Weekly Goal: Get a special treat from Ms. Harris! Monthly Goal: Lunch & Surprise with Ms. Lyles! Daily Goal: 28 out of 33

Codes: S-Super

A-Acceptable

NI- Needs improvement

Today's Total: _____ out of **33**

| WEDNESDAY Goals/Days | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 | 1:00 | 2:00 | 3:00 |
|---|------|------|-------|-------|-------|------|------|------|
| I will complete "ALL" of my homework every day. | | | | | | | | |
| I will raise my hand and wait to be acknowledged first before blurting out my thoughts. | | | | | | | | |
| I will control my outburst. | | | | | | | | |
| I will remain on task when the teacher is teaching, and while working on assignments. | | | | | | | | |
| I treat others (teachers & peers) with respect | | | | | | | | |

Today's Total: _____ out of **33**

| THURSDAY Goals/Days | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 | 1:00 | 2:00 | 3:00 |
|---|------|------|-------|-------|-------|------|------|------|
| I will complete "ALL" of my homework every day. | | | | | | | | |
| I will raise my hand and wait to be acknowledged first before blurting out my thoughts. | | | | | | | | |
| I will control my outburst. | | | | | | | | |
| I will remain on task when the teacher is teaching, and while working on assignments. | | | | | | | | |
| I treat others (teachers & peers) with respect | | | | | | | | |

Behavior Contract for _____
 of: _____

Week

Weekly Goal: Get a special treat from Ms. Harris! Monthly Goal: Lunch & Surprise with Ms. Lyles! Daily Goal: 28 out of 33

Codes: S-Super


A-Acceptable

NI- Needs improvement

| FRIDAY | Goals/Days | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 | 1:00 | 2:00 | 3:00 |
|---------------|---|------|------|-------|-------|-------|------|------|------|
| | I will complete "ALL" of my homework every day. | | | | | | | | |
| | I will raise my hand and wait to be acknowledged first before blurting out my thoughts. | | | | | | | | |
| | I will control my outburst. | | | | | | | | |
| | I will remain on task when the teacher is teaching, and while working on assignments. | | | | | | | | |
| | I treat others (teachers & peers) with respect | | | | | | | | |

Today's Total: _____ out of **33**

Appendix R: School Improvement Plan 2015 – 2016

|  2015-2016 Westerly Hills Academy School Improvement Plan Strategic Plan 2018: For a Better Tomorrow | |
|--|---|
| Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready Four focus areas: <ol style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps | Goal 2: Recruit, develop, retain and reward workforce Five focus areas: <ol style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development |
| Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child Three focus areas: <ol style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development | Goal 4: Promote a system-wide culture of engagement, cultural competency and customer service Five focus areas: <ol style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service |
| Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems Four focus areas: <ol style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement | Goal 6: Inspire and nurture learning, creativity and entrepreneurship through technology and school redesign Four focus areas: <ol style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools |

Every Child. Every Day. For a Better Tomorrow.

View full document:

<http://www.ncpublicschools.org/docs/schooltransformation/low-performing/2015-16/600577-Westerly>