

2018

# Collaborating, Cultivating, Connections

Danny L. Moore  
*Gardner-Webb University*

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# **Consultancy Project Executive Summary**

Organization: Gardner-Webb University School of Education

Project Title: Collaborating, Cultivating, Connections

Candidate: Danny L. Moore

Consultancy Coach: Steven Bingham

Defense Date: 09 July 2018

Authorized by: LaRonda Whiteside, Assistant Superintendent

### **Amendment History**

<u>Version</u>	<u>Issue Date</u>	<u>Changes</u>
First	1 June 2018	Initial version.
Second	4 June 2018	The major changes were the tables were enclosed, alignment was changed to the left, the Table of Contents numbers were inputted, and the document was changed according to the Table of Contents to reflect what was in the document.
Third	15 June 2018	The correct APA format for the references were done, typographic errors corrected, descriptors added.
Fourth	19 June 2018	Changed page numbers

## **Acknowledgements**

There are a few people I want to recognize for their support during my Gardner-Webb studies. It has been a task to handle all the classwork and also be a leader at Northview Middle School. First of all, I want to thank all my professors at Gardner-Webb for giving the knowledge and guidance to be a student in the DEOL program. I want to thank my family for supporting me with all the long hours that I had to work and help with babysitting. I want to thank my church family for praying for me as I went through the program and giving me that strength to keep. I want to thank my Northview Middle School family for working with me while I worked in the DEOL program. The time and effort put into this program were due to the hard work and dedication of these people who supported those efforts, and without them I would not have accomplished this major feat.

## **Abstract**

Collaborating, Cultivating, Connections. Moore, Danny L., 2018: Consultancy Project, Gardner-Webb University, Digital Commons/Middle School/Teacher Support/Diversity/Mentoring/Student Support/

In 2013, Northview Middle School was seen as a focus school with the student achievement gap that had not closed within 3 years, and the main factor was the underperforming subgroups. The Black males were severely underperforming on all core subject areas and creating discipline issues within the classroom environment. At this rate, these students would mostly not graduate from school and end up in the school-to-prison pipeline.

Black male students who have not had success in the regular public schools may have low self-esteem and poor grades and may not be engaged in school; that is the reason for the professional development class. Knowledge of Black male students in the classroom by the teachers would increase that lack of self-esteem and confidence that eventually leads to discipline issues. The professional development on diversity which includes discipline issues in the classroom will result in better grades and a general positive attitude toward school.

Research has indicated that mentoring a student in school mainly improves the way the student views school. Anderson (2007) indicated that mentoring should not be treated as the key to a student's success or demise in schools, yet it should be tested as one factor in a complex string of factors. I believe Anderson summed it up best in his research by indicating that a mentor provides support and guidance for a child or youth in his or her personal, academic, and other areas of life. With this research, we can anticipate a change with Black males throughout Hickory Public Schools. The implementation of this project would support the schools and the district with positive student achievement.

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## 1 Introduction

### 1.1 Project Purpose

Northview Middle School (NMS) is located in Hickory, North Carolina. The school community has a 46-year history and is well recognized for its quality relationship with parents, the City of Hickory, and Lenoir Rhyne University. Now the community has changed with the influx of immigrants; the population is more diverse. The community residents hold high expectations for excellence in public education and actively collaborate with NMS to accomplish this goal.

NMS has 600 students and has an average class size of 24 in the sixth grade, 25 in the seventh grade and 28 in the eighth grade. NMS administrators have guiding principles which are evident through the school vision, mission, and philosophy that are posted within each classroom. The school has 35 teachers on staff, with 100% fully licensed, fully qualified teachers. One hundred percent have advanced degrees. Starting in the 2015-2016 school year, NMS had a district-low staff turnover rate, hiring only one teacher.

Based on the environmental and cultural factors of NMS, we identified a correlation between Black, male students not being proficient on end-of-grade tests (EOG) and being at risk for one or more of the following: (a) being a minority member or having an ethnic group identity; (b) living in a low socioeconomic household; (c) living in a single-parent family; (d) having a poorly educated mother; (e) living in an impoverished neighborhood or community; and/or (f) living in a violent neighborhood or community. As such, many of these attributes, in addition to others, are directly related to low performance on EOGs.

NMS faculty data have focused on the goal of understanding the importance of and effectively using instruction, which set the tone for the year in terms of developing the knowledge, attitude, and skills necessary for Black male students to become healthy, competent, 21st century learners.

Teachers have a difficult time teaching Black males at NMS. I created a mentoring program and a professional development class that would support the teachers in teaching the Black male student. The percentage of Black male students earning below grade level EOG scores has increased over the last 3 years. The supporting data indicated that the subgroups of African-American and Economically Disadvantaged Students (EDS) were not proficient in math. This means that the Black male student can be identified in two subgroups. The supporting data show that 79.2% of Black males did not meet the standards in math, and 60.4% did not meet the standards in reading. In science, 67% did not meet the standards; and in social studies, 52.1% did not meet the standards.

The gap between the math achievement of White students and the math achievement for African-American students was 24.6% as indicated through EOG assessment scores. The data indicate that NMS must focus on math and reading instructional strategies with the Black male population. Consequently, to address NMS student learning needs, reduce the White-minority achievement gap, and support teacher instruction, I created a mentoring program and professional development class called *Collaborating, Cultivating, Connections* (CCC) that would support the teachers teaching the Black male student.

## **1.2 Associated Documents**

See Appendices on page 24.

## **1.3 Project Plan Maintenance**

The creation of the CCC program is designed to enhance Hickory Public Schools' ability to improve aspects of diversity by connecting with the community. My project plan to be a success as a leader is dependent upon my ability to design these programs that affect the people, process, and product of Hickory Public Schools. In order to read each one of the tables and figures, please read the chart horizontally. Dr. Denise Patterson, Assistant Superintendent of Hickory Public Schools, was my Consultancy Project Supervisor for the CCC project when it was initiated, and she approved all changes and updates to the Consultancy Project. In 2017, Dr. Patterson took the position of Superintendent of Asheville City Schools, and LaRonda Whiteside took over as Assistant Superintendent of Hickory Public Schools and became my new Consultancy Project Supervisor.



## **2 Project Scope**

### **2.1 Outline of Partnering Organization's Objectives**

The project scope includes two programs: Lunch Buddy Mentoring and Classroom Management to build Outline Community Connections and Diversity Class to Cultivate Leaders. The projects and their scope are discussed respectively and affixed in tables.

#### **2.1.1 Objective 1**

The Lunch Buddy Mentoring Program will improve collaboration with parents by utilizing them as mentors during lunch to increase student achievement for all schools by the 2018 school year. See Table 1 for the action plan for this objective.

Table 1

*Lunch Buddy Mentoring Program Action Plan*

<b>Leadership Activities</b>	<b>Leadership Roles</b>	<b>Resources</b>	<b>Funding</b>	<b>Risk Profile</b>	<b>Project Status</b>	<b>Evidence of Success</b>
Develop and implement procedures for Lunch Buddy Program	School Improvement Team (SIT)	Lunch Buddy meeting room		Procedures Disapproved	Quarterly	Program Procedures in place
Develop list of students needing mentoring	SIT	At-Risk Students List		Matching mentors to mentees		At-Risk Student List
Send letters for parental consent	SIT	Letters with letterhead from school		Not getting parental consent		Letter Returned with parent consent
Develop list of mentors	SIT/PTA/ Counsel of Adolescents	School Volunteer Log	City of Hickory Funds	Good Citizens		Volunteer Sign In Log
Get background check on mentors	Central Office	Background Check	District Funds	Background Check misses something		Completed Background Check
Meet with mentors	Lunch Buddy Coordinator	Provide mentors schedule		Timeliness		Mentors meet

**2.1.2 Success Criteria**

The success of the Lunch Buddy Mentoring Program will be measured by student achievement at the end of the school year. These objectives measure success daily with the mentor spending time helping the student gain skills and character and to be responsible for their future.

**Objective 2**

Use Lunch Buddy Mentoring Program as a mentoring program designed to foster a relationship between a student and a community person who can offer support, guidance, and concrete experience.

**Preliminary Actions**

1. Prepare mentoring letters for parental consent, contact parents

2. Have Central Office conduct background checks on Lunch Buddy mentor
3. Counsel of Adolescents

### **2.1.3 Risk Profile**

1. Not properly matching mentors to mentees
2. Background check misses something
3. Not getting parental consent
4. Availability of school volunteer log
5. Availability of at-risk student list
6. North Carolina Report Card Data

## **2.2 Outline of Student's Objectives**

### **2.2.1 Objective**

The Classroom Management and Diversity Course will enhance Hickory Public Schools New Teacher Orientation/District Curriculum Conference at the start of the 2018 school year by providing teachers a culturally relevant course on the diverse population. See Table 2 for the action plan for this objective.

Table 2

*Classroom Management and Diversity Course Action Plan*

<b>Leadership Activities</b>	<b>Leadership Roles</b>	<b>Resources</b>	<b>Funding</b>	<b>Risk Profile</b>	<b>Project Status</b>	<b>Evidences of Success</b>
Project Approval	Assistant Superintendent	Facility- High School	District Funds	Teachers cancelling	Ongoing	Program initiated
Set up Newcomers Meeting	Curriculum Coordinator	Coordinate Speakers		Scheduling		Speakers Coordinated
New Teacher Orientation Meeting	Executive Secretary	Principal's Meet & Greet		School Crisis		Principal's Attendance
Date/Time Scheduled	Executive Secretary	Lunch/ Parking		Timeliness		Attendance Log
Enroll Teachers	Executive Secretary	Sign In Log		Non Attendance		Attendance Log
Teach Class	Doctoral Student	Handouts/Power Point		Culturally Relevant		District Survey

**2.2.2 Success Criteria**

The success of the Classroom Management and Diversity Course will be measured with the surveys from the New Teacher Orientation and classroom teachers. The measure of success will enhance the student teacher relationships in the classroom and will decrease suspensions.

**Objective 2:** The Classroom Management/Diversity Course will support teacher understanding of the cultural differences of students in the classroom.

1. Teachers cancelling
2. Culturally Relevant Course
3. Scheduling

**2.2.3 Risk**

1. Location
2. Guest Speakers
3. Principal's Meet & Greet
4. Lunch

### **2.3 Definitive Scope Statement**

The scope of the project was to support student achievement by improving what teachers are doing in the classroom with diverse learners and give students the extra support they need to be successful. Within the district, staffs were very supportive with resources to ensure that the project was solid enough to use in all school settings.

### **3 Deliverables**

#### **3.1 To Partnering Organization**

The list of deliverables identified by partnering organizations are schools with the same needs and goals that the project team will create activities from and will be carried out by the staff in the responsibility roles. Small resources needed to make the project a success created deliverables like Volunteer Sign In Log, At-Risk Student List, Background Checks, and Mentor Surveys.

#### **3.2 From Student**

The deliverable for the partnering student was that all the students involved in the Lunch Buddy Mentoring Program would have an immediate school impact by the increase of student achievement. The Classroom Management and Diversity Course will show the students that the teacher will receive the appropriate training to improve their achievement in the classroom.

## **4 Project Approach**

### **4.1 Project Lifecycle Processes**

The project was originated in August 2015, once discovering what the district's needs were and who was on board to make sure all resources available were easily accessed for project completion. All tables attached will show the responsibility of district and school staff, activities, and the evidences of success.

### **4.2 Project Management Processes**

The management of the project shows that the Assistant Superintendent met with the doctoral student to ensure that district needs were in the forefront of the project. She made sure the risks were minimized so they did not affect the activities that will lead the project team. The financing of both projects show that the project team ensures they planned with all schools involved to cut costs to improve student achievement. The risks that were minimized were not alleviated but were manageable. Not properly matching mentors to mentees, background check misses something, location, and parking could always create problem areas.

### **4.3 Project Support Processes**

The project had many supports from the schools within the district, with the principals leading the way. The Council of Adolescents was very active in working to ensure that the Lunch Buddy Mentoring Program work smoothly by procuring support from the community. They also made sure the volunteers were properly briefed on their responsibilities when mentoring school-age children.

### **4.4 Organization**

Figure 1 shows the organization and mapping from the Lunch Buddy Mentoring program to the evaluation of the program. Please ensure that you read this mapping from left to right and top to bottom in columns.

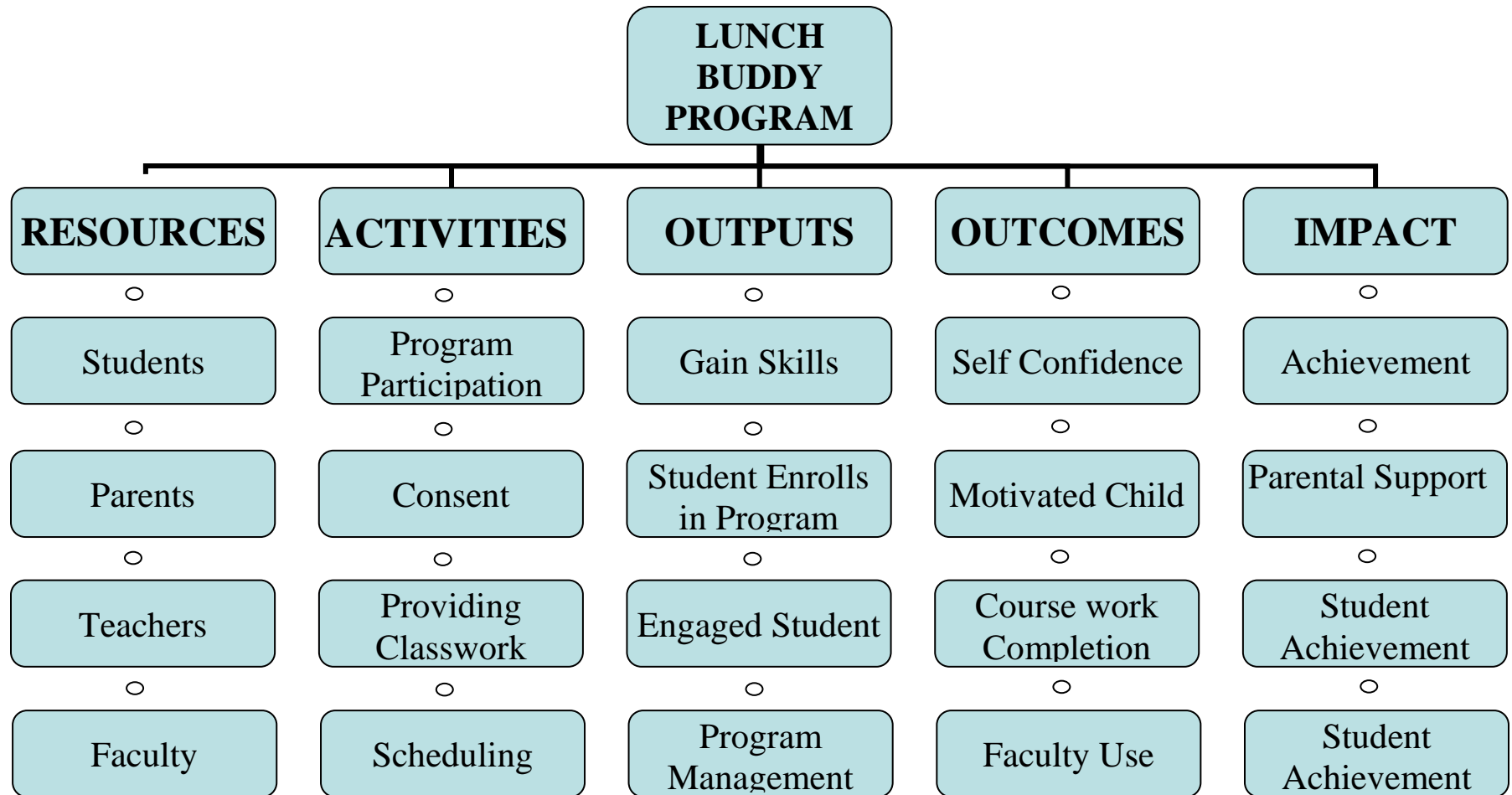


Figure 1. Organization Mapping with Preliminary Impacts.



#### **4.4.1 Project Team**

There was no project team selected to perform each task. Each person identified as a stakeholder had a position, and in that position each activity could be performed. The Assistant Superintendent made sure everyone knew what was to be completed in the New Teacher Orientation, and the doctoral student would create the class and present the information to the new teachers and the classroom teachers at the middle school.

#### **4.4.2 Mapping Between NMS and Student**

The organization mapping begins with the Preliminary Input Analysis of the Resources, Activities, Outputs, and Outcomes. The mapping indicates the stakeholders in the Lunch Buddy Mentoring program and how they fit into the program; and they start with the students, parents, teachers, and the rest of the faculty. At the end of the school year the data will be collected, and a program evaluation will be completed using the information in this mapping and teacher/district surveys.

## 5 Communications Plan

The communication plan is based on the objectives of the project. The stakeholders will perform activities below to reach project success. See Tables 3 and 4.

Table 3

### *Lunch Buddy Mentoring Communications Plan*

Who is Stakeholder	What info do they need	Why do they need it	When will they get it	How will they get it
School Improvement Team (SIT)	Develop procedures for the lunch buddy program	Staff and students need to know how the Lunch Buddy Program operates in the school	Once all the procedures are put in place and the initial date is 1 Oct 2017	All procedures will be in a google doc for access
School Improvement Team (SIT)	Develop list of students needing mentors	To ensure that they are connecting with the school to improve student achievement	Once the teachers will make their recommendation to the SIT through their Rep	All procedures will be in a google doc for access
School Improvement Team (SIT)	Send letter for parental consent	To approve the reason for having the program	Once the letters have be approved by the SIT, they will go out	Letters will be mailed to the student's address, and hand carried home
Counsel of Adolescent	Meet with mentors	To approve the Lunch Buddy procedures and get appropriate training	Once everyone has been signed up to be a mentor	Letter and email will be sent to mentors for program approval
Central Office	Get background checks completed	To make sure the school system gets good volunteers	Once the community volunteers are approved as mentors	Letter will be sent to them for an appointment for background check

Table 4

*Classroom Management and Diversity Class Communication Plan*

Who is Stakeholder	What info do they need	Why do they need it	When will they get it	How will they get it
Assistant Principal	Approval for class	Class can be developed for New Teacher Orientation and the given time for their presentation	Once the approval is completed the development may begin	Assistant Superintendent will send approval to doctoral student by email
Curriculum Director	Set up newcomers meeting	To make sure we have all presenters present	They will be given the plan of action once everyone is confirmed to present	Emails will be sent to the schools
Curriculum Coordinator	Set up New Teacher Orientation	To ensure all hired teachers get the appropriate information	Once all teachers are hired and background check completed	Letters will be sent to their home address
Executive Secretary	Set time and date for class	Ensure they get oriented with the school system	New Teacher Orientation will be set up 3 weeks before school starts	Letters will be sent to their home address
Presenter Doctoral	Prepare power point handouts for teachers	Ensure that the information gets to the teachers	Class will be held in sequenced format the executive secretary sets up	Class will be given in lecture format, with a power point and handout

## 6 Work Plan

### 6.1 Work Breakdown Structure

The leadership activities drive the goals and objectives of the project, and the leaders will carry out the responsibilities. The risk profile and the evidences of success are key to making sure all the other parts of the project work. Surveys in both projects will lead the evaluation process at the end of the year.

Table 5

*District Lunch Buddy Mentoring Program Work Plan*

<b>Leadership Activities</b>	<b>Leadership Roles</b>	<b>Resources</b>	<b>Funding</b>	<b>Risk Profile</b>	<b>Project Status</b>	<b>Evidence of Success</b>
Develop and implement procedures for Lunch Buddy Program	School Improvement Team (SIT)	Lunch Buddy meeting room		Procedures Disapproved	Quarterly	Program Procedures in place
Develop list of students needing mentoring	SIT	At-Risk Students List		Accurately match mentors to mentees		At-Risk Student List
Send letters for parental consent	SIT	Letters with letterhead from school		Not getting parental consent		Letter Returned with parent consent
Develop list of mentors	SIT/PTA/ Counsel of Adolescents	School Volunteer Log	City of Hickory Funds	Good Citizens		Volunteer Sign In Log
Get background check on mentors	Central Office	Background Check	District Funds	Background Check misses something		Completed Background Check
Meet with mentors	Lunch Buddy Coordinator	Provide mentors schedule		Timeliness		Mentors meeting on scheduled date

Table 6

*Classroom Management and Diversity Class*

<b>Leadership Activities</b>	<b>Leadership Roles</b>	<b>Resources</b>	<b>Funding</b>	<b>Risk Profile</b>	<b>Project Status</b>	<b>Evidences of Success</b>
Project Approval	Assistant Superintendent	Facility- High School	District Funds	Teachers cancelling	Ongoing	Program initiated
Set up Newcomers Meeting	Curriculum Coordinator	Coordinate Speakers		Scheduling		Speakers Coordinated
New Teacher Orientation Meeting	Executive Secretary	Principal's Meet & Greet		School Crisis		Principal's Attendance
Date/Time Scheduled	Executive Secretary	Lunch/ Parking		Timeliness		Attendance Log
Enroll Teachers	Executive Secretary	Sign In Log		Non Attendance		Attendance Log
Teach Class	Doctoral Student	Handouts/Power Point		Culturally Relevant		District Survey

<b>Evaluation Process:</b> Program Evaluation at the end of the school year using student achievement data.
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**6.2 Resources**

See Tables 5 and 6 for all the resources used for the project.

## 7 Milestones

<b>Milestone Number</b>	<b>Title</b>	<b>Forecast date</b>
1	Statement of Purpose	5/16/2015
2	Project Objectives	2/14/2016
3	Project Scopes	8/17/2016
4	Productivity Impact	2/20/2017
10	Overall Plan Performance	3/15/2017

## **8 Metrics and Results**

The measures used for this program included centralized surveys for all mentors in the Lunch Buddy Program observations of students to evaluate their social behaviors and adaptability. Students completed surveys about the how they felt about the mentoring process. Teachers also completed observation sheets on their academics. The measures used for this Classroom Management and Diversity Class begin with the Central Office sending surveys to each school in the district to identify in which classes the teachers think they needed support. Surveys were returned to the Central Office where the data were collected and indicated that classroom management was a top choice for the District's Curriculum Conference.

## 9 Risks, Constraints, Assumptions

### 9.1 Risks

These project risks are included for their impact on both the Lunch Buddy Mentoring Program and the Classroom Management and Diversity Course. Each activity from which the project risks originate will be the leader's responsibility to maintain or alleviate during the preparation of that activity. See Tables 5 and 6 for Risk Descriptions to see from where the project risks originate.

<b>Risk Description</b>	<b>Contingency Plan (what to do if the risk occurs)</b>	<b>Impact (what the impact will be to the project if the risk occurs)</b>	<b>Likelihood of occurrence (e.g., %, or high/medium/low)</b>
Mentors not matched	Check qualities of mentors	Conflicts with mentees	Medium
Background checks	Ensure enough mentors are selected	Lost time with mentees	Low
Not getting parental consent	Pre-screen students to ensure consent	Key students not included in program	Medium
Availability of School Volunteer Log	Ensure school secretary has copy	No log for tracking sessions	Low
Availability At-Risk Student List	Verify with teacher of record	No list for to pick students	Low
North Carolina Report Card Data	Use report cards and progress reports to monitor	No tracking of student improvement	Low
Teachers cancelling	Check teacher schedules	Teacher needing training absent	High
Culturally Relevant Class	Integration into class lessons	Appropriate training not conducted	Low
Scheduling	Pre Schedule	Appropriate training not conducted	Medium



## **9.2 Constraints**

The constraint with the Lunch Buddy Mentoring Program was with the background checks for the volunteers who were to become mentors. The district wanted to make sure the Council of Adolescents was sent legitimate community members, and the background checks were not a waste of funds. With the Classroom Management and Diversity Course, the constraint was ensuring teachers were properly scheduled during the District's Curriculum Conference. There were no noticeable constraints during the preparation for the New Teacher Orientation, which begins in August 2018. The constraints in both projects could impact the overall performance of the projects.

## **9.3 Assumptions**

The assumption for the Lunch Buddy Mentoring Program was that it would support student achievement throughout the district. Mentoring is the key for a student who has challenges and no one at home to give them additional support. For the Classroom Management and Diversity Course, staff members through the training inquired as to what happens if they take the knowledge back to the classroom and it does not support teaching diverse learners. Improving student achievement in both projects will need a cultural mindset change in order to have success for students and teachers alike.

**10 Financial Plan**

The projects were initiated with the Assistant Superintendent's approval and directed not to increase the budget to alleviate delays to the projects. Staff in leadership roles ensured that their activities and resources needed could be found and used within the school environments. In the Lunch Buddy Mentoring Program, the background checks for the volunteers were the only incurred costs from the district's funds. It was measured along with the personnel cost, which stayed with the current operating budget. In the Classroom Management and Diversity Course, the costs were minimal, because only the materials needed to procure handouts were needed. Each school opened up their resources to ensure that enough was available to complete each project. There were no other notable expenses during the preparation of both projects.

## **11 Quality Assurance Plan**

When data were gathered on both programs, there was success for each one. The Council of Adolescents completed 30 surveys on the Lunch Buddy Mentoring Program to see if there was a need for the program at NMS. The results were alarming that all teachers supported the program enhancing student achievement. When the data were gathered for the Classroom Management and Diversity Course, the Central Office sent teachers in the district a survey to find out what courses they needed for the District Curriculum Conference. They indicated that they needed more training on teaching diverse learners in the classroom. The program evaluation used for both of the projects will be surveys to explore the process and outcomes. Gathered student survey responses showed that the students in the Lunch Buddy Mentoring Program had an overall awareness of the goals of mentoring. Survey from teachers on student behavior and adaptability to the program showed that consistent mentoring has led to students being more engaged in school. Overall, the students view the program as a success and are eager to see their lunch buddy each week. For the Classroom Management and Diversity Course, the program evaluation will be surveys taken after the New Teacher Orientation starting August 2018. When the school year begins, each school will schedule teachers for the District's Curriculum Conference in October 2018, and surveys will be given to teachers to evaluate the success of the course. Overall, the results from surveys view the programs as a successful opportunity to making a difference, and mentors feel appreciated that they will be part of the school.

**References**

Anderson, K. A. (2007). Mentoring and standardized achievement of African American males in the elementary and middle grades, University of North Carolina, Wilmington, Mentoring and Standardized, MGRJ Vol. 2.

## **Appendices**

### **Historical Perspective, Milestone 1**

Teachers have a hard time teaching black males at NMS (NMS). I would like to create mentoring program and a professional development curriculum that would support the teachers in teaching the black male student. NMS is located in Hickory, North Carolina. The school community has a 46-year history and is well recognized for its quality relationship with parents, the City of Hickory, and Lenoir Rhyne University. Now the community has changed with the influx of immigrants, the population is more diverse. The community residents hold high expectations for excellence in public education and actively collaborate with NMS to accomplish this goal. NMS administrators have guiding principles which are evident through the school vision, mission and philosophy that are posted within each classroom. Black students are bused to the school on 9 buses that travel throughout the district, where the two middle schools divide the city's population of students. The percentage of black male students at NMS is below grade level and has increased in End-of-Grade Reading and Math the last three years. The supporting data indicated that the subgroups-of African American and Economically Disadvantaged Students (EDS) were not proficient in math. This means that the black male student can be identified in two subgroups. Supporting data shows that black males had not met proficiency in none of the tested subject areas. The gap between the math achievement of White students and the math achievement for the African American students was 24.6% as indicated through End-of-grade Assessment scores. The just mentioned data indicates that NMS focus on math and reading instructional strategies with the black male population.

## **Background**

NMS has 600 students, 90 of them are black and has an average class size of 24 in the 6<sup>th</sup> grade, 25 in the 7<sup>th</sup> grade and 28 in the 8<sup>th</sup> grade. Within those grades there are 14 black males in the 6<sup>th</sup> grade, 16 in the 7<sup>th</sup> grade and 17 in the 8<sup>th</sup> grade. The school has 35 teachers on staff; with 100% fully licensed teachers with 100% of them fully qualified and 100% have advance degrees, and only one is black. Starting the 2015-16 school years the NMS has a district low staff turnover rate only hiring 1 teacher. Based on the environmental cultural factors of NMS, it has been identified that they are correlated with the black male students being not proficient on End-Of-Grade Assessment (EOG) and being at-risk: (a) being a minority member or having an ethnic group identity; (b) living in a low socioeconomic household; (c) living in a single-parent family; (d) having a poorly educated mother; (e) living in an impoverished neighborhood or community; and (f) living in a violent neighborhood or community. As such, many of these attributes, in addition to others, are directly related to low performance on End-Of-Grade Assessment. NMS Faculty data has focused on the goal of understanding the importance of and effectively use instruction, which has set the tone for the year with developing the knowledge, attitudes and skill necessary for black male students to become healthy, competent and 21<sup>st</sup> Century Learners. In the classroom the black male students are given far more harshly for the same infractions as their peers. They find themselves in In School Suspension, After School Detention and eventually in Out of School. The teachers at NMS complain that the black males are out of control in their classrooms and they must send them out of the classroom in order to teach the other students. As an

administrator is seems most of the complaints that the teachers have are basic classroom issues, but it is targeted at the black male. They seemed to get upset very quickly when they have a classroom management issue with the black male leading to a discipline referral or a loss of instructional time.

### **Benefits to Organization**

My proposal is to implement a Lunch Buddy Mentoring program and a Classroom Management and Diversity class that supports the teaching of black male students. Both will benefit the school immensely by equipping our teachers with the training and resources on black male behavior and learning patterns that would give us powerful tools in closing the achievement gaps that exist in our school. The Classroom Management and Diversity class would show our teachers the appropriate ways to work with black males and replace out of school suspension with disciplinary strategies less disruptive to learning. The resources needed to create the professional development would start with answering the question “What do we want to improve?” That would be the teacher’s knowledges on strategies that will support them with teaching the black male. I will identify the resources needed to improve teaching which would be books, online courses and people interviews. Creating goals and monitoring our goals will not affect the school’s budget but when it comes to conducting the training and buying some resources the management of the finances can dictate what professional development curriculum we will have. The Lunch Buddy Mentoring program would develop a partnership between the school and community. It would also help the black male start a new undertaking, succeed in school, or realize their potential as they move toward adulthood.

The resources needed to create the mentoring program will mostly depend on what type of partnership we will develop in the community. If we go with a nonprofit that already works with children, then we will have a fresh set of eyes on the goals of the program. If we go from building the mentoring program from the ground up, soliciting support from whomever, it could become a costly project. The mentoring program and the professional development will give them the necessary classroom tools to differentiate instruction alleviating the struggle to teach black male students. Teachers need to understand the dynamics of the black culture to meet the educational needs of this failing subgroup. With this additional support our teachers can believe that student can achieve no matter who or what they are. NMS and other American schools would benefit from rethinking the ways we educate all black males who are disciplined, suspended, and drop out at far greater rates than their peers.

### **Outcomes**

We want to improve instructional practices at NMS and examine it through the implementation of Classroom Management and Diversity Class and a Lunch Buddy mentoring program for teaching black males. Black male student proficiency on End of Grade (EOG) assessments is lower in reading and math when they are not engaged after school. Most after school mentoring programs prevent school-going children that are left unsupervised from the chances of poor grade and the possibility of dropping out. If states will allow rural and inner-city schools to provide the necessary professional development for teachers during the school year and during the summer, many teachers could be ready to take on the task teaching black male students. The primary job of educators is to teach students and help them reach their academic potential. The better our teachers are



equipped to teach, the better they will be able to provide that engagement and improve academic achievement of their students. This professional development for teaching black male students offers strategies needed to assist in math and reading and provide engaging activities that seek to prepare students for the future.

The research says that the teacher instruction is effective if it is high quality and reinforces the curriculum and learning strategies that are taught in the classroom. More instruction is proven to work is bound to work even for the most at-risk students. We are not asking the teachers to perform more difficult tasks, we are asking them to teach the curriculum, and not short-change the black male student due to not knowing the culture. This will enable the black male student to start performing up to the expected grade levels in reading and math. As administrator at NMS it's my responsibility to implement a Lunch Buddy mentoring program and a Classroom Management and Diversity Class that will support student achievement and build the much-needed relationship to the community. I believe the black males do not do well because they are not taught to think and be independent learners. They are basically taught to totally depend on the teacher to generate new knowledge instead of being pushed to take knowledge further and use higher order thinking skills.

I have the responsibility to find innovative way to increase student effectiveness, and I believe that teachers can succeed in understanding the dynamics of the black culture to meet the needs of the black male.

**Project Timeline**

This timeline includes the due dates for all major milestones and completion dates

Date I will start the assignment: 25 September 2015

The date the assignment is due: August 2018

Goal: Improve Teacher Support for Teaching Black Males

Strategy 1: Implement a Lunch Buddy Mentoring Program

Strategy 2: Implement Classroom Management and Diversity Class for Teaching Black Males

Evidence of Success: Discipline Reports, Report Cards, Daily Attendance

Evaluation Process: Program Evaluation at the end of each school year

## **Culture Change Paper – DEOL 736**

In order to read the Action Plan Chart and identify my Evidences of Success on page 26, please read the Action Plan chart horizontally and the Evidences of Success and Quantified Benefits on the Rationale Page.

### **Cultural Assessment**

Using Denison's Model, we answered four key questions about our school

Mission: Do we know where we are going?

Adaptability: Are we listening to the marketplace?

Involvement: Are our people aligned, engaged, and capable?

Consistency: Do we have the values, systems and processes in place to execute?

### **Rationale for Theory**

At NMS, we are trying to change the culture of understanding that we need to more community involvement to support the teachers in the classroom. Teachers are used to planning instruction and delivering it to the students hoping that there is a connection to the content. Teachers have problems with their black males in their classrooms from delivering instruction to them, or handling the discipline issues that derive from them not able to understand the connections to the content. With Kurt Lewin's change model theory, the three steps are simple enough for our leadership team to understand the change process. In the first step, Unfreezing tells us to create a thought process or perception that we do need additional support for our teachers, and that change will be beneficial for the school as a. In the second step, Changing, tells us to move toward that new change of bringing a mentoring program that supports the teachers and academic achievement. The more we prepare the staff are for this step, the easier it is to complete.

For this reason, education, communication, support and time are critical for staff as they become familiar with the change. Throughout this process, we will continue to reiterate to staff how beneficial implementing the Lunch Buddy Mentoring Program is to them. In step three, Refreezing tells us once we put the Lunch Buddy Mentoring Program in place, and we have teacher buy in, we must make sure it is a process commensurate to any other process in the school that is a mainstay. The most important part of this step is to ensure that staff does not revert back to their old ways of thinking prior to the change. Lewin's model is still used in many areas to produce change.

### **Objective 1**

The Lunch Buddy Program will improve the collaboration with the parents by integrating the parents to mentor the students during lunch to increase student achievement for all schools by the 2018 school year.

### **Rationale**

The Lunch Buddy Mentor Program gives Hickory Public Schools a commitment to a weekly lunch with a specially selected student. During the lunch another objective is to spend time helping the student gain skills, character, and to be responsible for their future.

### **Objective 2**

Use Lunch Buddy Mentor Program as a mentoring program designed to foster a relationship between a student and a community person that can offer support, guidance and concrete experience.

### Milestone 3

#### Community Connections Scope

#### Objective

The Lunch Buddy Mentoring Program will improve the collaboration with the parents by integrating the parents to mentor the students during lunch to increase student achievement for all schools by the 2018 school year. See Table A.

Leadership Activities	Leadership Roles	Resources	Funding	Risk Profile	Project Status	Evidence of Success
Develop implement procedures for Lunch Buddy Program	School Improvement Team (SIT)	Lunch Buddy meeting room		Procedures Disapproved	Quarterly	Program Procedures in place
Develop list of students needing mentoring	SIT	At-Risk Students List		Accurately match mentors to mentees		At-Risk Student List
Send letters for parental consent	SIT	Letters with letterhead from school		Not getting parental consent		Letter Returned with parent consent
Develop list of mentors	SIT/PTA/ Counsel of Adolescents	School Volunteer Log	City of Hickory Funds	Good Citizens		Volunteer Sign In Log
Get background check on mentors	Central Office	Background Check	District Funds	Background Check misses something		Completed Background Check
Meet with mentors	Lunch Buddy Coordinator	Provide mentors schedule		Timeliness		Mentors meeting on scheduled date

**Table A** Lunch Buddy Mentoring Program

**Rationale**

The Lunch Buddy Mentor Program gives Hickory Public Schools a commitment to a weekly lunch with a specially selected student. During the lunch another objective is to spend time helping the student gain skills, character, and to be responsible for their future.

**Objective 2**

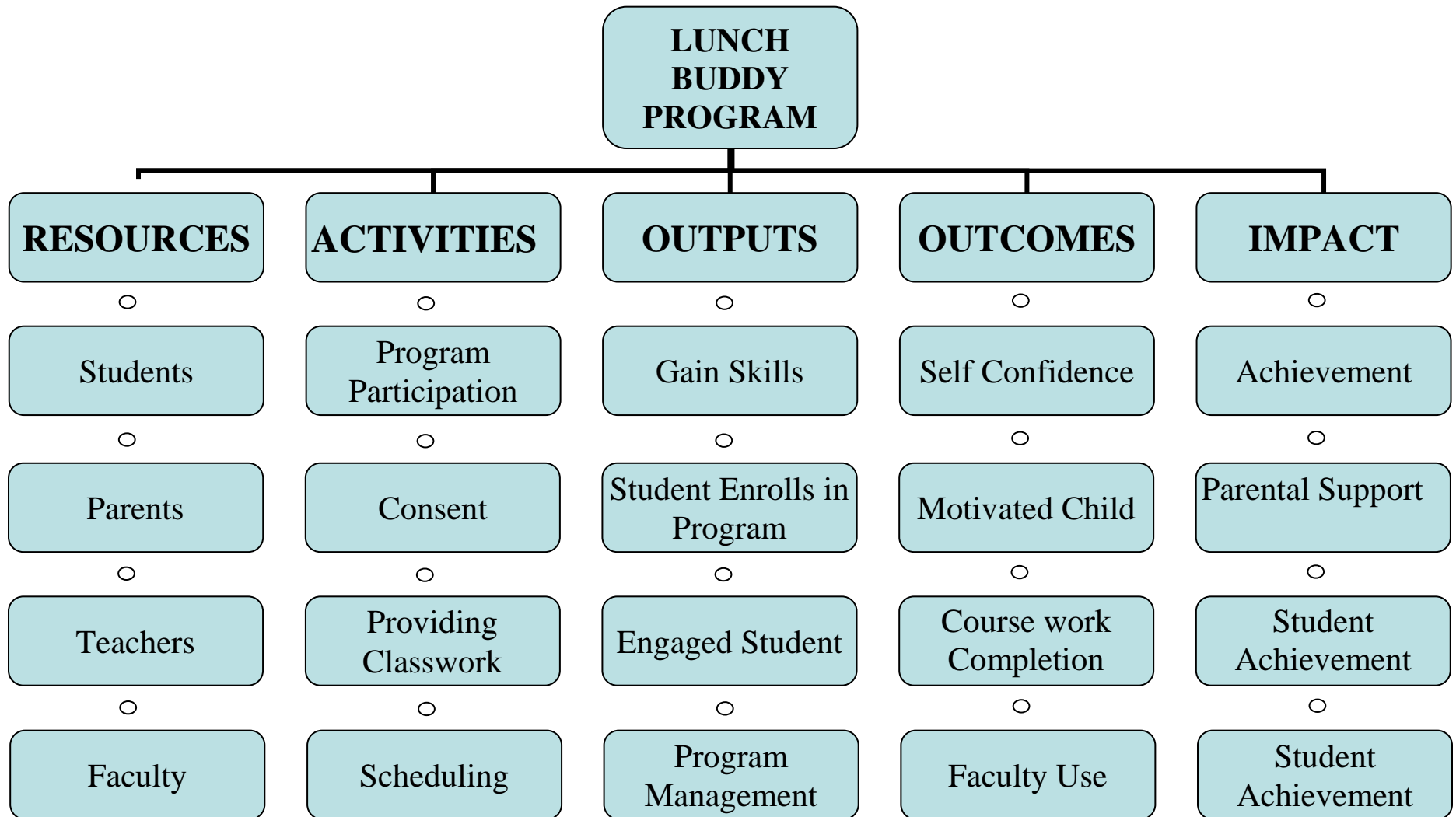
Use Lunch Buddy Mentoring Program as a mentoring program designed to foster a relationship between a student and a community person that can offer support, guidance and concrete experience.

**Preliminary Impacts**

1. Prepare mentoring letters for parental consent, contact parents
2. Have Central Office conduct background checks on Lunch Buddy mentor
3. Counsel of Adolescents

**Risk Profile**

1. Not properly matching mentors to mentees
2. Background Check misses something
3. Not getting parental consent
4. Availability of School Volunteer Log
5. Availability of At-Risk Student List
6. North Carolina Report Card Data



## Cultivating Leaders Scope

### Objective

The Classroom Management/Diversity Course will enhance Hickory Public Schools New Teacher's Orientation /District Curriculum Conference at the start of the 2018 school year, by providing teachers a culturally class on the diverse population.

### Purpose

Implement a District Classroom Management/Diversity Class

**Table 2**

Leadership Activities	Leadership Roles	Resources	Funding	Risk Profile	Project Status	Evidences of Success
Project Approval	Assistant Superintendent	Facility- High School	District Funds	Teachers cancelling	Ongoing	Program initiated
Set up Newcomers Meeting	Curriculum Coordinator	Coordinate Speakers		Scheduling		Speakers Coordinated
New Teacher's Orientation Meeting	Executive Secretary	Principal's Meet & Greet		School Crisis		Principal's Attendance
Date/Time Scheduled	Executive Secretary	Lunch/ Parking		Timeliness		Attendance Log
Enroll Teachers	Executive Secretary	Sign In Log		Non Attendance		Attendance Log
Teach Class	Doctoral Student	Handouts/Power Point		Culturally Relevant		District Survey

**Table 2 Classroom Management and Diversity Course Action Plan**

### Rationale

The Classroom Management/Diversity Course will enhance student teacher



relationships in the classroom therefore decreasing suspensions of challenging students.

**Objective 2:** The Classroom Management/Diversity Course is will support teacher understanding of the cultural differences of students in the classroom.

1. Teachers cancelling
2. Culturally Relevant Course
3. Scheduling

**Preliminary Impacts**

1. Location
2. Guest Speakers
3. Principal's Meet & Greet
4. Lunch
5. Parking

**Collaborating Connections Scope**

We briefed 200 community members on the criteria for being candidates for Districts Lunch Buddy Mentoring Program. Currently we have 50 forms completed and returned. 25 at a time is the limit Personnel will process through for background checks with all 25 community members being cleared. We need the other 25 forms processed to ensure will be 50% complete with the number of community members we want to start the program with.

**Cultivating Leaders Scope**

The New Teacher's Orientation Training has a time limit of 3 hours to complete. The Classroom Management/Diversity Course takes 60 minutes to complete. The Assistant Superintendent has given us 30 minutes to complete the course. To complete a condensed version of the course the new teachers need 80% of the courses information to be successful in the classroom.

### **Program Overview**

The Lunch Buddy Program is a mentoring program designed to foster a relationship between a young person and some more senior in age and experience who can offer support, guidance and concrete experience. The major goal is to help the young person start a new undertaking, succeed in school, or realize their potential as they move toward adulthood. During the lunch another goal is to spend time helping the student gain skills, character, and to be responsible for their future. The Lunch Buddy gives NMS a commitment to a weekly 22- minute lunch with a specially selected student. Children at risk for academic failure frequently lack support and encouragement from parents or guardians and in some cases live in homes where basic needs may not be met (Lampley, 2010).

### **Method of Program**

The measures used for this program included centralized Data Collection Forms for all mentors in the Lunch Buddy Program, observations of students to evaluate their social behaviors and adaptability. Students completed surveys about the how they felt about the mentoring process and teachers completed observation sheets on their academics.

Observations were conducted by the principal while the students were with their lunch buddy. Additionally, students completed a survey about how they felt about the Lunch Buddy Program. Teachers completed observations on the student pertaining to their behavior after the Lunch Buddy Program was implemented. Data was collected and recorded on a Data Collection Forms. The responses for the observations and interview questions from Principal and Lunch Buddy Coordinator were reviewed. For some

responses, clarifying questions were asked in order to aid in comprehension of students' responses by the Lunch Buddy Coordinator. The quantitative data generated this way was analyzed. This included the student surveys using frequency of response. In order to ensure reliability both the principal and the observing Lunch Buddy Coordinator reviewed the observations of the students. Qualitatively, the program was analyzed to determine if the student needs had been met and if the mentors were committed to NMS. Also, it was analyzed to determine if the Lunch Buddy Program would be in place for the next school year.

## **Results**

The purpose of this program evaluation is to examine the process and outcomes of the Lunch Buddy Program. Participants in the study included 50 at-risk students and 50 professional mentors from the community in Hickory, North Carolina. From the students' survey responses showed that the students had an overall awareness of the goals of mentoring. Observations of student behavior and adaptability to the program showed that consistent mentoring has led to positive behaviors. Returned Principal observation sheets and feedback showed that there was a general concern about the Lunch Buddy Program for next year. The students transitioned from the alternative school before completing any exiting requirements. Out of the 50 students that were observed in the program, only 1 has been dismissed from the program. Surveys for professional mentors have been developed but not all have been completed or returned at this time and will be added on completed evaluation. PowerSchool data will also be added on completed evaluation.

**Program Overview**

The Classroom Management and Diversity Class is a class that is designed to support teacher understanding of cultural differences of students in the classroom. It will also enhance student teacher relationships in the classroom therefore decreasing suspensions of challenging students. The class will also be given to the teachers in both Northview and Grandview Middle Schools. The Classroom Management/Diversity Class will enhance Hickory Public Schools New Teacher's Orientation /District Curriculum Conference at the start of the 2018 school year by provide classroom teachers a culturally relevant class on the diverse population. The class will be conducted for the New Teacher's Orientation, designated from a one-hour session to 20 minutes. The classroom teacher's class will be designated from one-hour session to 30 minutes during planning period.

**Method of Program**

The measures used for this Classroom Management and Diversity Class begins with the Central Office sending surveys to each school in the district to identify what classes that the teachers think they needed support in the classroom. Surveys were returned to the Central Office where the data collected and indicated that classroom management was a top choice for the District's Curriculum Conference. Teachers believed that student behavior is a concern of theirs because of the impact it has on student achievement. Additionally, teachers will complete a survey about how they felt about the Classroom Management and Diversity Class with data collected and recorded. To ensure reliability the teachers will be given the survey after the completion of the class. Qualitatively, the class will be analyzed to determine if the teacher's needs had been met and if they are

supportive of the class, and it will be determined if the Classroom Management and Diversity Class would be in place for the next school year.

### **Results**

The purpose of this program evaluation is to examine the process and outcomes of the Classroom Management and Diversity Class. Participants in the study included all district teachers in Hickory Public Schools. From the teacher's survey responses will show that the teachers have an overall awareness of the goals of classroom management and what impact that diversity has on it. Surveys will be given to the teachers in the New Teacher's Orientation and be given to the classroom teachers starting the 2018-19 school years.

## **Milestone 10**

### **Performance against SMART Objectives**

The District Lunch Buddy Mentoring Program has performed wonderfully against the objectives we had set forth. Getting support from the Council of Adolescents contributed greatly, especially surveying the teachers on the program, which gave us research data to support building the program. The support from the community was great since we got involved with the Lenoir Rhyne University sports teams, companies in the surrounding area, and community parents. For the Classroom Management Diversity Class, we did a practice with the teachers at both middle schools in Hickory to see if it was reliable. It measured what we wanted it to do with the teachers giving them valuable information on a sensitive topic. We need to keep researching best practices and work with district initiatives to ensure we are meeting the needs of all shareholders.

### **Actual Organizational Benefits Realized**

Student achievement is the key result of the District Lunch Buddy Mentoring Program. Along with a decrease in suspensions and an increase attendance make student achievement a major positive at NMS. The Classroom Management Diversity Class will provide that professional development for all staff members that will equip teacher with classroom management strategies to guide students in managing their own behaviors. We also realized that we need to continue to further research on establishing and maintaining home to school connections with students of diversity in order to create shared initiatives across the Northview community.

**Major Issues Encountered**

The major issue with the District Lunch Buddy Mentoring Program was ensuring that there was buy in from the teachers, in which we used the surveys to see if research supported our implementation. The other issue was that we didn't know if the community lunch buddy would be able to mesh with the students at the school even though they were passionate about being in the program. The first and major issue encountered needed to ensure that the teachers were not offended by the diversity part of the class, because of the sensitivity of the topic. Scheduling was a major problem because of the teacher's schedules, and of course using their planning time. There was no way around the planning time, but the amount of time used to conduct the class was differentiated to accommodate the teachers.

**Budget Performance**

The use of the Principal's Fund to support the District Lunch Buddy Mentoring Program to buy was not needed because Hickory Public Schools District used their funds to purchase the background checks. The Council of Adolescents used their funds to conduct special activities throughout the city of Hickory for lunch buddies and their mentors to spend time together. The Hickory Public Schools District Funds will be used to purchase the handouts and lunch that will be given to the teachers at the New Teacher's Orientation.



## **Ethical Analysis -Paper DEOL 734**

### **Overview of Organization**

Hickory Public School system is a traditional system with 9 schools that are committed to academic excellence, student advisory, stellar arts and athletic programs. Hickory Public Schools is located in Hickory, North Carolina and is the home of students varying in socio-economic and cultural backgrounds. The student population represents students from approximately 12 different countries, providing the Hickory community a genuine and unique opportunity to embrace cultural and global perspective.

Hickory Public Schools has highly qualified staff that is a unified group of professionals dedicated to ensuring the success of each individual student. Through high expectations, expertise in their content and instructional strategies the staff unites to prepare students for success in the 21<sup>st</sup> century.

Hickory Public Schools offers an array of courses geared toward student interest and high school programs which include orchestra, band, chorus, visual arts and technology courses, ranging from keyboarding and basic applications to synergistic, and career exploration in the fields of Science, Technology, Engineering and Math (STEM). Beyond academics, students are encouraged to participate in extra curricula activities which include activities and clubs that further explore math, technology, sciences as well as opportunities community service, international studies and healthful living.

### **Formal Elements (Strengths)**

The formal elements of the organization are the strengths. Staff use and model ethical terminology daily as professionals to ensure they support the culture. The principal and I ensure that this is reiterated in the staff meetings, and the daily Professional Learning

Communities. Since we are working at a Focus School, we have added to the Hickory Public Schools Policies and Procedures to ensure that ethical issues don't manifest into the school environment. For example, we use the following statements and put additional responsibilities to improve professionalism.

- **We are Professionals. Professionals look the Part.**

This informs our staff that they are to wear their name tags, they tuck their shirts in, women ensure that their skirts/dresses are knee length, and we wear jeans on jean days.

- **We are Professionals. Professionals stay Informed.**

This informs the staff that they should use google docs and google calendar, to write down dates and schedule trainings. Each Friday the principal will send out Northview News which indicates what are the upcoming events that will be happening the following week, and you are responsible for this information.

- **We are Professionals. Professionals Act the Part.**

This informs the staff that they are to greet everyone in the building, they are to be on time to work and to appointments, and they are to use the staff restrooms not the students.

These statements give the staff information for being professionals on a daily basis and support the elimination of cliques, unethical relationships between staff members, and unhealthy talk among staff.

### **Other Formal Elements**

Structure and Accountability for the organization is set up in the procedures within the cultural processes that have been implemented. Below is the list of the main procedures that support the daily operation of the school.

#### **Structure and Accountability**

- Student Procedures
- Procedures for Supervision
- AM/PM Procedures
- Safe School Procedures Plan
- School Delay Procedures
- Student Advisory Procedures
- Grading Policies Procedures
- End of the Year Procedures

These are norms in the organization that are updated yearly and reiterated during the mid-year.

#### **Weaknesses**

I found in the organization that all the weaknesses were integrated with the School Improvement Plan. (1) The black males are underperforming academically which correlates with the School Improvement Plan Goal of Decrease non-proficiency of underperforming subgroups by 15% annually on state test. (2) Teacher turnover is a school high of 7 in the 2015-2016 School Year which correlates with the School Improvement Plan Goal of Decrease teacher turnover rate annually resulting from factors

with the control of the school. Discipline Data had a high of 403 referrals in the 2015-2016 School Year which correlates with the School Improvement Plan Goal of Reduce the out-of-school short term suspensions by 10% during the 2015-2016 School Year.

### **Teachers' Working Conditions Survey**

The Teachers Working Conditions Survey (TWCS) has been a key contributor in analyzing how the cultural processes are working according to the staff. During the 2015-2016 School Year the TWCS was not funded by the state, which left us with a void of finding out how the teachers felt how the school was progressing throughout the year. The principal and I put together a survey for the staff, questioning them about the policies and procedures of the organization.

When we got the results of the survey and the top areas of concern were. (1) The teachers were concerned with the discipline of the low socioeconomic students being so frequently. (2) The discipline was not the same for all of the students showing some were given different consequences for same referral. (3) There was a concern that there were no rewards for teachers within the organization. (4) The treatment for the Students with Disabilities and English Second Language was better than the Academic Gifted. The survey allowed the staff to voice their concerns and shows how Administration supports them.

### **Evidence Resources**

The resources that I used to see how ethically transformed our organization is below.

- Focus School Action Plan
- End of Grade Reading, Math and Science Tests
- ACCESS Testing, EVAAS, formative assessments

- School Leaders Survey
- Schools to Watch best practices
- SWOT Analysis

### **Recommendations**

The recommendations I suggest will support the organization transformation to an ethical organization. This is by implementing the Consultancy Project which includes the Lunch Buddy Mentoring Program, and the Classroom Management/Diversity Class. The Consultancy Project will support the District and School Goal of Decrease non-proficiency of underperforming subgroups by 15% annually on state test. We will also recommend that we reiterate the policies and procedures for Structure and Accountability, and we will mandate that we adhere to meeting the requirements of the School Improvement Plan. We will revise and review the schoolwide student behavior management plans, participate in the PBIS training and interventions to decrease our discipline. We need to create a teacher recognition program at the school level that the teachers themselves participate in establishing. We will prioritize areas of concerns and needs for staff, if the TWCS is not funded by the state. We will facilitate cross-curricular planning to reinforce rigor relevance and 21<sup>st</sup> century skills. These recommendations will continuously improve teacher participation in all facets of the school minimizing the opportunity of unethical practices.

**Conclusion**

NMS is in its third year as a Focus School with specified interventions and strategies frontloaded to make the school successful. With the strength and weaknesses of the organization the school seems to strive because the cultural processes have made the difference with the staff. Our organization will undergo a change with staff turnover, so we will be able to see if our cultural processes we have implemented will sustain us to move more into an ethically transformed organization. Our ethical culture spectrum rating is a 6.75. The implementation of the Collaborating, Cultivating, and Connections Project will ensure the success of NMS and Hickory Public Schools.