

Comprehensive Progress Report

Mission: The Mission of Howard Learning Academy is to provide a safe and nurturing environment to equip students with strategies that enable successful outcomes in all areas of the student’s social-emotional, behavioral, and academic development.

Our vision at Howard Learning Academy is:

Vision: Students are encouraged to accept responsibility for their behavior and learn through their personal actions and choice by critically assessing situations.

Students will think independently and creatively through the use of knowledge gained from real-life experiences and educational instruction.

Guardians/caretakers will be actively involved in their child’s education by communicating frequently with teachers, attending conferences, and positively reinforcing the importance of education at home.

- Goals:**
- Through the use of proactive measures decrease the incidents of classroom disruptions that result in out-of-school suspensions.
 - Increase student proficiency in reading for grades 6-8.
 - Increase student proficiency in math for grades 6-8.
 - Increase student proficiency in science for grade 8.
 - Increase in End of Grade participation percentage.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers are required to establish classroom expectations that correlate with school wide PBIS Matrix. The expectation at HLA is that all teachers will post and reinforce school expectations and classroom procedures in their classroom daily. All teachers are utilizing and evaluating daily Class Dojo points for students as a goal monitoring tool. All teachers will utilize behavior flow chart in managing classroom expectations and behaviors.	Limited Development 06/02/2022		
<i>How it will look when fully met:</i>		<p>Classroom routines and classroom management strategies are best when embedded into instruction. In an effort to promote positive student behavior and core behavior practices school-wide and/or across all grade levels, classroom expectations and PBIS Matrix will be posted in each classroom and throughout the school environment. Structured instruction on behavior expectations will be provided to all students during Parent/Student Orientation and Enrichment periods. Social/emotional skills will be taught each day during Enrichment period each day. A Behavior management Flow Chart will be used for addressing office-managed versus staff-managed behaviors.</p> <p>At the beginning and throughout the school year, teachers will meet with all students to discuss school/classroom expectations and procedures in a positive manner. The school-level administration and support staff will support teachers' efforts by meeting with students to ensure that students are aware of school expectations. Daily Class Dojo points are awarded in a consistent manner across the school.</p>		Ayanna Richard	05/26/2023
Actions			7 of 15 (47%)		
	6/2/22	An updated version of the Parent/Student handbook will be posted on the school's website.	Complete 08/29/2022	Ayanna Richard/Donald McAllister	08/29/2022
<i>Notes:</i> Our HLA expectations are communicated to parents and students through the handbook which is provided in the enrollment information and orientation. Each student that enrolls at HLA has access.					
	10/11/22	Staff PD's will be provided to address behaviors/classroom management. At-Risk students: All staff will participate in Second Step training.	Complete 09/07/2022	Deniece Humphrey/Norma Sloan/HLA All Staff	09/07/2022

<i>Notes:</i>				
10/11/22	Staff PD's will be provided to address behaviors/classroom management. At-Risk students: All staff will participate in ABE training.	Complete 09/14/2022	Deborah Lister/All Staff	09/14/2022
<i>Notes:</i> RJC facilitator will provide additional training as needed for new staff and additional support for staff as needed.				
10/11/22	Staff PD's will be provided to address behaviors/classroom management. At-Risk students: All staff will participate in Resilience/ACEs training.	Complete 09/16/2022	Ayanna Richard/HLA All Staff	09/16/2022
<i>Notes:</i>				
10/11/22	Staff PD's will be provided to address behaviors/classroom management. At-Risk students: All staff will participate in Calming Corners training with Center for Child and Family Policy, Duke University.	Complete 09/21/2022	Ayanna Richard/All HLA Staff	09/21/2022
<i>Notes:</i>				
10/11/22	Staff PD's will be provided to address behaviors/classroom management. De-escalation techniques. All staff will participate in CPI training to acquire certification.	Complete 09/23/2022	Ayanna Richard/All HLA Staff	09/23/2022
<i>Notes:</i> Certification will be updated as needed.				
6/2/22	PBIS Matrix will be updated through professional development session, PBIS reboot.	Complete 09/29/2022	Portia Boyce/PBIS Team/District PBIS Coach	09/29/2022
<i>Notes:</i> Team met to revise PBIS Matrix with a focus on positively stated expectations and behavior reinforcement.				
6/2/22	Updated PBIS Matrix will be posted in every classroom and high traffic areas throughout the school building.		Portia Boyce	10/31/2022
<i>Notes:</i>				
10/11/22	Discuss ABE data monthly during PBIS Team meetings to assess student behaviors.		Ayanna Richard/Donald McAllister/Portia Boyce	01/13/2023
<i>Notes:</i>				
6/8/22	Creation of a shared PBIS drive with pertinent information made available to staff with regular updates from PBIS Team meetings.		Portia Boyce/PBIS Team	05/26/2023
<i>Notes:</i>				

10/11/22	Teachers utilize Class-Dojo points to reinforce positive behavior.		Portia Boyce/HLA Staff	05/26/2023
<i>Notes:</i> Class-Dojo points are entered daily according to students behavior in compliance with the PBIS Matrix.				
10/11/22	PBIS chair facilitates incentives for students based on Class-Dojo points. Incentives include PBIS School Store and PBIS special events.		Portia Boyce	05/26/2023
<i>Notes:</i>				
10/11/22	Teachers reinforce PBIS Matrix expectations during 4th period enrichment by reviewing classroom guidelines and procedures.		All HLA Teachers	05/26/2023
<i>Notes:</i>				
10/11/22	Staff will utilize ABE as needed to document disciplinary infractions.		Deborah Lister/All Staff	05/26/2023
<i>Notes:</i> Staff will use tools in ABE program to document student infractions and interventions.				
10/11/22	Enrichment teachers will facilitate Second Step lessons to students once a week during 4th period class.		Deniece Humphrey/Norma Sloan/HLA Staff	05/26/2024
<i>Notes:</i> Second Step online SEL platform houses lessons and tracks completion of each module.				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet regularly during planning periods to discuss and plan lessons based off of the NC Standard Course of Study.	Limited Development 09/29/2022		
<i>How it will look when fully met:</i>		Teachers will successfully utilize designed lessons to increase student academic achievement. Mastery Connect, Success Maker and in - class assignments (formative/summative assessments) will be utilize to determine student academic progress. Data notebooks will be utilized in to show student growth.		Donald McAllister	05/26/2023
Actions			0 of 6 (0%)		
9/29/22		Instructional teams meet weekly to discuss and develop standards aligned unit of instruction.		Donald McAllister	05/26/2023
<i>Notes:</i>					

10/11/22	Use of Common Curriculum Digital Resource for teacher use to share lesson plans and collaborate for the benefit of the students.		Tyra Ellis	05/26/2023
<i>Notes:</i> Academic teachers were trained on October 5th in the use of Common Curriculum on a virtual platform during planning periods. Teachers will enter daily lesson plans in Common Curriculum to share with colleagues in order to collaborate.				
10/11/22	Teachers will utilize supplemental remediation resources such as Flocabulary, Brainpop, Moby Max and Ed Puzzle, to engage students in standards based materials and increase achievement across the curriculum.		Ingrid Leon/HLA Staff	05/26/2023
<i>Notes:</i> Point of contact for Flocabulary to coordinate training opportunities for digital resource and teacher information sessions. Teachers were trained on October 7th with access to resource for the remainder of the school year.				
10/11/22	Utilize Mastery Connect to assess student mastery of curriculum standards.		Tyra Ellis	05/26/2023
<i>Notes:</i> Teachers will utilize Mastery Connect score to determine student proficiency and utilizes assessment data to identify any standards that require re-teaching.				
10/11/22	Utilize Success Maker to assess student mastery of curriculum standards.		Deniece Humphrey/Norma Sloan/ELA&Math Teachers	05/26/2023
<i>Notes:</i>				
10/11/22	Data notebooks will be compiled by classroom teachers to show student growth.		Tyra Ellis	05/26/2023
<i>Notes:</i> Data reviewed during monthly PLC meetings				

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date	

<p>Initial Assessment:</p>	<p>Howard Learning Academy staff have the tools to identify the students that are in need of resources for their emotional state; however, the students have not been referred to personnel that are available to provide the intervention.</p> <p>As a school we have worked to develop a school-wide behavior plan with expectations and a continuum of consequences that are outlined in the student handbook as well as a disciplinary flow chart. Daily behavior and academic expectations are listed in rubric form for student's daily Class Dojo points.</p> <p>During enrichment period SEL (Social Emotional Learning) activities are implemented and reinforced. Students are also given an opportunity to join Interest clubs and utilize calm corners which will be placed in each classroom and throughout the school.</p>	<p>No Development 07/26/2016</p>		
	<p>Priority Score: 3 Opportunity Score: 2</p>	<p>Index Score: 6</p>		
<p>How it will look when fully met:</p>	<p>All students will be referred to the school counselor or social worker to assess the emotional state of students through counseling, interventions, and providing coping mechanisms.</p> <p>We will continue to have a school-wide approach to teaching students how to identify and understand their emotions and will have strategies and interventions for successfully managing their emotions. School counselor/social worker will schedule regular support sessions with students as referred by classroom teachers. The school counselor and social worker will work together with classroom teachers to ensure that the appropriate level of support is provided and sustained. Students will engage in small group intervention as needed.</p>		<p>Deniece Humphrey</p>	<p>05/26/2023</p>
<p>Actions</p>		<p>5 of 13 (38%)</p>		
<p>7/26/16</p>	<p>Teachers will refer students to SST to assess student needs.</p>	<p>Complete 06/09/2017</p>	<p>Tashana Howard</p>	<p>06/09/2017</p>

<i>Notes:</i> Teachers followed the policy in referring students to SST.				
7/26/16	Inform and educate staff of procedures for identifying students needing resources for their emotional state.	Complete 09/11/2017	Allen Hines	09/11/2017
<i>Notes:</i> This will be an ongoing process for our building.				
10/21/19	A google doc will be created to document and track contact with the guidance counselor's at other schools in regards to SST referral for students that are now in attendance at Howard Learning Academy. This google doc will assist our SST in being proactive in monitoring the SST process for students in need.	Complete 06/01/2020	Brain Locklear	05/20/2020
<i>Notes:</i>				
7/26/16	SST will develop and implement interventions and services needed, upon student's enrollment.	Complete 06/01/2020	Brain Locklear & Norma Sloan	05/29/2020
<i>Notes:</i> As evidence by google doc form of students being referred, interventions and services being implemented for those referred students. According to Mr. Locklear an SST was held on January 27, 2020 with the counselor for a student. 1/24 first email about Quincy Case's SST 1/27 email and met in person to exchange folder and info on his case 1/29 email correspondence with counselor 3/9 phone call to counselor				
7/31/17	The guidance counselor of HLA will follow up with student's previous school to establish if a referral for SST has been initiated or if it is in an ongoing phase.	Complete 06/01/2020	Brian Locklear	05/29/2020
<i>Notes:</i>				
10/11/22	Upon enrollment students services staff will administer the BIMAS self-assessment with parental consent.		Norma Sloan/Deniece Humphrey	10/31/2022
<i>Notes:</i> The BIMAS assessment will be administered upon enrollment, mid-year and exit.				
10/11/22	Provide teachers with feedback on lesson effectiveness with documented walk-through information gathered by school counselor and social worker.		Deniece Humphrey/Norma Sloan	12/20/2022
<i>Notes:</i>				

6/2/22	Implement CCS District wide SEL curriculum that teaches positive strategies that provide positive social and emotional well-being for students.		Deniece Humphrey/HLA Teachers	01/13/2023
<i>Notes:</i> Follow enrichment schedule provided by school counselor with links for lessons and activities included.				
10/11/22	Upon enrollment students services staff will administer SPARCS screening with parental consent.		Norma Sloan/Deniece Humphrey	02/14/2023
<i>Notes:</i> Students who have been identified as needing Tier 3 behavioral intervention will be referred to participate with the Student Services Team. Fall and Spring session with five group meetings per semester.				
10/12/22	Teachers will utilize calming corners in each classroom and designate areas in school building as a support and intervention when proactively addressing students emotional and behavioral states.		Louis Pearson/HLA Teachers	03/31/2023
<i>Notes:</i> The items used to create the calming corners have been ordered and distributed to all teachers.				
10/11/22	Provide teachers an opportunity to give feedback through student service created surveys.		Deniece Humphrey	05/26/2023
<i>Notes:</i> The first survey has been sent out as of 10/3/22				
7/11/19	The School Counselor and Social Worker will develop a schedule for classroom sessions to provide interventions on social and emotional state and well-being. Strategies and activities are developed using the Second Step program that supports the whole child by building social-emotional competence.		Deniece Humphrey	05/26/2023

Notes: Ms. Sloan visited classrooms the week of October 28th to conduct a lesson on hygiene.
 Mr. Locklear completed an Acts of Kindness lesson the week of October 21 in classrooms. Students participated in an activity in which they shared positive comments about each other as well one positive comment about what they liked about themselves.

HLA Support Staff (Guidance Counselor/Social Worker) are currently implementing SEL activities and presentations via WebEx for students during the Homeroom/Activity period each morning. (Action)The Counselor and Social Worker will develop a schedule for classroom sessions to provide interventions on social and emotional state and well-being. The completion date for completion of goal 5/26/2023. We will continue to work towards completion, Ms. Humphrey (guidance counselor) was added for assigned responsibilities for action.

SEL activities are being incorporated daily during HR/Activity period. Second Step interventions will be conducted (teacher/guidance counselor) weekly during student enrichment period.

10/11/22	HLA will implement the use of Circle Forward curriculum to utilize school wide to address emotional regulation.		Deborah Lister	06/30/2024
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Notes:

Implementation:

Evidence

6/12/2017
 Individual Educational Plans and related services were implemented for students requiring interventions. Student's home school was provided documentation regarding actions taken on student's behalf.

Experience

6/12/2017
 Students that were referred to SST were provided the interventions deemed necessary by guidance counselor and Student Service Team. Information needs to be provided from student home school psychologist and SST to be more effective.

Sustainability	6/12/2017 The student's home school psychologist will be included in ongoing SST meeting to assist student's needs.			
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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Initial Assessment:		The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses the SIP, work sessions, and one-on-one sessions for school leaders and process managers to ensure current aligned and SMART plans	Limited Development 10/21/2022		
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How it will look when fully met:		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal, and other identified team members will utilize the SIP to create SMART goals. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning		LaShanda Carver-Moore	05/30/2023
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Actions			0 of 3 (0%)		
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10/21/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Designated schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc., and provide feedback regarding areas of improvement and success			LaShanda Carver-Moore	05/30/2023
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Notes:					
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10/21/22	The Area Superintendent assigned to the school will work with the principal to ensure an understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP			LaShanda Carver-Moore	05/30/2023
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Notes:

10/21/22 Area Superintendents will provide coaching feedback in NCStar once a month for designated schools. They will monitor actions and indicators being assessed, and review the notes and monthly minutes to ensure schools are making progress toward achieving their SIP goals.

LaShanda Carver-Moore

05/30/2023

Notes:

Core Function: Dimension C - Professional Capacity

Effective Practice: Quality of professional development

KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
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Initial Assessment:		HLA looks at data during our schedule data days, PLC meetings and departmental meetings. We have started to use that data to drive, improve instruction, and develop effective PLC's as well as professional development. HLA has meaningful conversation in regards of data and look to improve how we utilize that information.	Limited Development 07/11/2019		
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How it will look when fully met:		Howard Learning Academy classroom instruction will be data driven and data will be used in making decisions for school improvement and making decisions for staff professional development needs.		Ayanna Richard	05/26/2023
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Actions 1 of 3 (33%)

7/11/19	Every classroom will create data boards to reflect how data is being aggregated.	Complete 01/07/2022	Allen Hines	12/31/2021
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Notes: With the reassignment of staff and the limited number of teachers and students this year, we have not been able to implement this indicator effectively with all teachers for an assessment. A request was made to move the completion date to the end of the first semester of the next school year on 12/31/2021. The completion date change was approved by SIT.

7/11/19	Data from student assessments (SuccessMaker, Powerschool, Instructure, etc.) will be used to facilitate decision-making regarding providing additional instructional support and extended learning opportunities for students. Frequency of assessments will be aligned to CCS Secondary Education testing schedule and teacher-made test schedules.		Ayanna Richard	05/26/2023
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Notes: November 5th- Meeting held to review data spreadsheet and its purpose for recording SMA & NC Check-In data.
 November 13th- Folders created on the drive for teachers to track student data.
 November 14th- Ms. Coleman, visited ALL classrooms to check for data boards. Ms. Coleman provide verbal feedback to teachers concerning the data boards as far as ensuring that they are visible and students know its purpose in the classroom.

With the reassignment of staff and the limited number of teachers and students this year, we have not been able to implement this indicator effectively with all teachers for an assessment. A request was made to move the completion date to the end of the first semester of the next school year on 12/31/2021. The completion date change was approved by SIT.

SIT has agreed that this action's completion date is extended to 5/26/2023. Due to the transitioning of students from various schools we will create ongoing remediation scheduling to accommodate students' needs. Upon completion of quarterly benchmark and additional assessments data accumulated will be used to identify students in need of remediation and extended instructional opportunities.

7/11/19

Data will be discussed and reviewed monthly at PLC meetings and during scheduled staff development. Data will be used to make recommendations for additional instructional training and support, MTSS referrals and interventions, and increased learning opportunities.

Donald McAllister

05/26/2023

Notes: November 25- Data Day- Teachers completed the Disaggregated Assessment Data Form as well Data Analysis Reflection Guide
November 25- A group discussion was had in regards to the findings and the action plan to move students to proficient with standards in which students have not met proficient.

February 28, 2020- Ms. Robbins (Instructional Coach), created groups for teachers based on NC Check-In results.

March 2- SuccessMaker data was discussed at PLC meeting. A brief "how to" was provided to teachers on how to access SuccessMaker data.

March 2- PLC meeting was held to discuss implementing small groups within the classroom during Enrichment periods. A powerpoint was shared to ALL Core and EC Teachers as well a packet of how small groups should be created and look within the classroom. A small group lesson plan template have been embedded in the powerpoint for teachers to utilize.

With the reassignment of staff and the limited number of teachers and students this year, we have not been able to implement this indicator effectively with all teachers for an assessment. A request was made to move the completion date to the end of the first semester of the next school year on 5/31/2022. The completion date change was approved by SIT.