

## Comprehensive Progress Report

**Mission:** The Middle College at Bennett educates young women to become informed, resourceful leaders and global citizens. We expect our young ladies to be leaders and follow in the footsteps of greatness! Our mission is to provide a nurturing highly personalized educational environment on a college campus where female high school students can maximize their academic and leadership potential graduating prepared for college and/or the workforce.

**Vision:** The Middle College at Bennett joins the history and tradition of Bennett College with innovation to provide an exemplary education and foundation to young ladies who will be the leaders of tomorrow. We envision a rigorous academic learning community that creates a culture that produces highly motivated students willing to accept 21st century problem-solving and challenges that will enable them to become lifelong learners in this globally competitive world.

**Goals:**

By June 2022, as measured by Teacher Working Conditions Survey, The Middle College at Bennett will improve the school's culture and climate as evidenced by 89 % of teachers reporting "Overall, my school is a good place to work and learn" in comparison to 81.8 % (B2.03, B3.03, C3.04, B1.01, E1.06).

By June 2022, as measured by our End-of-Course exams, The Middle College at Bennett will decrease the achievement gap between Grade Level Proficiency (GLP) and College and Career Ready (CCR) by 15% from 54 % to 65% (A2.04, A4.01, B3.03, C2.01).

By June 2022, as measured by our performance composite scores, The Middle College at Bennett will increase our school performance grade score by 15% from 68.1% to 80.3%. (A1.07, A2.04, A2.07, A4.01, B1.03)

By June 2022, as measured by our graduation rate, The Middle College at Bennett will reduce our drop out rate to less than 1 (A4.16, E1.06, A4.01, A4.06).



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers create and implement individual classroom management, rules, and procedures.	Limited Development 08/23/2017		
<i>How it will look when fully met:</i>		<p>100% of Teachers will consistently allot time to model, teach, and reinforce positive academic and behavioral expectations, rules, and procedures that will be observed through classroom observations, classroom walkthroughs, student feedback, and lesson plans.</p> <p>All students can articulate a personal example of the positive impact the rules, expectations and procedures have on their day-to-day classroom interactions.</p> <p>Students are a part of developing their <i>Promising Practices</i> and Cultural Norms which guide how they execute being a positive member of the Middle College at Bennett culture and role model/leader in the school and greater community.</p> <p>100% of students and staff participate bi-weekly in Advisor/Advisee block where positive expectations, leadership, academic excellence, and sisterhood are explained and modeled.</p> <p>100% of faculty and staff continuously learn and facilitate different research-based strategies and ways to keep our students actively engaged in academics and the school community.</p> <p>A culture of learning will exist in every classroom and throughout the school so that safety, respect, responsibility, leadership, sisterhood, individual worth, academic excellence, teamwork, and relationship are the core tenets that guide interactions between students and teachers every day.</p>		Philia Leach	06/28/2021
<b>Actions</b>			<b>2 of 13 (15%)</b>		
	8/30/17	During grade level/team meetings colleagues will review of classroom syllabi for norming classroom expectations, grading, and policies and procedures.	Complete 08/09/2019	Danielle Crosby	08/31/2019
<i>Notes:</i>					

8/30/17	Implement the Bennett Belle's "Who's got Character?" Competition. In advisor/advisee, students create a visual representation of an assigned character trait. Each classroom's visual representation will be displayed in common areas and voted upon by the students and staff.	Complete 08/23/2019	Danielle Whitaker	08/31/2019
<i>Notes:</i>				
9/24/19	Deliver professional learning to the whole staff on A/A plan and classroom expectations.		Cochise Lanier	10/30/2019
<i>Notes:</i>				
9/24/19	Create professional development on the MTSS Academic Core 1 & 2 and classroom implications.		Shaniqua Burnette	11/15/2019
<i>Notes:</i>				
9/24/19	After professional learning, the curriculum facilitator will work with teachers to create a Canvas course that provides resources and support.		Shaniqua Burnette	12/01/2019
<i>Notes:</i>				
8/30/17	Develop and facilitate/co-facilitate bi-weekly sessions in the Advisor/Advisee block where positive expectations are taught, explained, and modeled with a focus on character, leadership development, social-emotional learning, and college and career readiness.		Karen Braswell	05/01/2020
<i>Notes:</i>				
9/30/19	Administrators, faculty and staff will meet to develop and decide upon rules and procedures that will be common for every classroom.		Philia Leach	05/01/2020
<i>Notes:</i>				
9/30/19	The Administrator, Teachers, Curriculum Facilitator, and School Counselor will meet to report on the effectiveness of the behavioral instruction system. Together, they will evaluate whether they are creating the culture that they want at the school through it. At this time, potential changes will be discussed and implemented. A new and regular schedule for walkthroughs will be created to sustain the evaluative process throughout the rest of the school year.		Thyais Maxwell	05/01/2020
<i>Notes:</i>				
9/24/19	Leadership will conduct specific walkthroughs that monitor effective classroom management and enforcement of rules and procedures.		Thyais Maxwell	05/01/2020
<i>Notes:</i>				
9/24/19	Provide a refresher course at the beginning and mid-year for returning teachers and/or teachers new to school.		Thyais Maxwell	05/01/2020

<i>Notes:</i>				
8/30/17	Administrative team will conduct Quarterly Grade level or "Town Hall" meetings that will be held with students to discuss the Guilford County and The Middle College at Bennett handbook, needs/strengths, and expectations. As well as discuss/present information.		Thyais Maxwell	06/28/2020
<i>Notes:</i>				
9/24/19	Create professional learning on effective lesson planning and facilitation, differentiation, and personalized learning to meet the diverse needs of students.		Shaniqua Burnette	05/01/2021
<i>Notes:</i>				
8/30/17	Administrative team will establish clear and consistent norms, policies and procedures, and expectations for every classroom in the school.		Thyais Maxwell	08/31/2021
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>			
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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>		The Middle College at Bennett is a special setting that employs ten core teachers. There are subject areas where there is only one teacher and that provides limited opportunity and access for content collaboration. A common lesson plan template has been developed by the Instructional team to define necessary elements of a lesson and how to outline the standards and target objectives addressed in instruction. Implemented Professional Learning Communities holding teachers accountable for working in teams to collaborate and articulate aligned learning standards, and organize the curriculum into lesson and unit plans that guide effective instruction for all students, assure mastery of standards-based objectives, and provide opportunities for enhanced learning.	Limited Development 07/28/2016		

<p><b>How it will look when fully met:</b></p>	<p>100% of all content area teachers will execute with fidelity aligned, engaging instruction. Teachers will consistently and with fidelity develop and facilitate aligned units of instruction, that include differentiation, technology integration, high student engagement, and effective assessment (including formative, diagnostic, and summative).</p> <p>Where applicable, teachers will develop common units or instructional themes that support and make connections of student's knowledge across disciplines. will be utilized to form a basis for comparison of strategies for teachers who teach the same subject to ensure good instructional articulation.</p> <p>Students and parents will be aware of and understand the expectation of all students to achieve success in all courses.</p> <p>Teachers will collaborate to refine instructional units that are standards-aligned engaging in the process of: Prioritizing: Identify the most critical learning standards for the grade level or course from among the full set of relevant standards; Unpacking: Identify the explicit and implicit domain skills for those learning standards at the grade and course level; and Powering: Identify the essential skills from among the domain skills (Marzano, Yanoski, Hoegh, &amp; Simms, 2013).</p> <p>A standard planning template will be used by all teachers to ensure quality and uniformity across all grades. 100% of teachers will complete and upload lesson plans to Canvas by Thursday evening the week prior to facilitation.</p> <p>All Teachers, including Special Education and ELL, will organize and facilitate learning activities that target instruction to each student's level of attainable mastery.</p>		<p><b>Cochise Lanier</b></p>	<p><b>06/28/2022</b></p>
<p><b>Actions</b></p>		<p><b>7 of 19 (37%)</b></p>		
<p>9/19/16</p>	<p>Instructional staff will participate in backwards design, differentiated instruction, assessments, and deconstruction of North Carolina Standard Course of Study.</p>	<p>Complete 03/15/2017</p>	<p>Tinisha Shaw</p>	<p>03/28/2017</p>
	<p><i>Notes:</i> Teachers will work collaboratively to share strategies to develop best practices to differentiate instructions and assessments for students.</p>			
<p>9/19/16</p>	<p>A school-wide book study, Women in Science, will be aligned to each curricular area to increase students and parents exposure to informational texts and resources.</p>	<p>Complete 05/01/2017</p>	<p>Samantha Massey</p>	<p>05/01/2017</p>

	<i>Notes:</i> Teachers will develop Teacher Documentation Forms aligning the school-wide book read to a course objective. This objective will be used to develop a service learning project culminating with a demonstration of learning for parents and community.			
8/30/17	Teachers will participate in the Guilford County School's District Professional Development Day on August 22, 2017.	Complete 08/23/2017	Gwendolyn Johnson	08/25/2017
	<i>Notes:</i> We have a teacher that will represent The Middle College at Bennett presenting biology strategies for the district's biology teachers on August 22, 2017.			
8/30/17	Deliver the curriculum resource, Marzano, Pickering, and Polluck's Classroom Instruction that Works, to the whole staff that supports research-based strategies for increasing student achievement.	Complete 09/15/2017	Shaniqua Burnette	09/29/2017
	<i>Notes:</i>			
8/22/17	Administrative team will implement weekly Professional Learning Communities that hold teachers accountable for working in teams to collaborate to meet the needs of all students.	Complete 10/12/2017	Shaniqua Burnette	10/31/2017
	<i>Notes:</i> Agendas and minutes are also required			
8/22/17	Develop and implement a common lesson plan template that defines the necessary elements of a lesson and how to outline standards and target objectives addressed in instruction.	Complete 01/04/2018	Thyais Maxwell	01/05/2018
	<i>Notes:</i>			
8/30/17	Deliver professional learning to the whole staff on Growth Mindset. Staff will participate in a book study, The Growth Mindset, that will assist us in assessing our S.O.A.R. (Strengths, Opportunities for growth, Aspirations, and Results), and setting goals for optimal student and staff achievement.	Complete 06/29/2018	Shaniqua Burnette	06/28/2018
	<i>Notes:</i>			
9/30/19	Develop and structure a variety of platforms for communication including face-to-face PD, PLCs, email, and Canvas.		Ashantae Brooks	01/30/2020
	<i>Notes:</i>			
9/24/19	Leadership and support staff will conduct focused walkthroughs that monitor instruction. Feedback and support will be given with unit implementation consistently provided through ongoing collaboration and data analysis.		Thyais Maxwell	05/05/2020
	<i>Notes:</i>			

9/24/19	Leadership will lead the District supported Instructional Leadership Team (ILT), which will support instruction through conducting walkthroughs, providing coaching and feedback, and checking lesson plans for evidence of alignment and learning activities personalized to student needs.		Cochise Lanier	05/05/2020
<i>Notes:</i>				
8/30/17	Develop a schedule and process for peer observations to assist with maintaining high expectations for all students, meeting each and every student where they are and growing them, and calibration of our effective instructional practices lens.		Shaniqua Burnette	06/28/2020
<i>Notes:</i>				
8/30/17	Prepare, develop, and support teacher leaders who are effective in the roles of instructional specialist, learning facilitator, classroom supporter, mentor, learner, and catalyst for change.		Shaniqua Burnette	06/28/2020
<i>Notes:</i>				
9/25/17	Leadership will ensure that Biology, English II, and Math I teachers will participate in district professional development offerings accumulating a minimum of 10 seat hours per academic year.		Shaniqua Burnette	06/28/2020
<i>Notes:</i>				
8/30/17	During content and team meetings, unpack the district instructional framework focusing on what each of the tenants look like in implementation with our students and staff in the planning, teaching, and assessing phases.		Thyais Maxwell	06/28/2020
<i>Notes:</i>				
8/30/17	Provide teachers with the opportunity to attend state and national professional development such as the North Carolina Math Teacher's Conference and Fall Leadership Seminar for content and learning activities personalized to student needs.		Thyais Maxwell	06/28/2020
<i>Notes:</i>				
8/30/17	Administrative team will create a school-wide data analysis template that will be used to analyze assessments. Data analysis of current EOC, NCFE, CTE, ACT, SAT, and student matriculation data with all teachers and staff members.		Thyais Maxwell	06/29/2020
<i>Notes:</i>				
9/24/19	During collaborative PLC meetings, curriculum and teacher leaders will work with teachers on instructional alignment, rigor, and effective instructional practices.		Shaniqua Burnette	05/05/2021
<i>Notes:</i>				

9/24/19	Provide a refresher course once each quarter for returning teachers and/or teachers new to the school on instructional best practices and high impact strategies.		Thyais Maxwell	05/05/2021
<i>Notes:</i>				
9/24/19	During team meetings, the ILT team will work with teachers on Total Participation Techniques (TPT) facilitation, implementation, and monitoring in the 21st century classroom.		Anitra Goode	05/05/2021
<i>Notes:</i>				



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The individual needs of students aren't being met.</p> <p>Differentiated instruction is being implemented sporadically by our teachers.</p>	Limited Development 07/28/2016		
<i>How it will look when fully met:</i>		<p>All students receive individualized academic support to develop and enhance their academic literacy in all classrooms.</p> <p>A tiered system of instructional and behavioral supports and interventions will be effectively implemented and employed by all teachers with a focus on student response to instructional practices, as opposed to student deficits or failures.</p> <p>100% of teachers are faithfully implementing effective teaching practices and aligning them to the standards and skills as their peers teaching other tiers of intervention, with a focus on student response to instructional practices, as opposed to student deficits or failures, then schools improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities.</p> <p>School-wide implementation of the MTSS process.</p> <p>100% of educators can distinguish between issues with the overall curriculum or the specific teaching practices within classrooms to determine which needs adjustment to better meet the needs of students.</p>		Ashantae Brooks	06/28/2022
<b>Actions</b>			<b>5 of 11 (45%)</b>		
	9/19/16	Identify juniors who need additional support in English and Math as evidenced by 10th grade PLAN data or ACT data. ACT preparatory course will be provided in Spring semester to increase ACT literacy scores.	Complete 12/20/2016	Tinisha Shaw	12/01/2016
Notes: A score of 21 or below on PLAN or ACT before Dec. 1st of Fall semester requires enrollment in the ACT preparatory class for the Spring semester in 2017 and 2018.					

10/24/16	Students will collaborate with LSAMP Scholars to benefit their knowledge in the discipline of science.	Complete 11/17/2016	Marcia Moore Lyons	12/16/2016
	<i>Notes:</i> Students will work with Bennett College Mentors through Sisters in Science.  Students from the Middle College met on two occasions with College mentors in the areas of Math and Science on two occasions, the last of which was on November 17th.			
9/19/16	Instructional staff will participate in 20 hours of professional development focused on backwards design, differentiated instruction, and deconstruction of the North Carolina Standard Course of Study.	Complete 03/15/2017	Tinisha Shaw	03/28/2017
	<i>Notes:</i> Please plan to meet with Brenda Johnson, instructional consultant, from Bridgewood Educational Services.			
9/19/16	Academic support structures will be in place during the school day and after school to meet the needs of students struggling in content areas.	Complete 05/12/2017	Esther Coble	05/11/2017
	<i>Notes:</i> Young Scholars will be held during the school day to give students academic support based on interim analysis data. Extended learning will be held after school for English II, Math I and Biology as evidenced by classroom performance and interim data.			
8/30/17	Develop a common lesson plan template that defines the necessary elements of a lesson, aligned instruction to standards and target objectives addressed in instruction with a focus on differentiation and tiered instructional practices.	Complete 06/14/2019	Shaniqua Burnette	06/28/2019
	<i>Notes:</i>			
9/24/19	Create professional learning on the MTSS Academic Core		Shaniqua Burnette	11/01/2019
	<i>Notes:</i>			
9/24/19	Deliver professional learning to the whole staff on newly developed lesson plan template, gradual release model, and its critical components.		Shaniqua Burnette	11/30/2019
	<i>Notes:</i>			
9/30/19	The LEA/School structures professional development to provide adequate time for collaboration and active learning.		Thyais Maxwell	01/30/2020
	<i>Notes:</i>			
9/24/19	Leadership will check lesson plans for evidence of completion and effective use of the gradual release model, and conduct specific walkthroughs that monitor instruction.		Thyais Maxwell	05/05/2021
	<i>Notes:</i>			

9/24/19	Administrative team will create intervention plans that consist of Lunch and Learn, Saturday Academies, and Before-After school to support the individual needs of students across all tiers.		Thyais Maxwell	05/05/2021	
<i>Notes:</i>					
8/30/17	During Advisor/Advisee, student support team will schedule a "Belle Block" every other Thursday for a minimum of 45 minutes where students can receive small group or individualized academic support, intervention, or enrichment.		Tasha Moody	06/28/2022	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Teachers inconsistently discuss students with support staff when student needs are evident. We currently have a full-time counselor and a half-time social worker.  There is a lack of collaboration between teachers and support staff.	Limited Development 07/28/2016		
<i>How it will look when fully met:</i>		Teachers and Staff help students learn to identify and understand their emotions and can teach students strategies for successfully managing their emotions. There will be an established, monitored process for referring students to the social worker and/or counselor.  100% of teachers and staff will provide instruction, modeling, classroom norms, and caring environment that promotes students' social/emotional competency.		Danielle Whitaker	06/28/2022
<b>Actions</b>			<b>2 of 10 (20%)</b>		
8/25/17	Create a teacher referral form for staff to refer students to student support services.	Complete 08/31/2017	Melissa Warren	12/29/2017	
<i>Notes:</i>					
9/12/18	Deliver faculty/staff professional development on trauma and how it affects students in the classroom.	Complete 08/02/2018	Thyais Maxwell	08/02/2018	
<i>Notes:</i>					
10/1/19	Develop a yearly Sandy Hook Promise plan that implements monthly programming that assists students and staff with identifying if someone is feeling isolated, safety concerns, and bullying prevention.		Danielle Whitaker	12/15/2019	
<i>Notes:</i>					

9/29/19	Create a process for students to request student support services.		Stephanie Faison	05/01/2020
<i>Notes:</i>				
9/29/19	Deliver professional development to the whole staff on the newly created teacher student support services referral form.		Danielle Whitaker	05/01/2020
<i>Notes:</i>				
10/1/19	Administration will establish and maintain an attendance team led by an administrator, meets at least every two weeks to: (a) monitor attendance data and trends; (b) coordinate the school's multi-tiered attendance strategy; (c) examine the reasons for absences using quantitative and qualitative data, and; (d) ensure chronically absent students receive needed supports.		Danielle Whitaker	05/20/2020
<i>Notes:</i>				
9/30/19	Counselor and Social Worker will deliver professional development to the whole school on the importance of socio-emotional intelligence and ways that teachers can build a positive and inclusive environment for students.		Stephanie Faison	05/05/2021
<i>Notes:</i>				
8/30/17	Create, implement, and monitor a peer mentor program. This program will help to increase self-awareness and foster personal growth, help students manage their emotions and social/emotional competencies, cultivate leadership, and improve communication and interpersonal skills for our students.		Stephanie Faison	06/28/2021
<i>Notes:</i>				
8/30/17	Administration will strategically schedule a "Belle Basics" block in the schedule every other Thursday where student support services will provide instruction, modeling, and strategies for students' social/emotional competency and management of their emotions for targeted students.		Danielle Whitaker	06/28/2022
<i>Notes:</i>				
8/30/17	Develop a calendar and system for offering groups, which brings together multiple students of similar ages, issues, and goals, as an opportunity for students to acknowledge similarities of developmental issues that affect all students. These sessions would assist with the development of camaraderie, social/emotional awareness, and assist students with gaining confidence in themselves.		Danielle Whitaker	06/28/2022
<i>Notes:</i>				

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			No student transition plans exist. Student Support staff provides supports as the needs arise.	Limited Development 08/23/2017		
<i>How it will look when fully met:</i>			<p>Effective faculty and supportive structures implemented for entering students.</p> <p>Develop, implement, and evaluate an ongoing, effective plan for every student that is transitioning out of high school into college/career. Individual one-on-one meetings with these students.</p> <p>School has a clearly developed plan to support student transitions across grades and levels of schooling.</p> <p>School faculty and staff will monitor incoming students for early warning indicators and provide appropriate supports; ensuring students have access to highly effective faculty are supportive structures for this transition.</p> <p>Close the social capital gap between low-income students and their peers through early college programs, college/career advising, and predictive analytics system have proven effective for students transitioning out of high school into college/career.</p>		Philia Leach	06/28/2022
<b>Actions</b>				<b>1 of 10 (10%)</b>		
	9/12/18	Create "Each one, Lead one" program. Each new Belle will be paired with a staff member to help assist with transitions and general academic and emotional support.		Complete 08/01/2018	Shaniqua Burnette	06/28/2019
<i>Notes:</i>						
	8/30/17	Create an "office hours" schedule where students can sign up for one-on-one time to receive support. This helps to provide consistent monitoring of incoming students for early warning indicators, and an indication of when additional supports are needed.			Danielle Whitaker	12/01/2019
<i>Notes:</i>						

8/30/17	Schedule College and Career Readiness sessions monthly during open block where student support services will provide assistance with college and career choices, and ongoing support for students transitioning grade-to-grade and out of high school into college/career.		Stephanie Faison	06/28/2020
<i>Notes:</i>				
8/30/17	Create and implement the "My Sister's Keeper" program where upper class scholars are paired with a freshman or new sophomore that needs an additional layer of support for the academic year to provide transitional support and guidance.		Danielle Whitaker	06/28/2020
<i>Notes:</i>				
9/30/19	Leadership will monitor student's transitional plans bi-yearly in collaboration with the student support services team.		Thyais Maxwell	05/05/2021
<i>Notes:</i>				
9/25/17	Seniors will participate in the LINKS mentoring program where they will be paired with a LINKS member, and attend a monthly leadership seminar. Seniors will refine their leadership and interpersonal skills.		Tasha Moody	06/28/2021
<i>Notes:</i>				
9/12/18	Deliver an annual N.B.A. (New Belle Academy) that serves to orient all new students to the school.		Shaniqua Burnette	06/28/2021
<i>Notes:</i>				
8/30/17	Partner with the college liaison for support with monitoring students for early warning indicators for students who are at-risk , and developing plans for students transitioning to college courses.		Tasha Moody	06/28/2021
<i>Notes:</i>				
8/30/17	Students new to The Middle College at Bennett will participate in Convacatum Est. Convacatum Est is a supportive structure for students who are new to our institution that assists in orienting them to the Bennett community.		Danielle Crosby	06/28/2021
<i>Notes:</i>				
9/18/18	Administration will establish and maintain an attendance team led by an administrator, meets at least every two weeks to: (a) monitor attendance data and trends; (b) coordinate the school's multi-tiered attendance strategy; (c) examine the reasons for absences using quantitative and qualitative data, and; (d) ensure chronically absent students receive needed supports.		Danielle Whitaker	06/28/2021
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has a teaching, learning, and professional development that has content specific supervisors for each level.	Limited Development 07/28/2016		
<i>How it will look when fully met:</i>		A transformative support and improvement team will be developed that is composed of key stakeholders that commit to adopt and engage in shared and distributed leadership. Key stakeholders may include but are not limited to assistant superintendents, assistant principals, directors of curriculum, special education, early childhood, and English Language learners, teacher leaders, department chairs, teacher union representatives, school board members, community members, and parents/caregivers.		Thyais Maxwell	06/28/2022
<b>Actions</b>			<b>2 of 5 (40%)</b>		
	8/30/17	The LEA is organized into 12 learning areas for school support that provides support to principals and schools as the district works together to improve learning and life outcomes for all children. Each of the learning areas are supervised by a school support officer (SSO)	Complete 05/01/2019	Thyais Maxwell	06/28/2019
<i>Notes:</i>					
	8/30/17	The LEA has implemented the Teaching, Learning and Professional Development division which oversees all academic subject areas, library/media services, early learning, gifted education, blended learning, professional learning and leadership development.	Complete 08/28/2017	Thyais Maxwell	06/28/2019
<i>Notes:</i>					
	9/29/19	Leadership will lead and monitor the work of the school improvement and instructional leadership teams.		Thyais Maxwell	05/01/2020
<i>Notes:</i>					
	8/30/17	Develop an active school-based leadership team that consists of staff, administration, parents, and student support teams where the team facilitates effective communication, coordination, and leadership among grade levels, departments, and school community. The Leadership Team meets a minimum of twice each month for a minimum of an hour each meeting.		Danielle Crosby	06/28/2020
<i>Notes:</i>					

	9/12/18	Administration will assemble an Instructional Leadership Team that will meet regularly to lead the work of instructional improvement and advancement through the support of the district and New Leaders.		Thyais Maxwell	06/28/2022	
<i>Notes:</i> Ongoing development and monitoring.						
	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			The leadership Team and Support Teams meets once a month to monitor practices and policies which impact teaching and learning.	Limited Development 07/28/2016		
<i>How it will look when fully met:</i>			Facilitate effective communication, coordination, and leadership among grade levels and departments through the leadership team. The Leadership Team is headed by the principal and includes teachers and other staff.  The Leadership Team needs to meet twice each month for an hour each meeting.  The team will operate each meeting with an agenda, keep minutes, stay focused, and follow through with the plans made.		<b>Shaniqua Burnette</b>	<b>06/28/2022</b>
<b>Actions</b>				<b>0 of 5 (0%)</b>		
	9/29/19	Leadership will monitor meeting agendas and minutes to ensure that school improvement process is effectively making progress and moving students.		Thyais Maxwell	05/01/2020	
<i>Notes:</i>						
	9/29/19	Deliver professional development to the whole staff on TPT and effective practices that are expected to be utilized with fidelity in every MCB classroom.		Anitra Goode	05/01/2020	
<i>Notes:</i>						
	8/30/17	Establish an active school-based leadership team that consists of staff, administration, parents, and student support teams where the team facilitates effective communication, coordination, and leadership among grade levels, departments, and school community. The Leadership Team meets a minimum of twice each month for a minimum of an hour each meeting.		Danielle Crosby	06/28/2020	
<i>Notes:</i>						



9/29/19	Provide a refresher course at the beginning of the year for returning teachers and/or teachers new to the school on the school improvement team structure, purpose, and goals.		Ashantae Brooks	09/01/2020
<i>Notes:</i>				
9/12/18	Create a meeting calendar at the beginning of the year to outline dates, days, and times of the meetings for the year.		Danielle Crosby	06/28/2021
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>				
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>				
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	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The school ensures that time necessary for meetings is supplied and protected for teams. Teachers and support staff serve on teams that support student's interest, ability, and community involvement.	Limited Development 07/28/2016		
<i>How it will look when fully met:</i>			<p>Incorporate effective team structures into the school improvement plan and school governance policy.</p> <p>Teams have written statements of purpose and by-laws for each team's operation. Teams can provide work plans/calendar for the year and work products.</p> <p>All teams prepare and maintain agendas for their meetings, maintain minutes, and catalog their work products.</p> <p>Adequate time is provided for teams to meet, conduct business, and meet the expectations of district and school policies.</p> <p>Team structures charged with specific functions and purpose address one of the three unique areas of need in schools; instruction and instructional methods, whole school improvement planning and family community connections.</p>		<b>Cochise Lanier</b>	<b>06/30/2022</b>

<b>Actions</b>				<b>1 of 5 (20%)</b>		
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2/28/19	Create a faculty/staff duty roster and meeting/planning schedule to establish team structure among teachers with specific duties and time for instructional planning.		Complete 08/15/2018	Shaniqua Burnette	09/01/2018
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*Notes:*

9/29/19	Leadership will monitor instructional planning and duties through schedule walkthroughs and visits.		Thyais Maxwell	05/01/2020
<i>Notes:</i>				
8/30/17	Create and adhere to a team meeting schedule to help ensure there is adequate time provided for teams to meet, conduct business, and meet the expectations of district and school policies.		Nathan Cook	06/28/2020
<i>Notes:</i>				
9/29/19	Deliver professional learning to the whole staff on team assignments, team structure, expectations, and products.		Cochise Lanier	09/01/2020
<i>Notes:</i>				
8/30/17	Administration will Implement monthly team (Leadership, Instructional, and Student Support) meetings that encourage teachers and staff to collaborate to meet the needs of all students.		Thyais Maxwell	06/28/2022
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Principal and CF monitor classrooms and provide feedback.	Limited Development 07/28/2016			
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<b>How it will look when fully met:</b>	<p>The principal monitors the work (processes for team planning, instructional delivery, etc.), meets with teams, visits classrooms, reinforces good practice regularly.</p> <p>The principal has established and monitors expectations and processes for team planning and for instructional delivery in every classroom.</p> <p>The principal maintains high visibility and visits classrooms 3 out of 5 days a week.</p>		<b>Thyais Maxwell</b>	<b>06/28/2022</b>
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<b>Actions</b>		<b>1 of 7 (14%)</b>		
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2/28/19	Create a walkthrough sign-in sheet for each classroom to be initialed upon visiting.	Complete 01/04/2019	Tasha Moody	01/31/2019
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<i>Notes:</i>				
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9/29/19	Deliver professional development during PLCs on gradual release, explicit instruction, and the instructional expectations for every classroom.		Karen Braswell	05/01/2020
<i>Notes:</i>				
9/30/19	Leadership (Principal, CF, and ILT Team) will provide feedback so teachers improve their practice by responding and reflecting to principal's observations and/or observations by peers. (Indicator A1.02)		Ashantae Brooks	05/05/2020
<i>Notes:</i>				
9/30/19	Review of expectations for lesson plans and procedures for walkthroughs will be conducted and explained at the beginning of the year and with new staff who are hired during school year.		Cochise Lanier	08/30/2020
<i>Notes:</i>				
8/30/17	Develop a schedule and process for peer observations to assist with maintaining high expectations for all students, meeting each and every student where they are and growing them, and calibration of our effective instructional practices lens.		Cochise Lanier	06/28/2021
<i>Notes:</i>				
8/30/17	Create a school-wide classroom visitation platform for consistent feedback and calibration of instructional lens.		Shaniqua Burnette	06/28/2022
<i>Notes:</i>				
8/30/17	Develop and implement a classroom visitation schedule that ensures that all classrooms are visited and monitored a minimum of 2-3 days per week.		Thyais Maxwell	06/28/2022
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Data is used as a mechanism for continuous professional development in our school.	Limited Development 07/28/2016		
<i>How it will look when fully met:</i>		Student performance data is disaggregated at least monthly, and used to inform instruction. Classroom observation data is aggregated to show patterns of professional practice across the faculty.  Common assessments are developed and utilized informing correction instruction and intervention in every classroom.		Ashantae Brooks	06/28/2022
<b>Actions</b>			<b>2 of 6 (33%)</b>		
	8/30/17	Deliver professional development to the whole staff focusing on data analysis of current EOC, ACT, SAT, and student matriculation data.	Complete 08/01/2017	Thyais Maxwell	08/31/2017
<i>Notes:</i>					
	8/30/17	Provide a refresher session on data analysis three times a year (beginning, mid, and end) to assist with developing content based strategies, and individual teacher professional development plans.	Complete 01/03/2018	Thyais Maxwell	01/05/2018
<i>Notes:</i>					
	9/12/18	Create a school-wide data analysis to be used in all content areas.		Shaniqua Burnette	11/28/2019
<i>Notes:</i>					
	9/12/18	Through the New Leaders professional development, the Instructional Leadership Team will support and monitor instructional practices through the use of a review of current data, observation, and feedback Plan of action created for the academic year.		Cochise Lanier	05/28/2021
<i>Notes:</i>					
	8/30/17	Deliver professional development on "Daring Data Dialogue" where we utilize workdays and PLCs scheduled to analyze district interim and comprehensive assessments. In addition, we will discuss and plan for interventions and student support to ensure that all students are college and career ready.		Shaniqua Burnette	06/28/2021
<i>Notes:</i>					

9/12/18	Create an assessment calendar for all content areas that regularly assess content every three weeks for the academic year.		Philia Leach	06/28/2021
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>			
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>			
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KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	The LEA has protocols and procedures in place for recruiting, evaluating, replacing, and rewarding staff. The Middle College at Bennett experiences very little teacher turnover, vacancies are most often due to retirement.		Limited Development 07/28/2016		
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<i>How it will look when fully met:</i>	<p>Template and rubric for interviewing for teachers and staff.</p> <p>The school employs a team of faculty for interviewing for any vacancy.</p> <p>Establish an entry plan for new staff with induction, training, and mentoring.</p>			Thyais Maxwell	06/29/2020
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<b>Actions</b>			<b>1 of 5 (20%)</b>		
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8/30/17	Utilize an interview team of teachers, staff, and community stakeholders for potential teacher positions.	Complete 06/28/2018	Shaniqua Burnette	06/28/2019
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*Notes:*

10/1/19	Administration will inform staff of protocols and procedures during staff meetings		Thyais Maxwell	05/05/2020
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10/1/19	Administrators and staff will develop a standardized questionnaire form of various types of questions and include requirements such as lesson plan samples or teaching portfolios, for all interviews		Thyais Maxwell	05/20/2021
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*Notes:*

8/30/17	Establish and maintain effective communication with the district human resources department who assists with the recruitment and initial screening of qualified candidates.		Thyais Maxwell	06/28/2022
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*Notes:*

8/30/17	Develop a consistent entry plan for new staff with induction, training, and mentoring.		Thyais Maxwell	06/28/2022
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Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Appropriately 75% of our teachers and support staff communicate regularly with parents of our students.	Limited Development 07/28/2016		
<i>How it will look when fully met:</i>		<p>100% of students and parents will be aware of policies and procedures to ensure school success.</p> <p>Consistent two-way, school-home communication linked to learning.</p> <p>Active social media and webpages.</p> <p>All teachers will record and submit a parent contact log once per quarter that includes at least two communication efforts for each student on their roster.</p>		Danielle Whitaker	06/30/2022
<b>Actions</b>			<b>4 of 10 (40%)</b>		
9/19/16	Deliver professional development to the whole staff on cultural competence.	Complete 11/15/2016	Tarsha Banister	11/15/2016	
<i>Notes:</i> We participated in a workshop through GCS called "Implicit Bias" on November 9th, 2016. Mrs. Banister facilitated a workshop for the staff called "Cultural Competence" on November 15th, 2016.					
9/19/16	Communicate with parents and students via town hall meetings, emails, Connect Ed messages, and written communication the policies and procedures of the school.	Complete 08/02/2017	Esther Coble	05/11/2017	
<i>Notes:</i> Parent and students will be informed through various communications including town hall meetings, emails, ConnectEd messages, and written communication.					
8/30/17	Create Remind accounts for all classroom teachers that will allow teachers to have open communication with parents and students (by grade level) for communication, updates, etc.	Complete 12/01/2017	Marcia Moore-Lyons	12/29/2017	
<i>Notes:</i>					
8/30/17	Create social media ( Facebook, Twitter) accounts for online communication for students and parents.	Complete 03/01/2018	Danielle Crosby	02/28/2018	
<i>Notes:</i>					

10/1/19	Deliver professional learning to parents and community stakeholders equipping them with practical guidance to encourage students' reading, study and homework habits with an understanding of a growth mindset, college and career readiness, paying for college, internet safety, financial literacy, and social-emotional health.		Thyais Maxwell	10/30/2019
<i>Notes:</i>				
10/2/19	Create consists, ongoing communication that flows both ways with students, parents, and all stakeholders.		Ashantae Brooks	12/30/2019
<i>Notes:</i>				
9/12/18	Host Parent/Student-Teacher conferences/events a minimum of once per semester to meet with parents and/or guardians to effectively communicate about the academic success of students.		Nate Hargett	06/28/2020
<i>Notes:</i>				
8/30/17	Deliver professional development to whole staff to assist teachers and staff with website set-up and maintenance.		Cochise Lanier	06/29/2020
<i>Notes:</i>				
10/1/19	Provide consistent communication with parents and guardians regarding school policies, procedures and announcements through school announcements, Newsletters, Canvas, ConnectEd calls and other communication procedures (Indicator E 1.07).		Nate Hargett	05/20/2021
<i>Notes:</i>				
8/30/17	Create a uniformed structure for Syllabi that can be provided at the beginning of each semester for each student and family.		Cochise Lanier	06/28/2021
<i>Notes:</i>				