

Comprehensive Progress Report

Mission:

The mission of Children’s Hope Alliance is to provide a safe, healing journey for hurting children and families – creating hope now and in the future.

The mission of Grandfather Academy is to provide specialized educational opportunities for students who have experienced adverse childhood experiences of emotional, sexual, or other abuse.

Grandfather Academy is committed to providing a a safe and nurturing learning environment to help each student experience academic success.

Vision:

Goals:

To increase individual student achievement through effective academic planning and instruction.

To increase parent, guardian, stakeholder involvement in students' academic experience.

To increase student ability to develop and display appropriate social skills and emotional health skills within the school environment.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

1. Principal and Lead Academic Coordinator initiated classroom observations and feedback with teachers during the month of March 2019. Initial feedback was provided to the teachers following these observations. Principal and Lead Academic Coordinator are implementing NCESS with teachers during April 2019.
2. Principal is providing time for Lead Academic Coordinator to meet with teachers to review lesson plans and to assist with co-teaching during certain classes.
3. Team needs to review current effective practice barriers to problem solve implementation.
4. The Principal communicates progress and concerns with parent (s)/guardian(s) as needed.
5. Principal, Residential Administration and Day Treatment Director developed and implemented School Notes for students to ensure effective follow through for discipline issues and also developed a Behavior Intervention Flow Chart to assist with consistent procedures to address behaviors.
6. The Principal and Day Treatment Director participate the Residential Clinical meetings on a weekly basis to receive updates on students' progress in the Residential Treatment Program and to update Residential Staff on student's academic and behavioral progress within the school environment.
7. The Principal participates in Residential Staff meetings to resolve student and program issues related to school performance.
8. 8/13/19 - Principal went to all residential programs on 8/8/19 and 8/9/19 to review the Student Handbook and to prepare students for the school year.
9. Daily announcements and issues are reviewed with students at 8:00am following breakfast and before students arrive at school. This is setting the expectations for behavior and performance during the day.

Limited Development
03/25/2019

How it will look when fully met:	<ol style="list-style-type: none"> Weekly school staff meetings with full staff participation in setting agenda and processing/problem solving school and student related issues. Research EBP for student instruction and learning. 5/15/19 - Will utilize Teaching Family Model to support Social/Emotional Learning in the classrooms. Day Treatment to implement. Research implementation of EBP for student learning to include EBP for Behavior Management (discipline). Complete Key Performance Indicators to monitor implementation of measures. 8/13/19 - Principal needs to coordinate KPI with Day Treatment. 		Matthew Gaunt	06/01/2020
Actions		4 of 5 (80%)		
3/26/19	Schedule Staff Meetings and Develop weekly agenda. Provide staff opportunities to provide agenda items and discussion.	Complete 03/28/2019	Matthew Gaunt	04/01/2019
<i>Notes:</i> Staff Meetings scheduled every Thursday at 2:45. Agenda form is completed and uploaded.				
3/26/19	Research and implement EBP for student discipline.	Complete 05/15/2019	Matthew Gaunt and Shanon Myers	08/01/2019
<i>Notes:</i> We have implemented the following items to assist with behavior management: <ol style="list-style-type: none"> School Note Behavior intervention flow chart. <p>Will research EBP for full implementation by the beginning of the 2019-2020 school year.</p>				
10/25/19	Develop Service Delivery Plan for coaching the implementation of the Teaching Family Model		Shanon Myers	11/30/2019
<i>Notes:</i> This service delivery plan is necessary to ensure procedures are being followed, staff have coaching support and to ensure effectiveness of implementation.				
3/26/19	Research EBP for student learning.	Complete 11/30/2019	Katie Croland	11/30/2019

Notes: Principal, Day Treatment Director and Community Based Chief Program Officer met to determine the Teaching Family Model will be implemented in the school for behavioral and emotional supports. Day Treatment will consult with Grandfather Home for Children Residential staff to coordinate training and coaching for the effective implementation.

Principal attended Summer Institute for Implementation Science training to effectively implement EBP in the school. School will facilitate relationship to conduct coaching observations and feedback to Day Treatment about effectiveness. An implementation plan will be developed in coordination with Day Treatment and Residential.

3/26/19 Develop and implement Key Performance Indicators to monitor implementation of learning and behavior support/management practices.

Complete 06/01/2020

Matthew Gaunt

06/01/2020

Notes: 3/26/19 Key Performance Indicators are complete. Will work toward full implementation by 2019-2020 school year. 8/13/19 - need additional time to coordinate KPI with Day Treatment Program.

10/25/19 - KPI have been developed and reported for two months. This is a recurring monthly task to make sure data are regularly reported and responded to for correction.

	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<ol style="list-style-type: none"> 1. WRAT completed at admission and discharge with each student. Results are utilized to determine curriculum and grade assignments. 2. Teachers currently tabulate grades and report weekly (assignments, quizzes and tests) in PowerSchool. 3. Lead Academic Coordinator and Principal complete observations of teachers and provide feedback related to student response to lessons/curriculum. Adjustments made based on feedback. 4. Lead Academic Coordinator is in the process of creating a plan for reviewing student plans and progress with Teachers. She has met with one of the four teachers. 5. Lead Academic Coordinator is meeting with the Data Manager to review student's records and progress at the time of enrollment to ensure placement in the appropriate curriculum and classes. 	Limited Development 03/26/2019			
<i>How it will look when fully met:</i>	<ol style="list-style-type: none"> 1. Complete the WRAT with each new student to evaluate current level of achievement. 2. Teachers will have a system of planning, monitoring and updating to ensure appropriate curriculum adjustments are made during the school year. 3. Lead Academic Coordinator and EC Director will meet with the Principal one time per month to review progress to ensure students are assigned the correct curriculum and support services. 		Katie Croland	12/31/2019	
Actions		1 of 3 (33%)			
3/29/19	Develop process for teachers to plan, monitor and make curriculum adjustments throughout the school year.	Complete 08/13/2019	Katie Croland	08/04/2019	

Notes: System to be operational by the 2019-2020 school year.

Teachers are currently completing bench marking in relation to the Academic Standards. Instruction is being adjusted based on students' level of achievement.

3/29/19 Explore additional assessments that might be helpful with determining appropriate curriculum choices for individual students.

Philip Harris

12/31/2019

Notes: Phil Harris will check with Dr. Pam Vesley regarding recommendations.

10/25/19 Evaluate the use of SchoolNet to assist teachers with benchmarking and evaluating student achievement.

Katie Croland

12/31/2019

Notes: SchoolNet is a resource that is available to the Academy Teachers but it has never been utilized. Katie Croland will explore benefits to implementing and what it would take to implement the system to support evaluating student achievement.

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

<p>Initial Assessment:</p>	<ol style="list-style-type: none"> 1. Teachers do an excellent job of creating lesson plans to create an environment conducive to learning. 2. Employ the Bell Ringer activity at the beginning of class to get the students engaged in learning process. 3. Utilize the School Note collaboratively developed between the school and residential program to document and hold students accountable for behavior. 4. Collaborated with Administration and Day Treatment to develop specific behavioral intervention steps to provide staff and students with consistent implementation. 5. Teachers all utilize the referral process appropriately to effectively address behavior problems. 6. Teachers, Day Treatment Staff and Administrative staff have real-time texting regarding classroom emotional and behavior issues to provide supports, as needed, to maintain a conducive learning environment. 7. There is a Behavior Support Staff in each classroom to assist with managing behavioral expectations during instruction time. 	<p>Limited Development 03/26/2019</p>		
<p>How it will look when fully met:</p>	<p>The Academy will have comprehensive procedures documented in the Grandfather Student Handbook that includes written school/classroom expectations and rules, written and trained procedures for proactively and spontaneously addressing students' behaviors and specific procedures for Principal Referrals. Will review expectations with teachers, Day Treatment staff, students, parents/guardians, and Grandfather Home for Children Residential staff/administration. Will fully implement the procedures by the beginning of the 2019-2020 school year.</p>		<p>Matthew Gaunt</p>	<p>12/31/2019</p>
<p>Actions</p>		<p>5 of 6 (83%)</p>		
<p>3/26/19</p>	<p>Develop Training for identified EBP to implement in the classroom to address behaviors.</p>	<p>Complete 05/15/2019</p>	<p>Matthew Gaunt, Shaon Myers</p>	<p>05/31/2019</p>

Notes: 5/15/19 - Shanon Shore and Community Based Services Management decided on implementing the Teaching Family Model of Care in the classrooms, through Day Treatment. They will utilize the Residential Training Curriculum to train the Day Treatment staff. This will provide continuity of services between the residential program and school.

3/26/19	Review and update the current Grandfather Academy Student Handbook	Complete 07/02/2019	Mathew Gaunt, Shanon Myers, Katie Croland, Philip	06/30/2019
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Notes:

3/26/19	Identify EBP for teachers to implement to address classroom behaviors.	Complete 06/03/2019	Matthew Gaunt, Shanon Myers	06/30/2019
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Notes: Teaching Family Model of Care is the EBP to implement within the Day Treatment and Academy. Matt Gaunt to meet with the TFM Specialist to determine elements to train and implement during the 19-20 school year.

3/26/19	Complete EBP Training with all teachers and Behavior Support Staff for implementation in classrooms.	Complete 08/09/2019	Matthew Gaunt and Shanon Myers	08/09/2019
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Notes:

3/26/19	Implement EBP in classrooms.	Complete 08/12/2019	Teachers and Behavior Support Staff	12/31/2019
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Notes: Initial implementation was not successful. Day Treatment staff were trained but there was no implementation plan to evaluate effectiveness and fidelity to the model. Matt Gaunt will meet with the TFM Director to develop a full implementation plan to support Day Treatment and the teachers with implementation.

10/25/19	Develop narrative for handbook to explain behavior support procedures to students.		Matthew Gaunt	12/31/2019
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Notes: This is to describe the TFM implementation procedures in the classrooms.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The EC Director and Lead Academic Coordinator collaborate with teachers to set the standards related to the instructional units. We currently utilize the WRAT as a pre-test to determine the students' level of achievement and to assist with instructional alignment on an individualized basis. We currently do not utilize pre- and post-tests to gauge student mastery of instructional units. Students' schoolwork and tests are graded to evaluate mastery of material. EC instruction is planned and implemented as a team.	Limited Development 03/26/2019		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<ol style="list-style-type: none"> 1. Develop instructional teams (Lead Academic Coordinator, EC Director, Teacher(s)) to develop and revise instructional units that are aligned with the standards. 2. Clearly identify the criteria for student achievement of each instructional unit. 3. Develop and implement pre- and post tests to evaluate student mastery. 	Objective Met 10/25/19	Katie Croland	08/12/2019
Actions					
	3/29/19	Identify the instructional teams and members of each team.	Complete 05/27/2019	Katie Croland	05/01/2019
	<i>Notes:</i>				
	3/29/19	Develop instructional units that are aligned with standards for the 2019-2020 school year.	Complete 08/12/2019	Katie Croland and Philip Harris	07/31/2019
	<i>Notes:</i>				
<i>Implementation:</i>			10/25/2019		
<i>Evidence</i>		10/25/2019			

<i>Experience</i>	10/25/2019			
<i>Sustainability</i>	10/25/2019			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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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>		No procedures are currently in place to address a tiered instructional system. This will need full development.	No Development 03/26/2019		
<i>How it will look when fully met:</i>		The objective will be developed as we evaluate our current systems and what is necessary to fully develop and implement a tiered system of instructional and behavioral supports.		Philip Harris	12/31/2019
Actions			0 of 2 (0%)		
	3/29/19	Create a plan for MTSS implementation within the school.		Phil Harris and Matthew Gaunt	12/31/2019
<i>Notes:</i>					
	10/25/19	Complete MTSS Learning Modules		Matt Gaunt, Katie Croland, Phil Harris	12/31/2019
<i>Notes:</i>					

	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>There is a consistent classroom schedule in place for the students. The day begins and ends with a social/emotional group facilitated by the Day Treatment staff. This provides the students an opportunity to start and end the day with a check-in. There are areas in the hallways for students to display artwork and school assignments. The school invited art students from Lees McRae College to paint “student friendly” murals in the hallways and in the gym to create a pleasant environment for students and staff. The school conducts an Awards Ceremony each grading period to recognize student progress and achievement. The school is in the process of developing Student Government. On a positive note, the school has at least one off campus activity for students who are making consistent progress academically and behaviorally.</p>	Limited Development 03/26/2019			
How it will look when fully met:	<p>Teachers and Day Treatment Staff will instruct, model and demonstrate caring attention to students spontaneously within the school/classroom environments. Skills development will occur for social skills and emotional health skills. The school administration will support these efforts by creating rituals and routines that include daily announcements, pledge of allegiance/moment of silence, regular displays of students’ work, awards ceremonies, off campus field trips, etc. We will fully implement Student Government and the self-determination process for students, allowing them the opportunity to make decisions regarding school policy, procedures, and activities.</p>		Matthew Gaunt	12/31/2019	
Actions			3 of 5 (60%)		
3/26/19	Develop and implement Day Treatment Group Curriculum for Social/Emotional Development	Complete 04/01/2019	Matthew Gaunt	04/30/2019	
	<i>Notes:</i> Day Treatment developed curriculum based off of Cognitive Behavior Therapy. Maintaining groups by gender for remainder of school year.				
3/26/19	Schedule Awards Ceremonies following each grading period.	Complete 08/01/2019	Matthew Gaunt	08/01/2019	
	<i>Notes:</i>				
3/26/19	Develop and implement Student Government	Complete 09/20/2019	Matthew Gaunt	08/01/2019	

Notes: Changing date of implementation for new school year (19-20).
Residential requested delay in implementation to make sure we would be in line with residential self-determination procedures.

We will elect positions during the summer session, for implementation in the fall of 2019.

3/26/19	Schedule Field Trips for school year.		Katie Croland	08/01/2019
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Notes:

3/26/19	Train staff to interact with students by teaching and demonstrating appropriate social and emotional health skills.		Matthew Gaunt and Shanon Myers	12/31/2020
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Notes: Will be implemented once the EBP is determined for implementation.

	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Teachers and Day Treatment Behavioral Support staff are currently implementing the official School Note that was developed to monitor and reinforce students behaviors and demonstration of social skills within the classroom environment. Students have two psycho-education groups each day to learn and practice social skills and relationship building skills. The school implemented a Behavioral Intervention Flow Chart to help students understand where they were in relation to receiving consequences for inappropriate behaviors in the classroom environment. The flow chart was reviewed and implemented with all teachers, day treatment staff and students. Day Treatment is implementing Cognitive Behavioral Therapy to address emotional regulation and social skill development. Regular activity days are scheduled within the school to reinforce appropriate social skill development.</p>	Limited Development 03/26/2019			
<i>How it will look when fully met:</i>	<p>Teachers and Day Treatment Behavioral Support Staff will fully implement the EBP adopted for implementation within the classroom. The EBP implementation will include proactively teaching and reinforcing students for use of social skills within the school and classroom. The Day Treatment Behavioral Support staff will conduct psycho-educational groups to introduce and provide opportunities for students to learn prosocial skills. The school will provide students opportunities to use the skills in recreational/social activities. Students will learn problem-solving skills to assist them with making appropriate choices and determining potential consequences.</p>		Matthew Gaunt	12/31/2019	
Actions			2 of 3 (67%)		
3/26/19	Create and implement School Note for tracking and reporting on student use of social skills and behaviors within the classroom.	Complete 02/28/2019	Matthew Gaunt	02/28/2019	
<i>Notes:</i> Full implementation of this Action Step.					
3/26/19	Create and implement a Behavioral Flow Chart to ensure consistent reinforcement / correction of social skills and behaviors in the classroom.	Complete 03/25/2019	Matthew Gaunt	03/25/2019	
<i>Notes:</i>					

6/21/19		Implementation of the Teaching Family Model in classrooms.			Shanon Myers	08/01/2019
<i>Notes:</i>						
	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
<i>Initial Assessment:</i>			<ol style="list-style-type: none"> 1. Therapeutic Crisis Intervention 2. Individual Crisis Management Plans 3. Individual Counseling 4. Individual Behavior Support Plans and Individual Crisis Management Plans are completed by the Day Treatment Behavior Support Specialists. 5. The Principal participates in Clinical Meetings where the students emotional and behavioral goals and progress are reviewed. 	Full Implementation 03/26/2019		

	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>			<p>Grandfather Academy has a significant barrier to facilitating grade-to-grade transitions due to the short lengths of time that students remain enrolled in the Academy because the residential goals dictate transition times. Most students do not remain in the school and entire school year. The Academy does a good job of facilitating transitions back to schools once the residential program determines where the youth will reside upon treatment completion. The EC Director and Lead Academic Coordinator work with guardians to ensure students' records are up to date and available upon transition. Academy staff participate in all planning meetings to communicate essential information to provide a smooth transition during or at the end of the school year. The Academy Data Manager also works with the receiving school to ensure everything is available for enrolling in the new school. Areas that are covered for major transition from middle to high school are the students' developmental needs, providing necessary information about social and academic changes that may affect the student negatively. EC records are up-to-date and transferred with the student. The academy fosters communication and is responsive to stakeholder needs by communicating with parents/guardians, DSS, Juvenile Justice, mental health providers and others involved in the planning for the students' well-being. Specific transition planning needs to occur at enrollment and at different intervals during the time the student is enrolled in the Academy.</p>	Limited Development 03/26/2019		
<i>How it will look when fully met:</i>			<ol style="list-style-type: none"> 1. Established procedures to evaluate, plan and support student transitions (enrollment, grade-to-grade, transitions to new school following discharge from Grandfather Academy) 2. Transition Plan form that tracks planning process. 3. Reviewing transition plans as part of the Residential Child and Family Team planning process to ensure academic consideration is given to the discharge plan. 4. Communication with receiving school following discharge to ensure smooth transition for the student. 		Matthew Gaunt	12/31/2019
Actions				0 of 3 (0%)		
		3/29/19	Create transition planning procedures.		Candy Butner	08/01/2019
		<i>Notes:</i>				

3/29/19	Create transition plan form to monitor student progress and issues that need to be addressed at significant transitions.		Candy Butner	08/01/2019	
<i>Notes:</i>					
3/29/19	EC Director and Lead Academic Coordinator to participate in Residential Treatment Transition meetings to ensure academic planning is a part of the transition plans.		Katie Croland and Philip Harris	09/01/2019	
<i>Notes:</i>					
	A4.21	The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grandfather Academy is currently implementing two tools to enhance social/emotional competency. All staff receive training in Therapeutic Crisis Intervention, a program from Cornell University to assist students with effectively managing emotions. It also provides tools to the staff to assist students with co-regulating emotions when they are experiencing distress in the school environment. Part of TCI is the implementation of Individual Crisis Management Plans. These plans assist with proactively developing coping strategies with the students to utilize in the school. The school staff also utilize a school note to monitor classroom use of social skills. Day Treatment staff are implementing Cognitive Behavioral Psycho-education groups with students to assist them with managing emotional states within the classroom. Finally, Academy staff utilize a tool to respond to students' behavior when it moves off baseline. These steps provide consistency in interventions and consequences. The Academy is currently searching for an EBP to assist with these processes. We will make sure that the EBP has an evaluation method to measure effectiveness and fidelity to the model of care.	Limited Development 03/26/2019		
<i>How it will look when fully met:</i>		Identification and full implementation of an Evidence-based Practice for behavior support/management and skills development.		Matthew Gaunt	12/31/2019
<i>Actions</i>			2 of 4 (50%)		
3/29/19	Identify EBP for behavior management/support within the classroom.	Complete 05/15/2019	Matthew Gaunt and Shanon Myers	05/31/2019	
<i>Notes:</i>					
3/29/19	Develop training for Day Treatment and School Staff	Complete 07/30/2019	Matthew Gaunt and Shanon Myers	07/30/2019	
<i>Notes:</i>					

3/29/19	Create EBP implementation plan.		Matthew Gaunt and Shanon Myers	11/30/2019
<i>Notes:</i>				
3/29/19	EBP implementation		Matthew Gaunt and Shanon Myers	11/30/2019
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Grandfather Academy is a single school primarily serving the residential clients at Grandfather Home for Children. The school and the LEA are one entity. Support to the school originates from the Grandfather Academy Advisory Council and the Children's Hope Alliance Board of Directors. Stephanie Knowles serves as the Academy's superintendent, providing a liaison between the school and the Board of Directors. The Principal reports directly to the superintendent and to the Advisory Council. The superintendent, Advisory Council, the CHA Executive Leadership Team and the Board of Directors will serve as the Support & Improvement Team for the Academy	Limited Development 03/27/2019		
<i>How it will look when fully met:</i>		The Grandfather Academy Advisory Council, Children's Hope Alliance Board of Directors and Children's Hope Alliance Executive Leadership Team will provide resources necessary to develop and implement the School Improvement Plan. The members of these teams will regularly review the plan in NCStar and provide feedback to ensure accountability to complete tasks necessary to implement the plan.		Matthew Gaunt	12/31/2019
Actions			1 of 2 (50%)		
3/30/19	GFA Advisory Council and Children's Hope Alliance Executive Leadership Team and Board of Directors will receive access to NCStar to monitor planing and implementation activities.		Complete 04/15/2019	Matthew Gaunt	04/30/2019
<i>Notes:</i>					
3/30/19	GFA Advisory Council will review progress on Improvement Plan during Council Meetings one time per month and will provide input.			Advisory Council Chair	07/31/2019

Notes:

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The current Leadership Team consists of the Principal, EC Director, Lead Academic Coordinator and Day Treatment Director. Meetings have been informal for the first 3 months of 2019, since the arrival of a new Principal. Communication is open and spontaneous as issues come up related to effective practice. Staff Meetings currently happen, with all staff, one time a week. We will need to formalize the Leadership Meeting process through the school improvement planning	Limited Development 03/27/2019		
How it will look when fully met:			Decisions that concern the overall operation of Grandfather Academy and its continuous improvement will be a collaborative effort facilitated by the Principal, including the Leadership Team and representatives from teachers. Decisions will rest with the Principal and Leadership Team and will always include teachers' perspectives and input. Since GFA is a small school, there will be one Instructional Team that reports to the Leadership Team regarding curriculum, student progress and issues related to student success and resources needed to be effective. The Leadership Team will meet a minimum of two times a month. The Instructional Team and Leadership Team will utilize agendas, keep minutes, and follow through with plans.		Matthew Gaunt	09/01/2020
Actions				3 of 4 (75%)		
	3/30/19	Develop Leadership Team Meeting Tasks and Agenda		Complete 05/13/2019	Matthew Gaunt	06/30/2019
<i>Notes:</i> Meeting agenda uploaded.						
	3/30/19	Develop Instructional Team Tasks and Agenda		Complete 05/06/2019	Katie Croland	06/30/2019
<i>Notes:</i>						
	3/30/19	Schedule first Instructional Team and Leadership Team meetings.		Complete 07/03/2019	Matthew Gaunt	07/30/2019
<i>Notes:</i>						
	3/30/19	Review Planning Tools available within NCStar to ensure complete planning for each team. Identify key tasks and agenda items for each team.			Matthew Gaunt, Katie Croland, Philip Harris	08/01/2019

Notes: Goal is to implement the Teams at the beginning of the 2019-2020 school year.

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Grandfather Academy is challenging for staff due to the students' issues. 80% of the students are EC and 100% of them have a mental health diagnoses. Students present challenging symptoms and behaviors throughout the school day. The organization provides a Day Treatment Program to assist with managing the issues through Behavior Support Specialists. CHA also provides an Employee Assistance Program for staff to utilize when feeling stress. One of the biggest barriers created this school year was a lack of planning days and opportunities for teachers to take time off. Teachers are a part of planning the school calendar for the next year to make sure we have some breaks during the year. The teachers work well as a team to support each other within the team. Communication is open to provide opportunities to discuss issues as well as problem solve as a team.</p>	Limited Development 03/27/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
Notes:					

!	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>			There is a team structure in place for the teaching staff. There is a Lead Academic Coordinator position that is available to facilitate instructional planning. The LAC provides classroom support and observation time to assist the teachers with instructional planning and with effective lesson presentation. Due to the limited number of teachers, finding planning time is challenging. This is something that the team will address during the budget planning process. Teacher contracts and duties are also outlined prior to the end of the school year.	Limited Development 03/27/2019		
<i>How it will look when fully met:</i>			Team structures will be developed and operational with specific functions and purpose that can address classroom instruction and instructional methods, whole school improvement planning and family community connections.		Matthew Gaunt	08/01/2019
Actions				0 of 1 (0%)		
		3/30/19	Review tools in NCStar available for planning.		Matthew Gaunt	07/31/2019
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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
<i>Initial Assessment:</i>		The Principal started in January 2019. The procedures changed during the transition from the previous principal to the new principal. In the interim, a Lead Academic Coordinator started to monitor curriculum and classroom instruction. The process is now collaborative between the principal and the lead academic coordinator. They are becoming familiar with the EVAAS and NCEES systems to oversee the curriculum and instruction. They currently observe teachers at least one time per grading period and provide written/verbal feedback the day following the observation. The curriculum for the next school year will be determined as a part of planning the new school year calendar. This is an area for development over the next quarter.	No Development 03/27/2019		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		The school has developed Key Performance Indicators but has no procedures in place to evaluate data and observations as a part of school improvement.	No Development 03/27/2019		
<i>How it will look when fully met:</i>		Student performance data will compiled by sub-groups; including race, ethnicity, gender, income, special education, bilingual/ELL, IEPs, Section 504 plans, Homeless/McKinney Vento Act, migrant. Classroom observation data will be reviewed on a regular basis to show patterns of professional practice across the teaching staff. Behavioral and emotional status data will also be collected and analyzed to ensure effective classroom management is occurring within the school. Data will be analyzed within the Leadership and Instructional Teams for planning professional development.	Objective Met 07/03/19	Matthew Gaunt	07/31/2019
Actions					
	3/30/19	Fully develop comprehensive key performance indicators.	Complete 07/03/2019	Matthew Gaunt, Katie Croland, Philip Harris	06/30/2019
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The current system for recruitment and retention is to work through our HR Department to place advertisements on Indeed. The school has contract discussions with teachers at the end of the school year to determine who is returning. There is no specific way of rewarding beyond regular compensation. The evaluation system will occur through the NCEES system. Observations and evaluations are occurring but have not planned.	No Development 03/27/2019		
<i>How it will look when fully met:</i>		Grandfather Academy will be in full compliance with the NC DPI Beginning Teacher and NCEES teacher evaluation process.		Matthew Gaunt	06/01/2020
<i>Actions</i>			0 of 4 (0%)		
	7/3/19	Complete Professional Development Plans with all teachers.		Katie Croland; Matthew Gaunt	08/30/2019
<i>Notes:</i>					
	7/3/19	Complete Quarterly Teacher Observations		Katie Croland; Matthew Gaunt	10/15/2019
<i>Notes:</i>					
	7/3/19	Complete mid-year Professional Development Plan Reviews		Katie Croland; Matthew Gaunt	12/15/2019
<i>Notes:</i>					
	7/3/19	Complete End of Year PDP review and progress reviews with teachers.		Katie Croland; Matthew Gaunt	06/15/2020
<i>Notes:</i>					

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

<p>Initial Assessment:</p>	<p>We currently communicate with parents on an “as needed basis” to address academic and behavioral issues. We send out letters with grade cards and make phone calls as necessary. School staff also have contact with parents as a part of the students’ Child and Family Team Meetings one time a month, in conjunction with the residential program reviewing progress toward treatment completion. We are currently exploring the implementation of the parent portal of PowerSchool so the parents can monitor students’ progress. There are efforts in place to enhance the communication with the residential program. School – Residential Conferences happen on a regular basis. Teachers communicate with the school note and homework folders. Texting and emailing occur on a regular basis.</p>	<p>Limited Development 03/27/2019</p>		
<p>How it will look when fully met:</p>	<p>Grandfather Academy has significant barriers in relation to implementation of parental involvement with the students attending the school. Currently, all of the students are residents at Grandfather Home for Children Residential Services. Each youth has an entire team invested in the student’s education. The Academy will reach the goal of full engagement from parent(s), guardian(s), and other stakeholders that include: Department of Social Services, Juvenile Justice, Mental Health and the Grandfather Home for Children staff. Communication will be consistent and will relay all pertinent information necessary for these stakeholders to have a positive impact on the students’ educational success. Academy staff will have daily communication regarding students’ progress and challenges with the Grandfather Residential Staff. The Academy will work in tandem with the Residential Program to ensure the students’ mental health goals are reinforced at school. Academy staff will attend all Child and Family Team Meetings, where the students’ academic and behavioral progress is reviewed. The Academy will also work with parents and key stakeholders to ensure the students experience a smooth transition after they complete their residential goals and step-down to going home or to lower levels of care. We will also seek input from all stakeholders into the school improvement process.</p>		<p>Matthew Gaunt</p>	<p>08/01/2019</p>
<p>Actions</p>				
<p>Notes:</p>				