

School Improvement Plan



2015-2016

2015-2016 *through* 2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 28, 2015

Final Copy Due: October 26, 2015



2015-2016 Phillip O. Berry Academy of Technology School Improvement Plan Report

Phillip O. Berry Academy of Technology Contact Information

School:	Phillip O, Berry Academy of Technology	Courier Number:	496
Address:	1430 Alleghany Street Charlotte, NC 28208	Phone Number:	980-343-5992
		Fax Number:	980-343-5994
Learning Community	West Learning Community	School Website:	http://schools.cms.k12.nc.us/phillipoberryHS/Pages/Default.aspx

Principal:	Terra Kennedy
Learning Community Superintendent:	Dr. Curtis Carroll

Phillip O. Berry Academy of Technology School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Email Address	Date Elected
Principal	Terra Kennedy	terra.kennedy@cms.k12.nc.us	10.6.15
Assistant Principal Representative	Ashlee Campbell	ashlees.campbell@cms.k12.nc.us	10.6.15
Teacher Representative	Dora J. Murcia	doraj.murcia@cms.k12.nc.us	10.6.15
Inst. Support Representative	Tamara Glover	tamarad.glover@cms.k12.nc.us	10.6.15
Teacher Assistant Representative	Milo Johnson	milow.johnson@cms.k12.nc.us	10.6.15
Parent Representative	Sharon Greene	Jazm21@bellsouth.net	10.6.15
Parent Representative	Mariscia Livingston	mariscisa.reid@cms.k12.nc.us	10.6.15



2015-2016 Phillip O. Berry Academy of Technology School Improvement Plan Report

Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: Phillip O. Berry will be a nationally recognized school where teaching and learning is our core business.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: Education will be centered on the rigorous and relevant curriculum infused with STEM education and a focus on building positive relationships between students, parents, staff and community

Phillip O. Berry Academy of Technology Shared Beliefs

- Strong relationships foster high academic growth
- Raise the level of rigor and push the bar simultaneously
- Students will be academically tenacious
- Consistency gives all stakeholders clarity for maximum achievement
- Our purpose is student learning

Phillip O. Berry Academy of Technology SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and 301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors

- Increase the academic proficiency in the three End-of-Course test areas by at least 6%
- Increase the integration of literacy strategies across content areas
- Increase student proficiency in ACT and ACT Workkeys by 6%

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2015-2016 Phillip O. Berry Academy of Technology School Improvement Plan Report

Phillip O. Berry Academy of Technology Assessment Data Snapshot

AP/IB Enrollment by Course: Grades 9-12
2015-2016

Phillip O. Berry Academy of Technology

	All		African American		American Indian		Asian		Hispanic		More Than One		Pacific Islander		White	
	2015-16		2015-16		2015-16		2015-16		2015-16		2015-16		2015-16		2015-16	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Overall Demographic Enrollment	1,661	100.00	1,192	71.76	7	0.42	80	4.82	293	17.64	31	1.87	1	0.06	57	3.43
Students Enrolled in an AP or IB Course	619	37.27	429	35.99	3	42.86	49	61.25	105	35.84	8	25.81	0	0.00	25	43.86
<u>AP/IB Students By Demographic Category</u>	619	100.00	429	69.31	3	0.48	49	7.92	105	16.96	8	1.29			25	4.04
<u>AP Biology</u>	55	100.00	32	58.18	1	1.82	7	12.73	12	21.82	1	1.82			2	3.64
<u>AP Calculus AB</u>	58	100.00	37	63.79			7	12.07	11	18.97	1	1.72			2	3.45
<u>AP Calculus BC</u>	97	100.00	61	62.89			12	12.37	17	17.53	2	2.06			5	5.15
<u>AP Chemistry</u>	12	100.00	2	16.67	1	8.33	3	25.00	2	16.67					4	33.33
<u>AP English Language and Composition</u>	100	100.00	72	72.00	1	1.00	8	8.00	15	15.00	2	2.00			2	2.00
<u>AP English Literature and Composition</u>	137	100.00	100	72.99	2	1.46	10	7.30	22	16.06	1	0.73			2	1.46
<u>AP Environmental Science</u>	71	100.00	42	59.15			9	12.68	13	18.31	1	1.41			6	8.45
<u>AP Environmental Science VPS</u>	1	100.00													1	100.00
<u>AP Human Geography</u>	98	100.00	65	66.33	1	1.02	10	10.20	20	20.41					2	2.04
<u>AP Physics 1: Algebra-Based</u>	11	100.00	9	81.82			1	9.09	1	9.09						
<u>AP Psychology</u>	129	100.00	86	66.67	1	0.78	11	8.53	20	15.50	3	2.33			8	6.20
<u>AP Psychology VPS</u>	1	100.00													1	100.00
<u>AP Spanish Language and Culture</u>	37	100.00	19	51.35					15	40.54					3	8.11
<u>AP Statistics</u>	96	100.00	66	68.75	1	1.04	10	10.42	15	15.63	2	2.08			2	2.08
<u>AP United States Government and Politics</u>	111	100.00	80	72.07			13	11.71	15	13.51	2	1.80			1	0.90
<u>AP United States History</u>	103	100.00	71	68.93	1	0.97	10	9.71	15	14.56	3	2.91			3	2.91
<u>AP World History</u>	71	100.00	41	57.75			8	11.27	16	22.54					6	8.45
<u>AP World History VPS</u>	1	100.00							1	100.00						

Office of Accountability
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		Total Enrolled		Perfect Attendance		Has an Absence		Excused Absences		Unexcused Absences		ISS		OSS	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
School Total	Female	782	47.6	90	11.5	692	88.5	394	50.4	639	81.7	38	4.9	32	4.1
	Male	860	52.4	99	11.5	761	88.5	394	45.8	703	81.7	79	9.2	74	8.6
	Total	1,642	100.0	189	11.5	1,453	88.5	788	48.0	1,342	81.7	117	7.1	106	6.5
☑ Race															
African American	Total	1,231	75.0	145	11.8	1,086	88.2	604	49.1	993	80.7	107	8.7	99	8.0
American Indian	Total	155	9.4	10	6.5	145	93.5	74	47.7	142	91.6	8	5.2	4	2.6
Asian	Total	64	3.9	15	23.4	49	76.6	27	42.2	42	65.6	1	1.6	0	0.0
More Than One	Total	131	8.0	15	11.5	116	88.5	52	39.7	111	84.7	1	0.8	3	2.3
Pacific Islander	Total	1	0.1	0	0.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0
White	Total	60	3.7	4	6.7	56	93.3	30	50.0	53	88.3	0	0.0	0	0.0
☑ Ethnicity															
Hispanic	Total	263	16.0	21	8.0	242	92.0	113	43.0	236	89.7	8	3.0	4	1.5
Non-Hispanic	Total	1,379	84.0	168	12.2	1,211	87.8	675	48.9	1,106	80.2	109	7.9	102	7.4
☑ EC Category															
AIG	Total	210	12.8	34	16.2	176	83.8	99	47.1	163	77.6	12	5.7	12	5.7
Non-EC	Total	1,358	82.7	149	11.0	1,209	89.0	649	47.8	1,116	82.2	97	7.1	87	6.4
SWD	Total	74	4.5	6	8.1	68	91.9	40	54.1	63	85.1	8	10.8	7	9.5
☑ LEP Status															
LEP	Total	26	1.6	1	3.8	25	96.2	13	50.0	25	96.2	1	3.8	0	0.0
Non-LEP	Total	1,616	98.4	188	11.6	1,428	88.4	775	48.0	1,317	81.5	116	7.2	106	6.6
☑ McKinney Vento															
No	Total	1,625	99.0	188	11.6	1,437	88.4	778	47.9	1,327	81.7	115	7.1	106	6.5
Yes	Total	17	1.0	1	5.9	16	94.1	10	58.8	15	88.2	2	11.8	0	0.0
☑ 504 Plan															
No	Total	1,565	95.3	182	11.6	1,383	88.4	738	47.2	1,282	81.9	110	7.0	94	6.0
Yes	Total	77	4.7	7	9.1	70	90.9	50	64.9	60	77.9	7	9.1	12	15.6

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		Total		Grade 09		Grade 10		Grade 11		Grade 12	
		N	%	N	%	N	%	N	%	N	%
☐ School Total	Female	823	49.5	204	12.3	223	13.4	180	10.8	216	13.0
	Male	838	50.5	230	13.8	227	13.7	180	10.8	201	12.1
	Total	1,661	100.0	434	26.1	450	27.1	360	21.7	417	25.1
☐ Race											
African American	Total	1,199	72.2	285	17.2	314	18.9	273	16.4	327	19.7
American Indian	Total	164	9.9	51	3.1	50	3.0	30	1.8	33	2.0
Asian	Total	80	4.8	26	1.6	22	1.3	17	1.0	15	0.9
More Than One	Total	138	8.3	37	2.2	43	2.6	29	1.7	29	1.7
Pacific Islander	Total	1	0.1	0	0.0	1	0.1	0	0.0	0	0.0
White	Total	79	4.8	35	2.1	20	1.2	11	0.7	13	0.8
☐ Ethnicity											
Hispanic	Total	294	17.7	91	5.5	90	5.4	57	3.4	56	3.4
Non-Hispanic	Total	1,367	82.3	343	20.7	360	21.7	303	18.2	361	21.7
☐ EC Category											
AIG	Total	196	11.8	34	2.0	47	2.8	40	2.4	75	4.5
Non-EC	Total	1,393	83.9	385	23.2	380	22.9	307	18.5	321	19.3
SWD	Total	72	4.3	15	0.9	23	1.4	13	0.8	21	1.3
☐ LEP Status											
LEP	Total	26	1.6	8	0.5	12	0.7	4	0.2	2	0.1
Non-LEP	Total	1,635	98.4	426	25.6	438	26.4	356	21.4	415	25.0
☐ McKinney Vento											
No	Total	1,644	99.0	431	25.9	446	26.9	354	21.3	413	24.9
Yes	Total	17	1.0	3	0.2	4	0.2	6	0.4	4	0.2
☐ 504 Plan											
No	Total	1,602	96.4	421	25.3	437	26.3	344	20.7	400	24.1
Yes	Total	59	3.6	13	0.8	13	0.8	16	1.0	17	1.0

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Internal Ready Review for 2014 - 2015

For Internal Use Only - Not For Public Display

600496 Phillip O Berry Academy of Technology (09-12)

RDYSTAT - Ready Overview

Indicator	Denom	Percent
Perf Comp CCR	1379	56.8
Perf Comp GLP	1379	71.1
The ACT	411	61.8
ACT WorkKeys	275	73.8
Math Course Rigor	321	>95
CGR 4yr	327	>95
CGR 5yr	292	>95
Graduation Project	Yes	
Growth Status	Met	
Growth Index	0.73	

AMOSTAT - Target Overview

Subject	#Met	#Targ	Pct
Reading Grades 3-8			
Math Grades 3-8			
Science Grades 5&8			
Reading Grade 10	10	10	100.0
Math Grade 10	9	10	90.0
Science Grade 11	8	10	80.0
Current Year EOC	8	8	100.0
Attendance			
Cohort Grad Rate	5	5	100.0
The ACT	9	10	90.0
ACT WorkKeys	8	8	100.0
Math Course Rigor	5	5	100.0
Total Targets	62	66	93.9

SPGSTAT - School Performance Grade

Subject	Ach	Growth	Perf	Grade
Overall	77	81.8	78	B
Reading				
Math				
Science				
English II	77			
Math I	73			
Biology	64			
The ACT	62			
ACT WorkKeys	74			
Math Course Rigor	>95			
CGR 4yr	>95			

ASMSTAT - Alternative School Model

Option	Rating

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RDYLEV - Performance Composite by Level

	L1	L2	L3	L4	L5	CCR	GLP
All Subjects	10.0	18.9	14.4	48.8	8.0	56.8	71.1
EOC	10.0	18.9	14.4	48.8	8.0	56.8	71.1
Math I	12.0	15.2	18.1	46.0	8.6	54.6	72.8
Biology	12.1	24.0	11.9	40.8	11.2	52.1	63.9
English II	5.7	17.4	12.9	60.2	<5	64.0	76.9

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Retained Students Summary

1 of 1 | Select a format | Export

cms Retained Students Summary
Retention History For Currently Enrolled Students
Charlotte-Mecklenburg Schools

Phillip O. Berry Academy of Technology

Grade Level	2015-2016			2014-2015		2013-2014	
	# Enrolled	# Retained	% Retained	# Retained	% Retained	# Retained	% Retained
09	434	<u>10</u>	2.3	<u>1</u>	0.2	<u>0</u>	0.0
10	450	<u>8</u>	1.8	<u>2</u>	0.4	<u>0</u>	0.0
11	360	<u>5</u>	1.4	<u>1</u>	0.3	<u>1</u>	0.3
12	417	<u>3</u>	0.7	<u>8</u>	1.9	<u>2</u>	0.5
School Total	1,661	<u>26</u>	1.6	<u>12</u>	0.7	<u>3</u>	0.2

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Phillip O. Berry Academy of Technology Profile

Phillip O. Berry Academy of Technology (POB) is a county-wide magnet. POB provides a rigorous core academic curriculum as well as relevant technical offerings specific to three academy clusters: (1) The Academy of Engineering (2) The Academy of Information Technology (3) The Academy of Health Sciences. There is a focus on the practical application of STEM skills and concepts found in each academy cluster. More than 40 career and technical education courses are offered with the three STEM Academies.

Phillip O. Berry and its students have earned many accomplishments. During the 2014-2015 school year, the school exceeded expected growth with the achievement of 20 of 20 (100%) Federal AMO Targets and 59 of 61 (95%) State Targets. AMOs are the Annual Measurable Objectives established by the Federal Government and the State of North Carolina which measures growth. Phillip O. Berry students have the opportunity to participate in the STEM Scholar Pathways Project, a year-round project that allows students to participate in activities related to STEM enterprises. The school has a SMART (Students Modeling a Research Topic) Team who participated in the Experimental Biology Conference in San Diego, California. Students are encouraged to take Advanced Placement courses and the associated exams beginning in tenth grade. Approximately 80% of enrolled students have post-secondary plans.

The school's Academy of Medical Science has 453 students. This academy has two career pathways offering Medical Sciences. Students explore the concepts of human medicine and are introduced to bioinformatics through activities such as dissections and examination of human processes. Students also explore the prevention, diagnosis and treatment of diseases while designing innovative solutions for the health challenges of the 21st century.

The school's Academy of Engineering is composed of 442 students. Students learn how to use industry-leading 3D design software which allows them to design solutions to solve proposed problems. Engineering Academy graduates possess the foundation for continuing education at the two year and four year college levels.

The Academy of Information Technology has 344 students who may choose from three career pathways offering Web Design, Computer Programming, or Computer Engineering. They employ engineering and scientific concepts in the



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solutions of design problems. Graduates from this academy have the opportunity to pursue industry certifications in addition to being prepared for post-secondary education enrollment.

419 students are a part of the Freshman Academy; these students have not been assigned to an academy. However, they are required to participate in one academy event to determine their future choices.

Currently 1,658 students are enrolled for the 2015-2016 school year. This includes the following demographic composition: 1,193 (72%) African-American, 7 (0.4%) American Indian, 31 (1.9%) More than One, 57 (3.4%) White, 80 (4.8%) Asian, and 1 (.06%) Pacific Islander. The ethnic composition of the student body is comprised of 1369 Non-Hispanic and 294 Hispanic students.

Teachers at Philip O. Berry Academy facilitate and differentiate instruction to address the learning styles of all students within a school culture that values and honors all students. The school's mission is to provide an education centered on a rigorous and relevant curriculum with focused human relationships between students, parents, staff and community. Out of 102 licensed staff members, seventy- one are High Qualified. Sixty-two (60.8%) have a Bachelor's degree, and forty (39.2%) have an Advanced Degree. Four are Nationally Board Certified. Our teachers regularly participate in staff development in order to provide the students with an academically challenging curriculum.



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Strategic Plan 2018: For a Better Tomorrow

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



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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Promote a system-wide culture of safety, high engagement, customer services and cultural competence.
Strategic Plan Focus Area:	Physical Safety, Social and Emotional Health, High Engagement, Customer Service, Cultural Competency
Data Used:	School-based and CMS Surveys

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> • Interim Dates
1. Creation of duty/supervisor roster to reduce the number of staff used for lunch supervision <ul style="list-style-type: none"> • Use non-instructional staff as much as possible • Rotate the use of staff used for lunch supervision 	AP	Lunch Duty Schedule Staff Surveys Focus group	None	Staff	Ongoing



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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	Promote a system wide culture of safety, high engagement, customer service and cultural competence
Strategic Plan Focus Area:	Physical Safety, Social and Emotional Health, High Engagement, Customer Service and Cultural Competency
Data Used:	School Based and CMS Surveys

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. All teachers have 45 minutes for instructional planning on daily basis	API AP Secretary	Master Schedule Lunch Duty Schedule Substitute Coverage Data		Staff	August 2015- June 2015
2. Master schedule that allows for 90 minutes sessions, and professional development planning sessions weekly *EOC teams meet 3x week/non EOC teams meet 2x week Use of MasteryConnect in all planning sessions <ul style="list-style-type: none"> • Unpacking common standards and essential state standards • Common assessments • Identifying effective strategies 	API Technology Facilitator	Staff Survey Professional Development Schedule		Staff	August 2015- May 2015



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<ul style="list-style-type: none"> • Progress monitoring • Data disaggregation • Flexible grouping 					
SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.				
Strategic Plan Goal:	Promote a system-wide culture of safety, high engagement, customer services and cultural competence.				
Strategic Plan Focus Area:	Physical Safety, Social and Emotional Health, High Engagement, Customer Service and Cultural Competency				
Data Used:	School Based and CMS Surveys				

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention	AP	Student Surveys	None	Staff	September 2015-June 2015
2. Character Education <ul style="list-style-type: none"> • Students will develop school wide activities that will engage the student body and decrease negative behaviors. • Development of a student leadership class that meets throughout the year to provide active management 	English Department Chairperson	<ul style="list-style-type: none"> • Increased teacher and student survey scores (baseline obtained by the end of the 1st quarter.) • A decrease in discipline referrals. 	None	Staff Students	September 2015-May 2015



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<p>and review of student climate and culture.</p> <ul style="list-style-type: none"> • Students meet on the A day/ B day schedule throughout the year to continuously plan and assess activities shaping the climate and culture 		<ul style="list-style-type: none"> • Increased student achievement scores • Field Trips and College Visits • A development of a culture focused on teaching and learning. 			
3. Healthy Active Child 30 min.	Health/PE Staff	Scheduled into the instructional day	None	Listed	October 2015-May 2015
4. School Health Team	School Nurse	Data collection of health incidents	None	Listed	September 2015-June 2016



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SMART Goal (4):	Increase the academic proficiency overall in the three End-of-Course test area by at least 6%
Strategic Plan Goal:	Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college and career ready.
Strategic Plan Focus Area:	College and career readiness
Data Used:	Mastery Connect Data, Common Assessment Data, End-of-Course Assessments

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Continue Annual Measurable Objectives (AMO) teams to address each Federal Goal	ILT	Improved End-of-Grade scores in the following areas: Math I, English II and Biology I	None	AMO Team	August 2015 December 2015 February 2016 June 2016
2. Follow the Instructional Planning Approach to increase collaboration of PLCs	ILT	<ul style="list-style-type: none"> • Teachers planning with “tests in hands.” • Adherence to grade level norms • Mastery Connect Data • Completion of Lesson Plans based on the data • Completion of Action Plans based on the 	None	PLC leads Instructional Leadership Team	August 2015 December 2015 February 2016 June 2016



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		<p>data</p> <ul style="list-style-type: none"> • Staff surveys on professional development on Instructional Planning Approach 			
<p>3. Development of Common Assessments aligned to the rigor of the standards and that are reviewed based on criteria established in a rubric</p>	<p>Technology Facilitator PLCs WLC Planning Teams</p>	<ul style="list-style-type: none"> • Mastery on Assessments • Disaggregation of standards data 	<p>None</p>	<p>PLC Leads, Instructional Leadership Team</p>	<p>August 2015 December 2015 February 2016 June 2016</p>



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SMART Goal (5):	Increase the integration of literacy strategies across content areas
Strategic Plan Goal:	Maximize academic achievement in a personalized 21st century learning environment for every child to graduate college and career ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	Classroom walkthrough data, Common Assessment Data

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Professional Development on text complexity and integration of technology literacy	ILT	<ul style="list-style-type: none"> Staff surveys on the professional development Lesson Plan data Walkthrough data with a focus on using complex texts in content areas 	None	Staff	October 2015 November 2015 January 2016 March 2016 April 2016
2. Literacy learning walks in the various content areas	ILT Lead Literacy Teacher	<ul style="list-style-type: none"> Students accessing grade appropriate texts Implementation of Text Complexity rubric during unit planning in all content levels Increase in implementation of higher order text dependent questions and student ability to access those questions Increase in students accessing literacy strategies across content areas (i.e. annotation, 	None	Staff	October 2015 November 2015 January 2016 March 2016 April 2016

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		using vocabulary in context, developing higher order thinking questions)			
SMART Goal (6):	Increase student proficiency in ACT and ACT Workkeys by 6%				
Strategic Plan Goal:	Maximize academic achievement in a personalized 21st century learning environment for every child to graduate college and career ready.				
Strategic Plan Focus Area:	Academic growth/high academic achievement, Access to rigor, Closing achievement gaps				
Data Used:	Common Formative Assessments, Walkthrough data, ACT and ACT Workkeys Data				

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Continue Annual Measurable Objectives (AMO) teams to address each Federal Goal	ILT Lead Literacy Teacher	<ul style="list-style-type: none"> An increase in the number of students who receive a Silver or above designation on Workkeys assessment An increase in the percent of Grade 11 students of at least 17 composite on the ACT 	None	Staff	October 2015 November 2015 January 2016 March 2016
2. Establish support and provide preparation for students in the ACT and Workkeys Cohorts (150 students)	English Teacher Social Studies Teacher Academy Coordinator	<ul style="list-style-type: none"> Mock ACT data Mock ACT Workkeys data Surveys result from students on “Boot camp” session 	None	Listed	October 2015 November 2015 January 2016 March 2016



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Mastery Grading Procedures Plan – Required for All Schools

Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	Assessments, School Based and CMS surveys

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Common assessments • PLCs establish standards based common criteria during PLC meetings • EOC PLCs meet 3x per week • Non EOCs meet 2x per week • Common assessments are to be developed at the beginning of a unit vs. the end so teachers will know in advance content students are to master	Terra Kennedy, Principal Ashlee Campbell, API Mr. Hall, Accountability Facilitator	<ul style="list-style-type: none"> • Common Assessments • MasteryConnect data • Formal, Informal and Summative assessments • PLC agendas/meeting notes 		Department Chairs Teachers	August 2015-May 2016
2. Data disaggregation • Data is to be disaggregated at minimum 1x per week • Use of MasteryConnect and other data sources to determine flexible grouping and remediation strategies • Rubrics will be used to	Principal API AP	<ul style="list-style-type: none"> • Common Assessments • MasteryConnect data • Formal, Informal and Summative assessments • PLC agendas/meeting notes • PowerSchool (grades) 		Department Chairs Staff	August 2015-May 2016

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<p>provide clarity for student grading and mastery learning</p> <ul style="list-style-type: none"> • Grades will be calculated based on 100 points • The lowest "F" earned will be a 50 • Minimum of 8 assignments per quarter (semester course)/minimum of 4 assignments (A/B courses) 		<ul style="list-style-type: none"> • Student work samples • Rubrics 			
<p>3. Flexible grouping</p> <ul style="list-style-type: none"> • Students will be grouped based on MasteryConnect, Informal and formal assessment data • Disaggregated data will be used to determine teacher rotation within the PLC • Students will be provided the opportunity to retake a formal assessment should they fail the new grade will replace the old but will not exceed a "C" (79%) • Teachers will promptly return graded assignments with corrections/feedback provided • Students will be provided the opportunity to 	<p>Principal API AP</p>	<ul style="list-style-type: none"> • Increased student performance/achievement • Increased district formative assessment scores • IPA Lesson Plans • Mastery Grading Practices • Student grades • MasteryConnect data tracking • Tutorials/Teacher tutoring hours 		<p>Department Chairs PLC Leads Staff</p>	<p>August 2015- May 2016</p>



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<p>4. Late and make-up work</p> <ul style="list-style-type: none"> • Students will be given 5 days to make arrangements with teachers to submit late assignments for full credit • Late work will be penalized 10% each class period the student was present in class or school on established due date • Extended time may be provided for students to complete missing/late assignments 	<p>Principal API AP</p>	<ul style="list-style-type: none"> • Late/make-up work logs • Communication/Collaboration with parents 		<p>Department Chairs PLC Leads Staff</p>	<p>August 2015- May 2016</p>
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Phillip O. Berry Academy - 600 Waiver Requests

Request for Waiver	
1.	<p>Insert the waivers you are requesting</p> <ul style="list-style-type: none"> • <i>Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]</i>
2.	<p>Please identify the law, regulation or policy from which you are seeking an exemption.</p> <ul style="list-style-type: none"> • <i>115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]</i>



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3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*

Approval of Plan

Committee Position	Name	Signature	Date
Principal	Terra Kennedy		10.6.15
Assistant Principal Representative	Ashlee Campbell ashlees.campbell@cms.k12.nc.us		10.6.15
Teacher Representative	doraj.murcia@cms.k12.nc.us		10.6.15
Inst. Support Representative	Tamara Glover, tamarad.glover@cms.k12.nc.us		10.6.15
Teacher Assistant Representative	Milo Johnson		10.6.15
Parent Representative	Sharon Greene- jazm21@bellsouth.net		10.6.15
Parent Representative	Mariscia Livingston- mariscia.reid@cms.k12.nc.us		10.6.15
Parent Representative			



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Quarter 2 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			



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Quarter 3 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			



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Quarter 4 Review			
Committee Position	Name	Signature	Date
Principal			
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			