

## Comprehensive Progress Report

**Mission:**

Orange County Schools Mission:

Orange County Schools provides learning opportunities that develop resourceful citizens prepared to engage in an ever changing and diverse world.

Partnership Academy's Mission:

Partnership Academy strives to cultivate powerful relationships with students, parents, and the community in order to provide individualized, engaging, and enriching opportunities for students to grow and achieve. \*Proactively address student needs through creative problem solving in collaboration with the community. \*Prepare students for the 21st century by teaching them, coaching them, and providing opportunities for them to demonstrate they can be responsible, respect others, communicate effectively, negotiate fairly, and act ethically. \*Build resiliency in students by coaching them to manage their emotions and build relationships.

Orange County Schools Vision:

We will provide a public school system that prepares all students to be creative, constructive thinkers who become healthy, productive and responsible members of our community and the world.

Partnership Academy Vision:

**Vision:**

At Partnership Academy, we are committed to cultivating positive relationships that empower students to achieve academic success and to grow their character, in an affirming environment where students, staff, parents and community are active partners dedicated to instilling perseverance, resilience, independence, dedication, and ethical behavior. (PRIDE).

**Goals:**

Goal 1 – Orange County Schools will be the first choice for families through the provision of engaging learning opportunities for all students to prepare them for citizenship, higher education, and careers.

Goal 4 – Orange County Schools will be the first choice for families through the provision of safe and sustainable operations and well maintained facilities and equipment that support learning opportunities for all students.

Goal 2 – Orange County Schools will be the first choice for families through consistent and effective engagement with our diverse community.

Goal 3 – Orange County Schools will be the first choice for families through retaining, recruiting and developing a diverse professional team accountable for the learning opportunities for all students.

Goal 5 – Orange County Schools will be the first choice for families through the accountable, equitable and transparent management of human and financial resources.



! = 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>		The staff at Partnership Academy regularly enforce and reinforce the school's rules, expectations and procedures. Student expectations are noted in the family handbook and thoroughly reviewed in the orientation for each new student. This year students are regularly meeting with established student teams facilitated by one instructional staff member and one student support staff member. These teams will remain throughout the students' enrollment at PA to provide students an opportunity to serve as leaders and support new students by providing positive peer pressure. The staff review the policies and procedures with the students and create role playing scenarios as learning opportunities during these advisory group meetings. The staff is receiving training on restorative justice circles and will be implementing beginning this year, 2017-2018. In addition to receiving PD during PLC's regarding restorative justice circles, staff members will be discussing walk-thru's and ensuring consistency from classroom to classroom in how expectations are delivered, taught and reinforced.	Limited Development 09/12/2017		
<i>How it will look when fully met:</i>		When this objective is met, rules will be consistently shared, taught and reinforced consistently among all staff. All students will be held to high expectations.		Stan Farrington	06/01/2018
<i>Actions</i>					
Notes:					

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>		Instructional Team members develop lesson and unit plans that are aligned to the North Carolina Standard Course of Study. With only one person teaching each of the core areas, opportunities to collaborate are minimal. As needed, staff can attend district subject area PLC's. PA Staff members will continue to work together to develop interdisciplinary lesson plans.	Limited Development 09/12/2017		
<i>How it will look when fully met:</i>		The staff at Partnership will collaborate with PLC's at traditional high schools.		Michael Gilbert	06/01/2021
<i>Actions</i>					
<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

**Initial Assessment:**

Most students enter PA through an application process. Very few are sent in lieu of a long term suspension. An even smaller number are assigned to PA as they enter the district having previously been enrolled in a non-traditional setting and as determined by an ad hoc committee on a case by case basis. This information is included to provide context for our tiered instructional system. 1) As students are assigned to Partnership Academy, a member of the student support team meets with traditional school staff to review the courses the student is currently taking, objectives mastered, strategies that have been tried, and which ones have been effective. 2) After the meeting, the counselor reviews formal school records and any other anecdotal information available in order to establish a Student Transition Education Plan outlining an individualized academic plan with academic goals and behavioral goals. 3) PA staff members assess and identify each student's academic strengths and areas for growth in reading using the Achieve 3000 and in math using the Think Through Math assessments. 4) The academic plan may be adjusted to postpone taking some difficult classes until the student has a chance to participate in remedial courses, or to couple academic supports such as regular tutoring, enrollment in a strategies course that targets gaps in math and reading skills and/ or social and behavioral skills. 5) Partnership Academy staff use all of this detailed data to develop and implement instructional practices that are designed to address the specific learning needs and styles of our students. 6) Exceptional Children's staff collaborate with core area teachers to share reading and math data in order to drive instruction within those respective classrooms and support students during the Academic Strategies course and the literacy period. 7) Staff members utilize differentiated, blended learning to provide ongoing feedback that can be used by instructional staff to: A) Improve teaching strategies and methodology, B) To identify and address the students' areas for academic improvement, C) To assist students as they identify strategies to improve their academic success, and D) To identify and address academic concerns immediately.

Limited Development  
09/12/2017

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<b>How it will look when fully met:</b>	When this goal is fully implemented, the staff at Partnership Academy will utilize effective teaching practices, differentiate instructional techniques based on student's individual needs, and align their lessons to the NC standards regardless of which tiers of intervention are needed. During PLC's, Partnership Academy's staff will focus on student response to instructional practices, as opposed to student deficits or failures. They will improve the success rates of struggling students by developing lessons that engage the learner and increase student movement, student discourse and student responsibility for the learning. Assessments will be given upon enrollment in a timely manner in order to strategically schedule students for the greatest opportunity for filling gaps in prior knowledge. Teachers will continue to provide instruction, utilize formative assessments, adjust instruction and reteach content/skills and will track this process through the Student Transition Education Plan and progress reports. The instructional staff will implement interventions for individual students as needed.		Stan Farrington	06/01/2019
<b>Actions</b>		<b>0 of 5 (0%)</b>		
9/18/17	The staff will attend professional development in the area of instructional strategies that promote success. The focus will be on learning instructional strategies that suit our student's learning style and specific needs. This will include off-campus PD such as HillRap and district-wide PD such as Multi-Tiered System of Support. Lastly, in-school PD will be provided to all staff during monthly staff meetings.		Stan Farrington	06/01/2019
<i>Notes:</i> The frequency will vary depending upon intervention/ strategy.				
9/18/17	The instructional staff will work as a professional learning community to improve their focus on engaging instruction. Teachers will bring lesson plans to share prior to teaching them and discuss strategies to improve class engagement and strategies specific to individual students. This will include regular peer walkthroughs, and regular principal meetings to provide feedback. Members of the Curriculum and Instruction Department will provide feedback to administration and staff from regular classroom walkthroughs.		Stan Farrington	06/01/2019
<i>Notes:</i>				

	9/25/18	Teacher teams examine student work, (PLC) reflect and plan instruction including scaffolding, grading practices, and embedded real-time unit recovery with the goal of increased student engagement and learning in all classrooms.		Stan Farrington	06/01/2019
<i>Notes:</i>					
	9/25/18	Staff use of data to differentiate content and modify curriculum and grading in order to equitably support the learning growth of all students (ELL, EC, etc).		Stan Farrington	06/01/2019
<i>Notes:</i>					
	10/18/18	Partner with Volunteers in Service to America (VISTA) Triangle NC, Movement of Youth to provide tutoring support for PA students.		Stan Farrington	06/01/2019
<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>

<p><b>Initial Assessment:</b></p>	<p>Most students enter PA through an application process. Very few are sent in lieu of a long term suspension. An even smaller number are assigned to PA as they enter the district having previously been enrolled in a non-traditional setting and as determined by an ad hoc committee on a case by case basis. This information is included to provide context for our approach to managing students' emotions and behaviors. 1) As students are assigned to Partnership Academy, a member of the student support team meets with traditional school staff to inquire about the student's strengths, resources, family support, needs, involvement with any agencies and any pertinent anecdotal information that impacts learning. (This is the same process and meetings already described in A4.01). 2) After the meeting, the counselor reviews formal school records and any other anecdotal information available in order to establish a Student Transition Education Plan outlining an individualized success plan with academic, social and/or behavioral goals. 3) The PA counselor assesses and identifies each student's strengths and needs through the orientation process, a parent survey, a student survey of needs from the student support department, and the student's responses to the Perceived School Experiences Inventory. 4) Partnership Academy staff uses all of this detailed data to develop and implement behavior management and academic support strategies that are designed to address the specific needs of each student. 5) Guidance staff meet regularly with mental health agencies involved with individual students. 6) Student support PLC meets weekly to track data, discuss interventions and make plans for implementation. 7) The Personal Development course is required for all students who attend Partnership Academy. The course is designed to teach students how to build positive relationships, how to respond to stress, and how to make better decisions.</p>	<p>Limited Development 09/11/2017</p>		
<p><b>How it will look when fully met:</b></p>	<p>Students will learn to develop critical interpersonal and coping skills to successfully navigate challenges while learning the academic skills required for success in postsecondary education and employment. The students will demonstrate growth in Partnership Academy character traits by creating a digital portfolio containing videos, pictures, reflections, and student work. The staff will adhere to established procedures and protocols of the MTSS model.</p>		<p><b>Kristin Rosario</b></p>	<p><b>06/03/2021</b></p>
<p><b>Actions</b></p>		<p><b>0 of 6 (0%)</b></p>		
<p>9/25/18</p>	<p>Provide all staff members with professional development regarding trauma informed classroom training provided by support services to increase the knowledge of practices that will assist students with managing their emotions.</p>		<p>Kristin Rosario</p>	<p>06/01/2019</p>

<i>Notes:</i>				
9/25/18	Revise and implement a tiered support system for student behavior that utilizes trauma-informed practices to assist students in managing their emotions while reducing escalation of negative emotions and suspensions.		Stan Farrington	06/01/2019
<i>Notes:</i>				
9/11/17	Develop Restorative Justice practices where groups of students will have a pro-social opportunity to build relationships with and gain a better understanding of their peers, to discuss a variety of topics in a safe space, to conduct check-ins, to establish behavioral expectations of one another, and to improve school climate and students' perception of school experiences. These groups will be supervised by one instructional staff member and one student support staff member.		Beth Creech	06/03/2019
<i>Notes:</i>				
9/25/18	Focus on restorative circles for conflict resolution and re-engagement in the learning environment.		Beth Creech	08/01/2019
<i>Notes:</i>				
9/18/17	Revise Personal Development course so that the course is two semesters long, each month focusing on a unit per Partnership Character trait and on service to the community. For each trait the student would be required to demonstrate progress toward obtaining that trait.		Stan Farrington	06/01/2020
<i>Notes:</i> This will be an ongoing action for two years.				
9/18/17	Develop an outcome-based portfolio project that students will be required to complete before graduation. Expectations for the final project will be differentiated depending on the number of semesters a student has been enrolled at PA. In this portfolio, students will demonstrate growth in each of the Partnership Academy character traits taught during the year-long personal development course and reinforced in classrooms and in the extensive enrichment program.		Kristin Rosario	06/01/2020
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
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
<i>Initial Assessment:</i>		The Instructional Support team (Exceptional Children and Core teachers) and Support Services (Administration, Counselor, Social Worker and Nurse) teams meet independently and jointly each week to review and discuss student data, progress and successful instructional processes. These meetings directly influence the instructional practices, intervention strategies and staff development direction for the school. For 2017-2018, an identified leadership team will meet to review, document, and guide the staff through this ongoing school improvement process.	Limited Development 09/12/2017		
<i>How it will look when fully met:</i>		The leadership team will be meeting regularly to update the status of the staff's implementation of planned actions.		Michael Gilbert	06/01/2018
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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>		Presently the staff: 1) has a written description for each Professional Learning Community (PLC) that includes the members, what their main purpose is and when they meet. 2) follows protocols for PLC's and meets regularly to discuss improving outcomes for students. 3) maintains agendas and minutes in a shared google file. 4) has a written list of roles and responsibilities that outline members of each PLC; members of school wide committees such as the Literacy Team, Crisis Team, Hospitality Committee, Graduation Committee, etc; who is in charge of which Enrichment component; who sponsors which club; a detailed "Go to" list; who is a member of which District Committees; and lastly who is a representative of any community, state, or national associations or groups.	Limited Development 09/13/2017		
<i>How it will look when fully met:</i>		This will be a goal for the 2019-2020 school year.		Michael Gilbert	06/09/2020
<i>Actions</i>					
<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>		Currently the principal observes the minimum number of required observations, meets with individuals and is working toward providing timely written feedback. This year, the principal is adjusting responsibilities to allow for more time to visit classrooms and is scheduling regular one-on-one conversations with staff members. The principal and lead teacher have also set a schedule to meet more frequently to discuss students responses to instruction and how that should drive school improvement.	Limited Development 09/12/2017		
<i>How it will look when fully met:</i>		The principal will regularly spend time in teacher's classroom and regularly provide feedback formally as outlined by the observation and evaluation process and informally through walk-thrus.		Paige Marsh	06/01/2018
<i>Actions</i>					

Notes:

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Instructional Support Team and Student Support Team use student data from multiple sources including initial data provided by families, counselors and previous teachers; standardized assessments (EOG, EOC and NCFE), screening tests (Brigance, Think through Math and Achieve 3000); classroom observation data (principal and peer); and academic progress reports (week 3, 6 and 9 each quarter) to determine the needs of our academic and social/emotional needs of each of our students. The combined data provides the School Improvement Team with the information it needs to develop the School Improvement Plan and determine the direction for the school's staff development offerings.	Limited Development 09/12/2017		
<i>How it will look when fully met:</i>		When this goal is fully implemented, the staff at Partnership Academy will utilize multiple and ongoing measures of data to understand what students know as a result of instruction, what teachers are teaching and the areas in which students need additional assistance. There will be systematic reliance on data as a basis for decision making at the classroom level as well as at the school (administrative) level. Changes are made based on the study of data to meet the needs of students and teachers.		Michael Gilbert	06/03/2019
<b>Actions</b>			<b>0 of 6 (0%)</b>		
	9/25/18	Develop and administer Parent Engagement questionnaire and use this data for school improvement planning.		Stan Farrington	06/15/2019
<i>Notes:</i>					
	9/25/18	Develop, administer, and interpret Student Needs Survey. Support staff will analyze results and provide student services accordingly.		Stan Farrington	06/15/2019
<i>Notes:</i>					

9/25/18	Administer monthly Common Formative Assessments (CFA) in order to give Partnership staff insight into which teaching strategies and testing strategies work best with different students.		Stan Farrington	06/15/2019
<i>Notes:</i>				
9/25/18	Meet with District Director of Testing and Accountability regularly (2x/month) to analyze and update school data profile (demographics, perceptions, student learning, and school processes)		Stan Farrington	06/15/2019
<i>Notes:</i>				
9/25/18	Convert all school data received into meaningful information to identify and address root cause of any educational anomaly/ambiguity in order to enhance teaching, increase student achievement and improve school accountability.		Stan Farrington	06/15/2019
<i>Notes:</i>				
9/25/18	Analyze student reading levels and group students accordingly for a daily literacy period in which students and staff will utilize literacy strategies to assist students in developing stronger literacy skills.		Stan Farrington	06/15/2019
<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>		Partnership Academy has an exceptional record for retaining staff members over the past 3 years. During that 3 year period, Partnership Academy has only had 1 licensed staff member (out of 9) request a transfer and leave to work in another school in the district. In that instance, the staff actively recruited another teacher and were able fill the vacancy immediately. Due to its size, the staff at Partnership Academy recognize and celebrate the accomplishments and actions of each staff member at the weekly full staff meetings. Staff members are evaluated, both formally and informally and by the administrative and peers, on a regular basis. Peers visit each other's classrooms in order to observe students response to intervention strategies and to provide feedback in following PLC meetings.	Limited Development 09/12/2017		
<i>How it will look when fully met:</i>		The handbook will reflect a collection of protocols for these areas that are aligned with the district and state guidelines. Observed practices will evidence implementation fidelity.Key staff members will be trained to help recruit, interview, and hire staff.		Paige Marsh	06/01/2019
<i>Actions</i>					
<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
<i>Initial Assessment:</i>		Partnership Academy currently provides parents/guardians with strategies, learning opportunities, updates, and information on a weekly basis through a variety of social media platforms and through email. Parents/guardians are provided with numerous strategies to support the academic and social/growth of their children during their orientation meetings. The staff members at Partnership Academy host a series of family centered seminars ( i.e. Love Languages, Gratitude/Thanksgiving, etc.). The staff members believe that building a rapport with each parent/guardian is critical to the success of the student and the program as a whole. As a result, they have placed a premium on building strong relationships between the school and home.	Limited Development 09/12/2017		
<i>How it will look when fully met:</i>		Partnership Academy will continue be a learning environment that places an intense focus on the relationship and interactions between the students, parents/guardians and school staff. Staff will engage parents/guardians by providing them with opportunities to learn how to improve their students' academic and social/emotional success. The staff will build capacity in our students' parents/guardians by providing them with seminars and workshops on how to develop stamina (grit) in their children, advocate effectively for their child, develop positive work habits, develop post-secondary education plans and how to help their child improve interpersonal skills for successful transition after high school into the community at large. Staff members will maintain frequent contact with parents about student progress using a variety of parent preferred systems. Staff members will showcase student engagement in their own learning, in classwork with peers and in the enrichment program through a variety of media and in live interactions such as the advisory board and student demonstration nights.		Paige Marsh	06/03/2019
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	9/18/17	Partnership Academy will increase and improve the use of the school website, Facebook and emails; as well as, research new and better methods of sharing evidence of students involved in enrichment activities, engaged in the learning process, and positively interacting with peers and staff members.		R. Miller, Gilbert, Hall and SSPLC	06/01/2018
<i>Notes:</i>					

9/18/17	Partnership Academy staff members collaborating with regular volunteers, advisory board members, students, and parents will plan and host events that will showcase student success and engage parents in the educational process.		PA Advisory Board, Evans and Rosario	06/03/2019
<i>Notes:</i>				
9/14/17	Partnership Academy's staff will host a series of seminars and workshops for parents/guardians to help build the capacity and skill sets in their students to be successful in school and the community at large.		Evans, Cates, Creech, and Rosario	06/03/2019
<i>Notes:</i>				
9/18/17	Partnership Staff will explore multiple ways to communicate general school information and individual student progress to parents/ family members, surveying parents and assessing the effectiveness of each and modifying as needed.		R. Miller, Gilbert, Hall and SSPLC	06/03/2019
<i>Notes:</i>				