

**North Carolina** Grifton☐ Show only the indicators included in the plan.☐ Show Spotlight Indicators Only

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1 of 1

**Comprehensive Plan Report**

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

3/6/2017

Grifton NCES - na

Pitt County Schools

**Student Success Indicators**

Key Indicators are shown in RED.

**Dimension A - Instructional Excellence and Alignment****Curriculum and instructional alignment**

**Indicator: Instructional Teams develop standards-aligned units of instruction for each subject and**

Initial: **Limited Development** 03/14/2016

4 (Priority Score x Opportunity Score)

2 (3 - highest, 2 - medium, 1 - lowest)

2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

t: Teachers and personal participate in PLC's and grade level meetings weekly to develop standards-aligned units of instruction.

Emelia Gordon

The goal is to increase the level of participation among teachers and support staff in developing units of instruction and participating in grade level and PLC meetings. This objective will be fully met by PLCs and grade level meetings occurring an average of six times per month.

Evidence will be grade level and PLC minutes and data to show the average number of meetings that took place per month. Benchmark data will be used to determine how units of instruction were developed consistently across grade levels. Data will be analyzed in order to provide student supports like interventions and remediation. Provide, monitor, and assess LFLP implementation developed in PLC/grade level meetings

Target Date: 06/16/2017

#### Tasks:

1. Collect BOY benchmark data  
Establish PLC/Grade level agenda template  
Set up data collection for PLC and grade level minutes

Assigned to: Emelia Gordon  
Added date: 09/12/2016  
Target Completion Date: 11/22/2016  
Comments: Data for entire school BOY  
**Task Completed: 11/21/2016**

2. Professional Development: learning focused lesson planning: Teachers will bring a lesson plan and rate a lesson plan according to the rubric guides for each section.

Assigned to: Emelia Gordon  
Added date: 01/31/2017  
Target Completion Date: 02/01/2017  
Comments:  
**Task Completed: 01/31/2017**

3. Collect MOY PLC data to discuss classroom data

Assigned to: Emelia Gordon  
Added date: 02/24/2017  
Target Completion Date: 03/16/2017  
Comments:

**Implement** Percent Task Complete: Tasks completed: 2 of 3 (67%)

### Dimension A - Instructional Excellence and Alignment

#### Student support services

**Indicator 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)**

<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/14/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School wide tiered instructional Focused Learning system and instructional implementation plan currently taking place.	
<b>Plan</b>	Assigned to:	Gwen Lewis	
	How it will look when fully met:	MTSS will be implemented school wide by teachers to assess students who are struggling academically and need extra support outside of regular classroom instruction. A problem-solving team will be created and used to monitor student progress when students reach tier 2. The tiered system will use different interventions to meet student needs for instruction. The goal is to reduce exceptional children referrals by 5 percent. Last year six kids were tested and identified using MTSS, which is tier 3. Last year 43 students were placed in tier 2. Evidence will be documentation from PST meetings with outcomes data established to monitor decisions from MTSS. Student retention should also decrease by 5 percent school-wide. A MTSS survey will be used to monitor implementation. At the beginning of the year survey participation was at 88 percent. We hope to increase survey participation at the end of school by 5 percent. We hope overall teacher survey results from the beginning of school indicate improved results on the end of the year survey. Results should indicate an increase in teachers who agree or strongly agree that prevention and early intervention results in fewer referrals. At the beginning of school survey results indicated 80 percent of teachers agreed or strongly agreed with that statement. We hope to improve that percentage by 5 percent. The use of the MTSS program should also help to improve EOG scores by 10 percent growth and proficiency.	
	Target Date:	06/16/2017	
	<b>Tasks:</b>		
		1. Spreadsheet needs to be created in order to track MTSS students in tier 2 and 3. Results should indicate a reduction in student numbers by 5 percent from beginning of year to end of year.	
	Assigned to:	Gwen Lewis	
	Added date:	11/09/2016	
	Target Completion Date:	04/30/2017	
	Comments:	Reminders: Spreadsheet with documentation of student's who are in the MTSS tier 2	

and tier 3 for each grade level at the beginning of school and the end of school.

Results should be totaled in order to compare percentages.

## 2. Meeting documentation for MTSS meetings for students

	Assigned to:	Gwen Lewis
	Added date:	02/07/2017
	Target Completion Date:	06/30/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 5 of 6 (83%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/14/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Student services provide support and PBIS at full implementation for year 1.
<b>Plan</b>	Assigned to:	Gwen Lewis
	How it will look when fully met:	Student services will be provided in numerous ways and will serve more children. Our participation will increase through events like Rachel's Challenge as well as mentoring support groups that will meet regularly. Will be design, monitor, and implement a peer mediation program. We will access external agencies and resources (teen court, Rachel's challenge, PRIDE, ECBH, local law enforcement and EMS agencies) We will provide family instructional nights for various topics including teen behavior, monitoring student emotional needs through various supports, and management of emotional needs through federal title 1 funds. We will design, implement, and monitor PBIS module two. Outcomes will be out of school suspension will decrease by 10 percent. We will reduce students with ten or more absences by 10 percent. We will meet or exceed 10 percent student growth on 2016-2017 EOG tests and increase proficiency by 10 percent.
	Target Date:	06/19/2017
	<b>Tasks:</b>	

## 1. Mentoring program implementation data

List of students with mentors assigned and schedule of dates/times  
Design an outline of the program to help improve EOG/EOC scores by 10 percent and discipline referrals by 10 percent.

Assigned to:	Gwen Lewis
Added date:	09/23/2016
Target Completion Date:	10/31/2016
Comments:	-Outline for program -list of students/adults -schedule
	See Pollard for details if needed
<b>Task Completed:</b>	<b>10/28/2016</b>

2. Peer mediation implementation  
Identify 6-8 list of students for target groups  
Schedule of dates/times for training and implementation  
Design an outline of the program in order to improve discipline referrals by 5 percent.

Assigned to:	Gwen Lewis
Added date:	09/23/2016
Target Completion Date:	10/31/2016
Comments:	Only beginning implementation data will be collected for this task
<b>Task Completed:</b>	<b>10/28/2016</b>

3. Rachel's Challenge Parent Information on emotional needs presentation  
Sign in Sheets needed to record the number of participants.  
Goal is an increase of parent involvement from last year by 5 percent.

Assigned to:	Gwen Lewis
Added date:	10/24/2016
Target Completion Date:	11/08/2016
Comments:	
<b>Task Completed:</b>	<b>10/28/2016</b>

4. Create a Document to keep a running list of all community involvement activities and the number of participates in a graph/chart  
Improve parent involvement opportunities and participation by 5 percent

Assigned to:	Ashton Venters
Added date:	10/24/2016
Target Completion Date:	06/16/2017
Frequency:	monthly

	Comments:	
	5. Logan Strong Campaign in order to provide students the opportunity to provide support to a peer in order to meet the emotional requests of students struggled with this emotional stress. The goal is for 0 percent outcomes of student discipline data or emotional needs data associated with developments of Logan's progress.	
	Assigned to:	Gwen Lewis
	Added date:	11/07/2016
	Target Completion Date:	01/31/2017
	Comments:	Record any data associated with seeing students with emotional needs related to Logan's progress
	Task Completed:	01/26/2017
	6. Donations will be collected for the Logan Strong Campaign in order to provide support for a student and his family. We hope to gain 75 percent participation from middle school students through the purchase of wrist bands. This would be a total of bracelets sold to students in middle school.	
	Assigned to:	Faith Sutton
	Added date:	11/09/2016
	Target Completion Date:	12/31/2016
	Comments:	Google Document to outline number of bracelets sold to middle school students
	Task Completed:	12/12/2016
Implement	Percent Task Complete:	Tasks completed: 5 of 6 (83%)
<b>Dimension B - Leadership Capacity</b>		
<b>Strategic planning, mission, and vision</b>		
Indicator	<b>B1.01 - The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: <b>Limited Development</b> 03/14/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Current school improvement team and other committees meet regularly to work to support and improve our school.
Plan	Assigned to:	Ashton Venters

	How it will look when fully met:	The school will record visits of EPS support team and document stregthens and weaknesses. The school will communicate those needs through district level professional development, district level school improvement, school level professional development, and staff meetings. The overall goal is to improve our overall school grade from a "D" to a "C."	
	Target Date:	06/15/2018	
	Tasks:		
	1. Collect school performance data in order to determine growth and proficiency and improve the school letter grade from a D to a C. Growth and proficiency should improve by 10 percent		
	Assigned to:	Ashton Venters	
	Added date:	11/09/2016	
	Target Completion Date:	06/16/2017	
	Comments:		
	2. SIT meeting minutes and agendas to outline information discussed via indistar		
	Assigned to:	Skylar Mills	
	Added date:	02/14/2017	
	Target Completion Date:	06/30/2017	
	Comments:		
	3. LEA will meet and discuss terms for school improvement and provide data via agendas and minutes to communicate with admin		
	Assigned to:	Ashton Venters	
	Added date:	02/14/2017	
	Target Completion Date:	06/30/2017	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
Indicator	B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 03/14/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes

		in current policy and budget conditions)
	Describe current level of development:	Current principal has been in the position for three years and has made significant contributions to the success of the school including involving other leaders.
<b>Plan</b>	Assigned to:	Mike Pollard
	How it will look when fully met:	<p>Improve Teacher Retention Rate by 5%</p> <p>II. Increase 16-17 EOG Proficiency 10%</p> <p>III. Increase 16-17 Growth 10%</p> <p>Timeline for Measuring Goal Outcome 2017</p> <p>II. Mentoring/Coaching/Supporting new teachers and emerging leaders.</p> <p>A) Create/Support/Monitor Mentor Systems aligned PD</p> <p>B) Provide PD opportunities: NCCAT; LFC; MS/Elem. Conf.;</p> <p>C) Provide Leadership Opportunities: TLI; TEI; SIT, Indistar; AdvancED; Reading Club;</p> <p>Advanced Degrees</p> <p>D) Celebrating Accomplishments: Bulldog Bone: Teacher of the Month; Chick Fil-A Meals of the Month; LFLP</p> <p>Awards; Class Dojo Data Awards; Purple/Gold Fridays; School Spirit Thursdays; October</p> <p>Mum Fest; Holiday Express; Spring Fling</p> <p>E. Survey Teachers regarding Timely and constructive feedback, Leadership Opportunities,</p> <p>PD Opportunities.</p> <p>Key Activities / Strategies (needed to accomplish this goal)</p> <p>I. Preserve PLC time.</p> <p>II. Foster PLC continued instruction, guides, and minute templates.</p> <p>III. Provide access to multiple data points.</p> <p>IV. Assist with access to state data and Provide professional development</p>



on interpreting Data from Assessments and Data Drill Downs.

V. Provide resources and PD on researched instructional practices including LFC.

VI. Provide, monitor, and assess LFLP.

VII. Utilize Teacher Evaluation Tool and Grifton Walk Through Data to inform instructional

planning.

VIII. Provide timely feedback from observations and Walk Thrus.

IX. Implement/Monitor a "Teacher Reading Club" that will develop strategies to support the

school's Literacy Initiative.

Target Date:

06/16/2017

#### Tasks:

1. Collection of data from teacher working conditions survey and climate survey: Increase positive responses by 5 percent

Assigned to:

Mike Pollard

Added date:

11/16/2016

Target Completion Date:

06/16/2017

Comments:

2. LEA meetings/professional development

Assigned to:

Ashton Venters

Added date:

02/14/2017

Target Completion Date:

02/15/2017

Comments:

Task Completed:

02/14/2017

**Implement**

Percent Task Complete:

Tasks completed: 1 of 2 (50%)

**Indicator**

**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)**

**Status**

Tasks completed: 0 of 4 (0%)

**Assessment**

Level of Development:

Initial: **Limited Development** 03/14/2016

	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School improvement team meets twice a month regularly and documents information via agendas, meeting minutes, and staff development presentations.	
<b>Plan</b>	Assigned to:	Ashton Venters	
	How it will look when fully met:	School Improvement team and/or School Leadership team will meet twice per month. Effective practices will be reviewed like PBIS, school-wide data, instructional needs, and implementation of new ideas. In order for this is objective to fully be met: Discipline will decrease by 5 percent EOG score will improve by 10 percent in proficiency and growth Attendance at School Improvement team meetings will be at 80 percent participation	
	Target Date:	06/16/2017	
	Tasks:	<p>1. Determine the percentage of participation in each meeting by recording the attendance numbers for each meeting. The goal is for a total attendance percentage to be at 80 percent or higher for the school year.</p> <p>Assigned to: Ashton Venters</p> <p>Added date: 11/08/2016</p> <p>Target Completion Date: 06/16/2017</p> <p>Frequency: twice monthly</p> <p>Comments: Google Document For SIT attendance/sign in sheets collected</p> <p>2. PLC data will be collected via google form to determine implementation and effective practices</p> <p>Assigned to: Emelia Gordon</p> <p>Added date: 02/14/2017</p> <p>Target Completion Date: 06/30/2017</p> <p>Comments:</p> <p>3. Instructional Rounds Agenda and focus with data in order to improve effective practices</p> <p>Assigned to: Emelia Gordon</p> <p>Added date: 02/23/2017</p>	

	Target Completion Date:	03/31/2017
	Comments:	
	4. Professional Cohort Learning Focused Meeting to review effective practices and make a plan to share with other staff members.	
	Assigned to:	Emelia Gordon
	Added date:	02/23/2017
	Target Completion Date:	04/30/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
<b>Dimension B - Leadership Capacity</b>		
<b>Distributed leadership and collaboration</b>		
<b>Indicator</b>	<b>B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/14/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers have common planning times and meet regularly in professional learning communities and grade level meetings to complete instructional planning.
<b>Plan</b>	Assigned to:	Emelia Gordon
	How it will look when fully met:	Instructional teams for various school activities and tasks will be created to ensure tasks are completed on time and with fidelity. Teams will be created for reading, MTSS, and SIT. All instructional professional learning communities will meet twice a week at a regularly scheduled time, location, and follow an agenda of items. This objective will be fully met by PLCs and grade level meetings occurring an average of six times per month. PLC meetings will be conducted using a form to explain the minutes of each meeting. PLC agendas/minutes will be turned into the instructional coach to document the number of meetings that were held each month and the items that were discussed to determine patterns. The MTSS team will meet and document student data and methods to support students who are referred to MTSS, which will help to decrease students who are referred for testing by 5 percent. The reading team will establish four programs to improve the reading culture at the school in

		order to promote reading. Participation will be documented to establish a baseline during the 2016-2017 school year. This objective will be fully met in the school when overall EOG growth and proficiency scores have increased by 10 percent.
	Target Date:	06/16/2017
	<b>Tasks:</b>	
		1. Create an ongoing google document to document number of meetings for each PLC per month. Create another aspect to the document to determine items that are discussed throughout the meetings.
		The goal is for each grade level to meet on an average of twice per month.
	Assigned to:	Emelia Gordon
	Added date:	11/15/2016
	Target Completion Date:	06/16/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
<b>Dimension B - Leadership Capacity</b>		
<b>Monitoring instruction in school</b>		
<b>Indicator</b>	<b>B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)</b>	
<b>Status</b>	Tasks completed: 0 of 4 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/14/2016
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	1 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Programs are implemented before and after school to extend learning time. For example, battle of the books for elementary students and battle of the books for middle school students as well. Title I provides after school informational sessions to extend parent learning. Middle school teachers extend learning with after school optional study hall. A computer lab is open for students periodically after school.
<b>Plan</b>	Assigned to:	Ashton Venters
	How it will look when fully met:	A three year program that begins during the school year 2017-2018 through 2020 will provide extended learning time programs that will be implemented using school data to make modifications. The school will receive a grant that will implement strategies beginning the 2017-2018

school year. Programs will include year-long after school services for 40 students (20 in kindergarten/20 in first grade) based off of teacher recommendations and summer reading camp data. Summer Services will also be provided beginning summer of 2018 for 14 days to include 75 students that are rising 1st graders from pilot schools. The summer services will include: reading, STEAM enrichment, character education, and family engagement.

Target Date: 08/31/2020

**Tasks:**

1. Student data collection for students that are participating in Summer Services programs in order to improve their overall growth and proficiency in reading by 10 percent.

Student data collection for students that are participating in after-school services in order to improve discipline by decreasing referrals for these students by 5 percent.

Assigned to: Ashton Venters

Added date: 11/16/2016

Target Completion Date: 08/31/2020

Comments:

2. Create a reading team that will implement reading events/plans in order to boost extended learning and improve the reading culture for students and staff. Reading surveys will be used to document the effectiveness.

Assigned to: Ashton Venters

Added date: 12/12/2016

Target Completion Date: 06/16/2017

Comments:

3. Comic Book Club Timeline for meetings in order to determine if students AR goals are improved from the program.

Assigned to: Jessica Bova

Added date: 01/18/2017

Target Completion Date: 06/16/2017

Comments:

4. PBIS team will identify a focus group of students and analyze their tier two behavior interventions in order to create an intervention group to meet monthly with selected staff mentors to monitor their educator's handbook data and provide support in academics, behavior, and attendance in order to reduce office referrals by 5 percent for these students.

Assigned to: Tasha Rodriguez

Added date: 03/06/2017

	Target Completion Date:	05/31/2017
	Comments:	Activities, educator's handbook data, implementation plan, module 2 agenda, mentor data
		Merge to one document
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
<b>Indicator</b>	<b>B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	
<b>Status</b>	Tasks completed: 1 of 3 (33%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/14/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal completes North Carolina evaluation system which involves observations, walk thrus, and instructional rounds. Feedback is recorded and documented using this system.
<b>Plan</b>	Assigned to:	Mike Pollard
	How it will look when fully met:	The principal and assistant principal will monitor classroom instruction regularly by completing NC requirements for classroom observations and classroom walk-thrus. Each teacher is evaluated using the NC evaluation system and teacher standards as mandated by the state. Our principal and assistant principal will complete all observations, walk-thrus, and provide feedback with 100 percent accuracy. A survey will be conducted to determine if teachers felt feedback was provided in a timely manner and if it positively impacted teacher and student learning. The survey will be conducted at the end of the school year to obtain the results for the 2016-2017 school year. This is develop a baseline data point for the upcoming school years.
	Target Date:	06/16/2017
	<b>Tasks:</b>	
	1. Instructional Rounds Schedule Instructional Rounds Agenda Goal is to improve instruction and reach the goal of increase EOG/EOC scores with 10 percent growth.	
	Assigned to:	Mike Pollard
	Added date:	10/24/2016
	Target Completion Date:	11/11/2016

	Comments:	uploaded
	Task Completed:	10/24/2016
	2. Monthly log to identify challenge points for each grade level/subject area to identify patterns in weaknesses throughout the building and compare them for the school year.	
	Assigned to:	Kevin Smith
	Added date:	02/23/2017
	Target Completion Date:	06/14/2017
	Comments:	Google document Share with AP and IC implement in PLC
	3. Observations will be complete for each teacher at a rate of 100 percent by following the NC Evaluation System.	
	Assigned to:	Kevin Smith
	Added date:	02/23/2017
	Target Completion Date:	06/16/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 3 (33%)
<b>Indicator</b>	<b>B3.04 - The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)</b>	
<b>Status</b>	Tasks completed: 2 of 5 (40%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/14/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School/County wide implementation of focused learning for professional development which will be based off of school wide assessment data.
<b>Plan</b>	Assigned to:	Mike Pollard
	How it will look when fully met:	Professional Development goals will include developing our learning focused lesson plan knowledge as well as developing higher order thinking curriculum and integrating writing into all areas of instruction. School data at the end of the school year will improve by 10 percent proficiency and growth because of these developments. Walk-thru data/instructional rounds will help to monitor the extent to which it has

changed practice. School wide assessment data collection will monitor this goal as well with BOY, MOY, and EOY scores.

Target Date:

06/16/2017

#### Tasks:

1. Professional Development designed in order to increase writing strategies across the curriculum in all grades to improve walk-thru data by 10 percent.

Assigned to:

Emelia Gordon

Added date:

11/07/2016

Target Completion Date:

11/08/2016

Comments:

Professional Development designed and implemented

**Task Completed:**

**11/08/2016**

2. Professional Development: Learning Focused Lesson Planning: teachers will score their lesson plans based on the rubrics provided after discussion and review.

Assigned to:

Emelia Gordon

Added date:

01/31/2017

Target Completion Date:

02/17/2017

Comments:

**Task Completed:**

**02/16/2017**

3. Rodriguez will meet with each teacher that uses learning focused lesson planning to review and provide support using the new rubric. 100 percent of staff who use the lesson format will have a meeting.

Assigned to:

Tasha Rodriguez

Added date:

01/31/2017

Target Completion Date:

03/31/2017

Comments:

Google document with meetings times/dates/notes

4. PBIS and MTSS will analyze educator's handbook data to identify a school-wide discipline problem to develop a plan for professional development to address areas of concerns and provide support at least once per month to identified staff members. Goal is to decrease activity in educator's handbook by 5 percent by the end of the third nine weeks.

Assigned to:

Tasha Rodriguez

Added date:

03/06/2017

Target Completion Date:

04/04/2017

Comments:

Data will be collected via google document Titled PBIS/MTSS professional development to record meetings



Problem Analysis Plan to analyze problem must be included

5. PBIS and MTSS will take the target group of teachers who received support for professional development in our problem analysis plan and determine growth made by DCA data in relationship to behavior data and how it's affects have changed practice. A graph will be compiled to show DCA data growth in comparison to decrease in behavior data.

Assigned to: Tasha Rodriguez

Added date: 03/06/2017

Target Completion Date: 04/12/2017

Comments: Graph attached to PBIS/MTSS professional development google doc to show the DCA data and behavior data

Paragraph to summarize relationship in regards to overall behavior practices and it's direct impact on instruction

See Instructional Coach (Gordon) for DCA data and AP for educator's handbook data

**Implement** Percent Task Complete: Tasks completed: 2 of 5 (40%)

### Dimension C - Professional Capacity

#### Quality of professional development

**Indicator** **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)**

**Status** Tasks completed: 1 of 2 (50%)

**Assessment** Level of Development: Initial: **Limited Development** 03/14/2016

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: School performance data is addressed quarterly by the school improvement team. Teachers have professional learning communities where data is assessed regularly and used to inform instruction and PD needs. EVASS data is collected as well as observation data on the NC evaluation system.

**Plan** Assigned to: Mike Pollard

How it will look when fully met: The school will look at performance data to determine subgroups that need additional support. The goal is to increase Male African American

EOG scores by 5 percent, which was identified as a weaknesses from the 2015-2016 school year. Students with disabilities were also identified as a subgroup weaknesses. Our goal is to improve those EOG scores by 5 percent. The school goal is to increase the overall school grade from a "D" to a "C" which requires EOG scores to improve in growth and/or proficiency by 10 percent. Through classroom observation data the admin team will determine professional development needs in order to reach our school goals. Professional development will align with Learning Focused Classrooms in order to meet school goals. Admin will use Learning Focused walk thru rubric to determine the success of professional development and monitor subgroups that need additional instructional support. We will continue to monitor instructional practice through DCA's and Read 3D. The goal for Read 3D data is to improve TRC proficiency by 5 percent.

Target Date: 06/16/2017

#### Tasks:

1. Staff Data analysis to determine overall proficiency scores and identify subgroups and specific students who will need additional support in the classroom.

Assigned to: Mike Pollard

Added date: 11/21/2016

Target Completion Date: 11/23/2016

Comments:

Task Completed: 11/21/2016

2. Analyze MOY benchmark and DCA data to determine instructional needs and the percent of growth and proficiency

Assigned to: Emelia Gordon

Added date: 02/14/2017

Target Completion Date: 03/31/2017

Comments:

**Implement** Percent Task Complete: Tasks completed: 1 of 2 (50%)

#### Dimension C - Professional Capacity

##### Talent recruitment and retention

**Indicator** C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)

**Status** Tasks completed: 0 of 3 (0%)

**Assessment** Level of Development: Initial: Limited Development 09/06/2016

	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Plan	Describe current level of development:	County protocols and procedures in place Teacher rewards in building	
	Assigned to:	Mike Pollard	
	How it will look when fully met:	Increase teacher retention rate by 5% Create/support/monitor mentor system aligned with PDP's Provide professional development opportunities for staff Provide leadership opportunities Celebrate accomplishments  The goal is to offer rewards to 100 percent of staff throughout the school year in multiple ways to celebrate accomplishments and improve teacher retention by 5 percent.	
	Target Date:	06/16/2017	
	Tasks:		
	1. Mentor Log for each month compiled into one document List of completed PD opportunities		
	Assigned to:	Emelia Gordon	
	Added date:	10/24/2016	
	Target Completion Date:	06/15/2017	
	Comments:		
	2. Record of Celebrations and Accomplishments (running document for entire year)		
	Assigned to:	Tasha Rodriguez	
	Added date:	10/24/2016	
	Target Completion Date:	06/15/2017	
	Comments:		
	3. Create a google document to list all the ways teachers are rewarded throughout the school year in order to decrease teacher retention by 5 percent.		
	Assigned to:	Mike Pollard	
	Added date:	11/07/2016	
	Target Completion Date:	06/16/2017	
	Comments:	Running google document to record teacher rewards	

<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
<b>Dimension E - Families and Community</b>		
<b>Family Engagement</b>		
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 3 of 7 (43%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/14/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school uses planners as communication tools with parents and students. The school uses a "all call" telephone system to communicate as well weekly and as needed. Title one meetings are provided as well to support parents with curriculum at home.
<b>Plan</b>	Assigned to:	Richard Dombroski
	How it will look when fully met:	Student planners will be purchased and used school wide with 100 percent participation among teachers and students. An all call telephone system will be used for updates via PCS for closings, delays, and other news. An all call will be used every Sunday night to communicate with parents and staff about school updates. Title one meetings will be held throughout the school year to communicate about curriculum, instruction, and school-wide information regarding title one. Curriculum night will be held in order to communicate curriculum goals for each grade level.
	Target Date:	06/16/2017
	<b>Tasks:</b>	
	1. Curriculum Night Parent Sign In Sheets Grade level Agendas Parent Information Sheet Sent home Goal is a rate of 25 percent participation from parents	
	Assigned to:	Richard Dombroski
	Added date:	09/26/2016
	Target Completion Date:	10/31/2016
	Comments:	This is just the information we need uploaded from Curriculum Night

**Task Completed:** 10/20/2016

2. Parent Teacher Conferences planned to communicate with parents about individualized instructional goals and data in order to improve EOG scores by 10 percent for proficiency and growth.

Assigned to: Richard Dombroski

Added date: 11/07/2016

Target Completion Date: 12/21/2016

Comments: Record parent participation/scheduled conferences

**Task Completed:** 12/05/2016

3. Family Literacy Night to share information with parents. Participation data will be collected and a survey to collect parent data at the event.

Assigned to: Ashton Venters

Added date: 01/18/2017

Target Completion Date: 05/31/2017

Comments:

4. Principal uses "all call" system for educational updates at least 3 times a month during the school year

Assigned to: Kevin Smith

Added date: 01/31/2017

Target Completion Date: 06/30/2017

Comments:

5. Barnes and Nobles Author Signing/Fundraiser - Teachers will provide parents with information about the importance of reading at home. We hope to have at least 25 participants and raise money for our school.

Assigned to: Amy Hahn

Added date: 02/14/2017

Target Completion Date: 04/14/2017

Comments: We will need a copy of the information sheet and a sign in sheet for participation

6. Science Night Program outline and recorded participation

Assigned to: Jessica Bova

Added date: 02/20/2017

Target Completion Date: 03/17/2017

Comments:

**Task Completed:** 02/24/2017

7. School will participate in communication with parents and guardians using a school-wide class dojo

initiative with 100 participation by staff members.		
	Assigned to:	Tasha Rodriguez
	Added date:	03/06/2017
	Target Completion Date:	03/10/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 7 (43%)