

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.

10/31/2016

N L Dillard Middle NCES - na

Caswell County

Student Success Indicators

Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment

Curriculum and instructional alignment

Indicator	A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/19/2016	
	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:	We currently meet within grade level professional learning communities. We developed a meeting level agenda template to facilitate our discussions of the standards to better understand and incorporate strategies into our lessons for student mastery. Also, teachers hold collaborative discussions on assessment data and remediation strategies for lower learning standards. Teachers implemented strategies to afford students additional opportunities for academic success by extending assessment retakes to achieve proficiency levels of 80% or better.	
Plan	Assigned to:	Medina Jones	
	How it will look when fully met:	Remediation timelines will be developed in grade and planning meetings. Minutes will be submitted to administration for review of data driven instruction, teaching strategies adaptations, new instructional strategies integrations to reach all learners, and evidence of cross-curricular collaboration.	
	Target Date:	11/30/2016	
	Tasks:		
	1. A member of the leadership team will identify teachers to serve on an instructional team with the responsibility of assisting the principal in data analysis, teacher collaboration and planning, ongoing professional development rooted in researched-based curricula, instructional, and assessment practices.		
	Assigned to:	Neter Gunn	
	Added date:	10/17/2016	
	Target Completion Date:	10/31/2016	
	Comments:		
	2. The administrative team will create a meeting agenda template to provide consistency of academic goals, instructional strategies, assessment analyses, and reflection of best practices. The goal is to tightly align focused conversations on student and teacher best practices to achieve goal obtainment.		
	Assigned to:	Medina Jones	
	Added date:	09/19/2016	

	Target Completion Date:	09/19/2016
	Comments:	
3. One hundred percent of students identified as exceptional children and/or identified in the assistance team screening process will receive researched-based best practices and interventions to address student weaknesses. Interventions will be monitored weekly and adjusted as needed to best meet the needs of students.		
	Assigned to:	Brenda Reid
	Added date:	10/17/2016
	Target Completion Date:	10/31/2016
	Frequency:	weekly
	Comments:	The person responsible will develop a working list of interventions for students identified as exceptional children.

Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
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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)
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Status	Tasks completed: 0 of 4 (0%)
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Assessment	Level of Development:	Initial: Limited Development 10/12/2016
	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:	Teachers currently communicate and collaborate with exceptional education teachers to plan appropriate instruction to meet the needs of all learners. Teachers also attend vertical alignment meetings, enrolled in professional development that, once attended, return to the school and share back with the faculty. A compiled list of strategies are being developed, shared and implemented across the building. The principal, guidance counselors, and assistant principal will serve on the district level Multi-Tiered System of Support team, and the instructional team will assist in serving Dillard.
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Plan	Assigned to:	Ben Gravely
	How it will look when fully met:	Dillard will have instituted a Multi-Tiered System of Support team on effective teaching practices aligned to the standards and skills. In addition, the focus will continue to surround student responses (e.g, higher level questions) to instructional practices for student mastery of concepts. Hence, Dillard will experience improvements in student performance in the subjects of English Language Arts and Math. Furthermore, the evidence provided will be the student's performance on the End-of-Grade summative assessments, professional development on the Multi-Tiered System of Support, along with a working list of students identified for interventions.
	Target Date:	08/28/2017

Tasks:

1. Teachers will receive professional development on Multi-Tiered System of Support from the district team and implement a school-wide program to enhance classroom instruction and student mastery.		
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	Assigned to:	Medina Jones
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	Added date:	10/12/2016
	Target Completion Date:	06/02/2017
	Frequency:	monthly
	Comments:	
	2. The instructional team members and administrative team will provide professional development on researched-based effective teaching strategies. The resources below will be used to facilitate the training. -Indicators Now -GoMath instructional videos -Edutopia -Teachernet -Kyte-Online professional development for teachers -Technology professional development provided by the school's instructional technology facilitator	
	Assigned to:	Instructional Team
	Added date:	10/12/2016
	Target Completion Date:	06/09/2017
	Frequency:	monthly
	Comments:	
	3. Guidance will monitor Tier 2 and Tier 3 students to assist teachers and parents with identifying strategies to assure performance goals are successfully implemented and achieved. The media center will serve as an avenue for resources.	
	Assigned to:	Emily Pruitt
	Added date:	10/12/2016
	Target Completion Date:	06/09/2017
	Frequency:	monthly
	Comments:	
	4. Each grade level team will create a visual working list of students who will be used to identify and determine tiers in English Language Arts and Math.	
	Assigned to:	Ann Pickard
	Added date:	10/12/2016
	Target Completion Date:	11/30/2016
	Frequency:	four times a year
	Comments:	Use Education Value-Added Assessment System (EVAAS) data, benchmarks, common assessments, and teacher recommendations will be considered for establishing the tiers for the 16-17 school year.
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
Indicator	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)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/19/2016
	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:	Professional development offered to teachers, guidance counselors and behavior specialist available, teacher-student mentoring offered,

	Describe current level of development:	positive theme throughout the school, exceptional children case managers.
Plan	Assigned to:	Emily Pruitt
	How it will look when fully met:	The overall attendance data will show an increase in students attending school. It will show a decrease in overall student disciplinary referrals to the office but a possible increase in guidance referrals by teachers. We expect to see less parent conferences at school for behavioral/disciplinary reasons; however, we expect to see an increase in parent support via conferences, extracurricular activities, and school events demonstrated by an increase in parent participation demonstrated on our parent contact logs. The overall goal is to see an increase in the student's overall academic performance.
	Target Date:	05/31/2017
	Tasks:	
	1. The AdvancEd (accreditation committee) Student Perception survey will be administered to at least 80% of students for survey results to be valid.	
	Assigned to:	Medina Jones
	Added date:	09/19/2016
	Target Completion Date:	05/01/2017
	Comments:	Students, parents, and teachers will need access to technology. The perception survey will be available for students to complete with an 80% or more completion rate for results to be valid.
	2. The principal will conduct a walk-through, polling students' perceptions in all grade levels based upon the following questions: "What makes a school worth attending?" and "What makes a teacher worth listening to?" The data collected will be shared with teachers to assist in planning engaging activities and impactful instructional delivery.	
	Assigned to:	Ben Gravely
	Added date:	09/19/2016
	Target Completion Date:	09/09/2016
	Frequency:	once a year
	Comments:	
	3. To ensure consistency of classroom policies and procedures along with providing classroom conducive to achieving, teachers will model and effectively communicate expectations in their classrooms to their students.	
	Assigned to:	Carolyn Poteat
	Added date:	09/19/2016
	Target Completion Date:	09/30/2016
	Comments:	Teachers will communicate clear expectations, policies, and procedures to the students.
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Dimension B - Leadership Capacity

Strategic planning, mission, and vision

Indicator **B1.01 - The LEA has an LEA Support & Improvement Team.(5135)**

Status Tasks completed: 0 of 3 (0%)

Assessment Level of Development: Initial: **Limited Development** 10/17/2016

Index: 6 (Priority Score x Opportunity Score)

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

	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:	Currently, the school district has scheduled monthly administrators' meetings, Multi-Tiered System of Support district lead administrators' meetings, and district support and improvement team meetings. The district support and improvement team is composed of directors of instruction and exceptional children director. The director of technology is invited to the support and improvement team meetings on an as needed basis.	
Plan	Assigned to:	Sammy Shields	
	How it will look when fully met:	The school district support and improvement team will provide quarterly reports to the building administrators that include data as it relates to student performance, attendance, discipline as well as the implementation effective practice indicators.	
	Target Date:	10/17/2016	
	Tasks:		
	1. The established school district support and improvement team, consisting of instructional directors and exceptional children director, will meet quarterly to review, analyze, and discuss the school's benchmark results along with the school's attendance and discipline data.		
	Assigned to:	Sammy Shields	
	Added date:	10/18/2016	
	Target Completion Date:	06/02/2017	
	Frequency:	four times a year	
	Comments:		
	2. The established school district support and improvement team will assign a member to the school to meet quarterly with the school improvement team for review and progress monitoring of the school's indicator implementation and effectiveness of practices along with student performance data analyses.		
	Assigned to:	Sammy Shields	
	Added date:	10/18/2016	
	Target Completion Date:	06/02/2017	
	Frequency:	four times a year	
	Comments:		
	3. The established school district support and improvement team will meet monthly with building principals to discuss effective instructional practices in the core subjects that either directly or indirectly impact students. In addition, we will review and monitor the school's implementation of the indicators of effective practice.		
	Assigned to:	Sammy Shields	
	Added date:	10/18/2016	
	Target Completion Date:	06/02/2017	
	Frequency:	monthly	
	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	Full Implementation		

Assessment	Level of Development:	Initial: Full Implementation 10/18/2016	
	Evidence:	Full Implementation 7/18/2016 Evidence: This is done at the district level.	
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 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/12/2016	
	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:	Grade level meetings are bi-monthly and professional learning community meetings weekly. The revised format for grade level meetings and the school improvement team, which is now the newly formed leadership team, meets bi-monthly.	
Plan	Assigned to:	Joshua Fuqua	
	How it will look when fully met:	The Leadership team will meet twice a month, for a hour. An agenda will be prepared, the minutes will be kept and communicated to members with a focus on instructional improvement.	
	Target Date:	10/12/2016	
	Tasks:		
	1. School improvement team meeting agendas will be created and shared to members prior to the scheduled meeting time.		
	Assigned to:	Joshua Fuqua	
	Added date:	10/12/2016	
	Target Completion Date:	10/24/2016	
	Frequency:	twice monthly	
	Comments:		
	2. All meeting dates for the 2016-17 school year will be scheduled in NCStar (North Carolina a web-based school improvement management tool).		
	Assigned to:	Joshua Fuqua	
	Added date:	10/12/2016	
	Target Completion Date:	11/30/2016	
	Comments:		
	3. The minutes for each meeting will be prepared and shared out in a timely manner to the members of the leadership team.		
	Assigned to:	Joshua Fuqua	
	Added date:	10/12/2016	
	Target Completion Date:	10/12/2016	
	Frequency:	twice monthly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Dimension B - Leadership Capacity

Distributed leadership and collaboration

Indicator	B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/10/2016	
	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:	Currently, all teachers have a common planning block among grade levels; there is a calendar which details protected blocks of time for team meetings as well as content planning.	
Plan	Assigned to:	Ben Gravely	
	How it will look when fully met:	Instructional teams will be identified and charged with specific functions that will address instructional delivery, instructional methods, and provide professional development for teachers.	
	Target Date:	10/21/2016	
	Tasks:		
	1. The leadership team will identify and make recommendations to the principal for potential candidates for the instructional team.		
	Assigned to:	Neter Gunn	
	Added date:	10/10/2016	
	Target Completion Date:	10/17/2016	
	Comments:		
	2. The administrative team will develop guidelines and procedures for the expectations and duties of the instructional team.		
	Assigned to:	Leadership Team	
	Added date:	10/10/2016	
	Target Completion Date:	10/17/2016	
	Comments:		
	3. The instructional team and leadership team will create a lesson plan template for teacher planning.		
	Assigned to:	Leadership and Instructional Teams	
	Added date:	10/17/2016	
	Target Completion Date:	11/11/2016	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Dimension B - Leadership Capacity

Monitoring instruction in school

Indicator	B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/18/2016	

	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:	In professional learning communities, teachers disaggregate assessment data to drive instruction and remediation for students. A plan is currently being developed to provide remediation to students during their elective period to target specific skills.	
Plan	Assigned to:	Ben Gravely	
	How it will look when fully met:	Dillard teachers and staff will closely monitor student achievement by conducting weekly assessments and modify instructional practices based on received data. Classroom teachers will provide learning opportunities that are rich with critical thinking, engaging lessons, and creativity to achieve higher levels of academic performances. Teachers will incorporate the redo/retake strategy on assessments for at least 80% mastery.	
	Target Date:	06/01/2017	
	Tasks:		
	1. Teachers and administration will meet weekly in subject area planning sessions to review assessment data and plan reteaching strategies.		
	Assigned to:	Instructional and Leadership Teams	
	Added date:	10/18/2016	
	Target Completion Date:	10/31/2016	
	Frequency:	weekly	
	Comments:		
	2. Dillard will utilize AIMSWeb (i.e., universal screening, progress monitoring, and data management system supporting Response to Intervention (RTI) and tiered instruction) to identify areas of student weaknesses to modify their learning goals and provide needed interventions.		
	Assigned to:	Brenda Reid	
	Added date:	10/18/2016	
	Target Completion Date:	11/07/2016	
	Frequency:	four times a year	
	Comments:		
	3. Teachers will develop common formative and summative assessments and the data will be disaggregated regularly to determine areas of weaknesses and strengths of students who are at risk of failing or in need of interventions.		
	Assigned to:	Matt Walters	
	Added date:	10/18/2016	
	Target Completion Date:	06/01/2017	
	Frequency:	weekly	
	Comments:		
	4. Teachers will create and post an agenda in the classroom. This will be used as an instructional tool to keep teachers focused with time-on-task and to increase bell-to-bell instruction. In addition, when they transition from one activity to another, teachers will use a timer.		
	Assigned to:	James Nicks	
	Added date:		

	Added date:	10/18/2016
	Target Completion Date:	11/07/2016
	Frequency:	daily
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
Indicator	B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/12/2016
	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:	The administrative team currently conducts walkthroughs, classroom visits, formal teacher observations, and provides guidelines for peer observations. Administration participates in teacher planning sessions and grade level meetings.
Plan	Assigned to:	Shannon Gammon
	How it will look when fully met:	The principal will communicate established instructional expectations and processes for team planning and instructional delivery. An instructional team will be created providing professional development, meeting with grade level teams, visiting classrooms, and reinforcing good practices.
	Target Date:	06/09/2017
	Tasks:	
	1. A teacher self-assessment will be used to determine areas of improvement. The instructional team, curriculum staff, and administration will plan and implement either individual, small group, and grade level professional develop activities based upon established and identified teacher needs.	
	Assigned to:	Ben Gravely
	Added date:	10/12/2016
	Target Completion Date:	11/30/2016
	Frequency:	monthly
	Comments:	
	2. All teachers will meet bi-monthly per grade level to discuss students' strengths and weaknesses. Teachers will share out implemented instructional strategies and interventions that impact students' performance levels on assignments and/or assessments. Minutes from those meetings will be submitted to administration for review and feedback.	
	Assigned to:	Administrative Team
	Added date:	10/12/2016
	Target Completion Date:	06/09/2017
	Frequency:	twice monthly
	Comments:	
	3. Explicit professional development will be facilitated in the areas of instructional delivery, growth producing feedback, formative and summative assessment data to enhance instruction and improve student performance.	

	Assigned to:	Administrative and Instructional Team
	Added date:	10/12/2016
	Target Completion Date:	06/09/2017
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

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: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/18/2016	
	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:	Teachers meet and design common assessments and review data for redo's and retakes. Teachers participate in professional development sessions from Piedmont Triad Educational Consortium based on individual and school needs. The information is then shared out with colleagues in a faculty meeting. Interim and quarter pass/fail rates are reviewed and interventions are recommended as needed.	
Plan	Assigned to:	Shannon Gammon	
	How it will look when fully met:	Teachers will receive professional development in the areas of needed growth throughout the 2016-17 school year. Professional development will be presented monthly at faculty meetings and bi-monthly during grade level meetings by administration and the instructional team members. Priority areas for professional development will be based on a needs assessment by teachers; however, the school-wide focus areas are as follows: formative assessments, growth-producing feedback, purposeful questioning techniques, student engagement, and learning and teaching strategies.	
	Target Date:	06/30/2017	
	Tasks:		
		1. Professional development will be provided for all math teachers, incorporating researched-based instructional strategies to differentiate their lesson plans and increase the rigor of their instructional delivery.	
	Assigned to:	Carolyn Poteat	
	Added date:	10/18/2016	
	Target Completion Date:	05/31/2016	
	Frequency:	monthly	
	Comments:		
		2. Teachers will meet as vertical teams to create a list of common "look-fors" for reading and writing practices.	
	Assigned to:	Margaret Hinrichs	

	Added date:	10/18/2016
	Target Completion Date:	06/02/2017
	Frequency:	three times a year
	Comments:	
	3. The teachers will be provided a list of "look-fors" and non-negotiables that are aligned to the North Carolina Educator Effectiveness System.	
	Assigned to:	Ben Gravely
	Added date:	10/18/2016
	Target Completion Date:	11/30/2016
	Comments:	
	4. Teachers will receive professional development in the areas of formative assessments, growth-producing feedback, questioning techniques and student engagement.	
	Assigned to:	Instructional Team
	Added date:	10/18/2016
	Target Completion Date:	05/31/2017
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
Indicator	C2.03 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/21/2016
	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:	With the collaboration from the district level, teachers are selected and participate in professional development activities sponsored by Piedmont Triad Educational Consortium. Teachers are required to report back at faculty meetings to share their experiences. Professional development sessions are conducted at the district level and the expectation is to share out with teachers of like content.
Plan	Assigned to:	Ben Gravely
	How it will look when fully met:	The goal of the professional development sessions conducted by Dillard is to improve teachers' knowledge, instructional practices, and improve student learning outcomes. The object is make sure professional development is aligned with the school's goal to reduce confusion and uncertainty about what to teach. We want to be focused, addressing the core content and model teaching strategies that involve opportunities for both teacher and student active learning. Collaboration among teachers to reflect and share learning experiences is ongoing to provide feedback and sustain changes in teacher practices.
	Target Date:	05/31/2017
	Tasks:	
	1. The principal will assign teachers to Piedmont Triad Education Consortium workshops and teachers will	

	present findings at faculty meetings.	
	Assigned to:	Ben Gravely
	Added date:	10/21/2016
	Target Completion Date:	11/11/2016
	Comments:	
	2. Teachers will complete a Google survey to assess the effectiveness of the professional development sessions.	
	Assigned to:	Instructional and Leadership Teams
	Added date:	10/24/2016
	Target Completion Date:	12/16/2016
	Frequency:	monthly
	Comments:	
	3. Teachers will use educational protocols to facilitate and analyze articles about instructional best practices.	
	Assigned to:	Ben Gravely
	Added date:	10/27/2016
	Target Completion Date:	06/02/2017
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
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 10/18/2016
	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:	There are processes in place at the district level for hiring new staff which includes a pre-screening before the principal of the school goes through the hiring process. There are site-based professional development opportunities for new teachers through an induction program that provides sustainability for our teachers and support. The administrative team keeps documentation for walkthroughs and evaluations conducted on teacher instructional practice and provides feedback in a timely manner for teacher improvement. Teachers are rewarded at the district level and at the school level for their hard work and dedication to the system.
Plan	Assigned to:	Nicole McGhee
	How it will look when fully met:	We will continue to use the pre-screening process for conducting interviews. Principals, assistant principals, other faculty and staff will continue to be involved in the interviewing process, selection and recommendations of new staff. Teacher assistants, teachers, and

		principals are selected by their peers at the school and district levels to represent their schools for outstanding job performance. Teachers receive commendations when observed using the district initiative Keys to Literacy strategies effectively in their classrooms.
	Target Date:	06/30/2017
	Tasks:	
	1. Teachers will be recognized at faculty meetings for their creative and innovative ideas/lessons presented to students.	
	Assigned to:	James Nicks
	Added date:	10/19/2016
	Target Completion Date:	11/07/2016
	Frequency:	monthly
	Comments:	Teacher assigned this task will facilitate this presentation at monthly faculty meetings. Send out messages to teachers for recommendations on something they've seen happening in another class.
	2. The principal will follow the approved hiring and evaluating process created by the school district. See attached document title Caswell County Schools Hiring Process.	
	Assigned to:	Ben Gravely
	Added date:	10/19/2016
	Target Completion Date:	10/24/2016
	Frequency:	once a year
	Comments:	
	3. The administration will recognize a teacher/classroom of the month based on established criteria. -Teacher attendance -Student attendance -Student discipline -Academic performance	
	Assigned to:	Administration
	Added date:	10/19/2016
	Target Completion Date:	12/19/2016
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
Dimension E - Families and Community		
Family Engagement		
Indicator	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)	
Status	Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/12/2016
	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:	Currently, we have teacher conferences at school, Individual Educational Plan meetings, and Open House events. Teachers and the school send out instant messages, send letters, and email correspondences. In addition, teachers and the school use the Remind application as well as send interim reports and report cards home.
Plan	Assigned to:	Margaret Hinrichs
	How it will look when fully met:	We will have face-to-face meetings with family members at the beginning of the year and throughout the year. Materials will be sent home to families informing them of updates, school events, and occurrences at school. We want to see an improvement in parent participation in school events. We want to see an increased percentage of parent participation on the parent-community satisfaction survey pertaining to the school climate.
	Target Date:	08/28/2017
	Tasks:	
	1. The principal will create and administer a Parent-Community and Student Satisfaction survey on school climate.	
	Assigned to:	Ben Gravely
	Added date:	10/12/2016
	Target Completion Date:	01/31/2017
	Frequency:	twice a year
	Comments:	
	2. Teachers will create and maintain a parent contact log.	
	Assigned to:	Teachers
	Added date:	10/12/2016
	Target Completion Date:	10/12/2016
	Frequency:	weekly
	Comments:	
	3. Administration will create a quarterly Newsletter to be sent home.	
	Assigned to:	Administrative team
	Added date:	10/12/2016
	Target Completion Date:	11/30/2016
	Frequency:	four times a year
	Comments:	
	4. Administration will host a quarterly parent coffee social.	
	Assigned to:	Ben Gravely
	Added date:	10/12/2016
	Target Completion Date:	12/01/2016
	Frequency:	three times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)