

Comprehensive Progress Report

Mission: Mission The mission for Pasquotank County High School is to prepare students for their futures both during and after high school, so they will be productive as members of local and global communities. Vision Pasquotank County High School will prepare students for their futures by: fostering student independence and self worth; requiring excellence in teaching; teaching challenging, grade appropriate curricula; and teaching students processes so they problem solve and think creatively.

Vision:

Goals:

Pasquotank County High School will develop learners who graduate on time with appropriate endorsements and mastery of their coursework as measured by at least a 98% 4 year cohort graduation rate by the year 2018 and increased Math course rigor from 94% to 100% by 2018.

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By 2018, PCHS will have fully implemented its MTSS plan, so all students will receive a personalized education as measured by reaching 65% of students meeting or exceeding their individual growth targets on state assessments as generated by the Education Value Added Assessment System (EVAAS).

Teachers will demonstrate excellent teaching as measured by a proficiency increase in the percent of proficient students on EOCs [Math 1 (70%), Biology (70%), English II (70%)], by 8/25/17; [Math I (80%), Biology (80%), English II (80%)], by 8/25/18 as measured by an increase in the average of proficient students on EOCs (Math I, Biology, and English II) and growth measures for NCFE and CTE.

Use technology to expedite the learning process so that teachers and students have information quickly and accurately that will reflect in high student growth and overall proficiency rate of 70% by 2017 and 80% by 2018.

The school will maintain a safe, healthy climate with students, staff, and parents demonstrating a responsibility for maintaining the school as a safe place to learn as measured by a decrease of 10% for infractions for 9th grade students and OSS days for black students.



! = Past Due Actions

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 student handbook addresses student behavior and we are working through ideas to recognize positive behaviors through our MTSS/PBIS process.	Limited Development 10/21/2017		
<i>How it will look when fully met:</i>		When fully implemented, PCHS will consistently recognize students for meeting PBIS expectations. Recognition systems will be in place for students and staff. Expectation matrix will be revisited, posted and taught to students and staff. These stakeholders will be informed of all the systems in place to be recognized and celebrated. We will need feedback/input students and staff of interests they have and ideas of how they are recognized. Discipline data will reflect a decrease in referrals per month by 10% from the previous month as described in Educator's Handbook.		Walter Wingard	06/08/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 2 (0%)		
1	10/21/17	Revisit current PBIS matrix for revisions and development of a implementation plan for PCHS.		Walter Wingard	01/12/2018
<i>Notes:</i>					
2	10/21/17	Panther Pride student of the month. The PBIS team will recognize students who exhibit the expectations on a monthly basis. Students will be recommended by teachers to the team through Google Form.		Walter Wingard	06/08/2018
<i>Notes:</i>					

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>		Content area teachers meet monthly with District Coaches and teachers from other secondary schools to accomplish this task. School-wide PLC teams meet with administrators monthly to review use of standards and units in conjunction with Learning Focused Lesson Plan Implementation.	Limited Development 09/23/2016		
<i>How it will look when fully met:</i>		Pasquotank County High School will develop learners who graduate on time with appropriate certifications and mastery of their coursework as measured by at least a 98% 4 year cohort graduation rate by the year 2019 and increased math course rigor (students successfully completing a level III math) from 94% to 98% by 2018.		LeVar Mizelle	06/08/2019
Action(s)	Created Date		0 of 3 (0%)		
1	9/23/16	Use Learning Focused Lesson Plans with Rigor and high yield instructional practices to engage students and increase student achievement as measured by an increase in benchmark achievement data as well as NC Report Card data. All teachers participate in Learning Focused Micro-PD (Lesson Plans and Lesson with Rigor) to impact student achievement using high yield instructional strategies.		LeVar Mizelle	06/08/2018
		<i>Notes:</i> PCHS has implemented a Learning Focused Micro-PD that focus on Learning Focused Lessons for new teachers to the district and also Learning Focused Lessons with Rigor for teachers with experience with Learning Focused Lessons.			
2	9/23/16	Use Multi Tiered System of Support to ensure students have appropriate personalized education to achieve at high levels. -The MTSS Team will monitor students and adjust placement as individual academic needs change as reported by parents, teachers, students and/or as demonstrated by student performances.		Mika McDaniels	06/08/2018
		<i>Notes:</i> Students who are identified as needing a written plan should be identified no later than November 2017 and parents should be informed.			
3	11/1/17	Teachers will plan quality lesson using high yield instructional strategies that distributes writing through out the plan. Teachers will turn in lesson to receive feedback from administration.		LeVar Mizelle	06/08/2018
		<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet monthly in PLCs that are attended by at least one administrator. Student information from teachers, EVAAS data, benchmarks and common assessments are used at these meetings. Meeting minutes are kept on file with the principal.	Full Implementation 10/19/2016		
	A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		IEP teams meet regularly and notes are kept in IEP records that update each student's progress. As this is a federal requirement, meetings will continue to be held and notes kept.	Full Implementation 10/19/2016		
!	A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All staff members are monitored via informal and formal methods. The administration will begin monitoring classes using the Learning Focused Lesson Plan Monitoring system. Teachers are still in the trying stage and will be implementing fully during the spring semester (2017). This is the highest priority since data shows that one of the key components for successful students is a common lesson planning instrument.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		NCEES reports are available as observations are completed. Learning Focused Lesson Plan monitoring will also yield reported information that will be shared with the staff members for whom it is pertinent. When fully implemented staff members will be teaching bell to bell and scores increase.		Amy Fyffe	05/26/2017
Action(s)	Created Date		1 of 4 (25%)		
1	10/19/16	Teachers will demonstrate excellent teaching as measured by a proficiency increase in the percent of proficient students on EOCs [Math 1 (70%), Biology (70%), English II (70%)], by 8/25/17; [Math I (80%), Biology (80%), English II (80%)], by 8/25/18 as measured by an increase in the average of proficient students on EOCs (Math I, Biology, and English II) and growth measures for NCFE and CTE.		Delishia Moore	06/09/2017

Notes: Instructional supply money is spent to facilitate learning toward all goals. Teachers do not have new textbooks, so much of the instructional supply money is spent on copy machine counts, paper, ink, biology animals, art supplies, and reoccurring consumable expenses.

2	10/19/16	Learning Focused training for all staff members	Complete 09/26/2016	Learning Focused trainer	10/31/2016	
<i>Notes:</i> Staff members were trained on August 19 and again on September 26 in Learning Focused Lesson Planning and using specific techniques that help students in poverty. More training is scheduled, but formalized district training is complete.						
3	10/19/16	Use high yield practices (error analysis, summarization, HOTS, Lesson Design) to increase student engagement and time on task.		All teaching staff	03/31/2017	
<i>Notes:</i> Teachers are required to complete lesson plans using the Learning Focused Lesson Plan format. Students are provided with a variety of Advance Organizers (copies, ink, paper) when they are learning a new organizer.						
4	10/19/16	Grading practices will reflect level at which students have gained mastery and understand subject.		Teaching staff	01/31/2017	
<i>Notes:</i>						
!		A3.04	Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		EOC, CTE, and some NCFE courses have pre and post tests as proof. Prior to this school year and ongoing in this year are the same pre/post assessments. A spreadsheet is kept to show student progress in those classes. For ASW teachers, a common goal is to show student growth via work submitted by those teachers. That information is available via ASW results.		Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		Results of pre/post tests will be reflected in increased student achievement measured in the various classes and in exams. Grades will also be reflective of mastery in each course.			Delishia Moore	02/01/2017
Action(s)	Created Date			0 of 3 (0%)		
1	10/19/16	Use PLC Data Teams to monitor student growth through benchmarks, common assessments, Final Exam data and attendance data.			Teaching staff and Assistant Principals	10/31/2016
<i>Notes:</i>						
2	10/19/16	Teachers give benchmark assessments aligned with standards.			Teaching Staff and district instructional coaches	11/30/2016

Notes:

3
10/19/16 Review data after each benchmark and/or common assessment to determine which students need interventions and the kinds of interventions they require.

Teaching staff and Assistant Principals

11/30/2016

Notes: This should occur at least four times per year and as often as common assessments are given.

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A3.05

The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)

Implementation Status

Assigned To

Target Date

Initial Assessment:

The effort to use data to determine just where students are in relation to grade level work is a high priority. One of the things we know about our students is that in an effort to meet them where they are, we often do not raise them to where they should be. Implementation is limited because we still do not have common and/or benchmark assessments in every category.

Limited Development
10/19/2016

How it will look when fully met:

Student data will show increased proficiency and growth.

Delishia Moore

06/09/2017

Action(s) **Created Date**

0 of 1 (0%)

1
10/19/16 Teachers give benchmark assessments aligned with standards. Review data after each benchmark and/or common assessment to determine which students need interventions and the kinds of interventions they require.

Teaching staff and Assistant Principals

05/31/2017

Notes:

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A3.06

ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Using student mastery of specific learning objectives is a focus area for most staff members. The implementation of assessing students in this manner has created some challenges, but it can be addressed through our current grade system. Teachers will have to modify what they use for mastery assessment.

Limited Development
10/19/2016

How it will look when fully met:

Student grades will reflect mastery in course work. Evidence will be student report cards which reflect content specific grades rather than behavioral grades.

Leah Lane

06/09/2017

Action(s) **Created Date**

2 of 3 (67%)

1
10/19/16 Administrators will create a grade committee

Complete 08/26/2016

Leah Hahn

08/31/2016

Notes: The committee is comprised of staff members who completed a Pilot in 2015-2016. The last member was contacted upon school reconvening for the year.

2	10/19/16	Grade committee will create guidelines for standards based grading and send to staff members for review.		Grade Committee	01/31/2017
<i>Notes:</i>					
3	10/19/16	Teachers will develop grade information and submit to administrators for review.	Complete 08/23/2016	Leah Hahn	08/23/2016
<i>Notes:</i> Staff members reviewed and submitted expectations and grading information to the principal by the due date listed.					
!		A3.07	Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.(5116)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		This information is held by IEP teams, 504 data, and watchlist students. For students who are not in those three groups, teachers use the school-wide spreadsheet to determine past performance and check EVAAS data for students as it becomes available.		Limited Development 10/19/2016	
<i>How it will look when fully met:</i>		Students who are on watchlists will no longer need frequent monitoring and will not longer be on that list. Students with IEPs and 504s will have their needs being met and be successful as defined by their plans. Teachers, administrators, counselors will have discussions with students about their levels of achievement and growth.			Delishia Moore
				0 of 3 (0%)	04/28/2017
Action(s)	Created Date				
1	10/19/16	Ensure all students have a 4 year plan via CTE requirements or IEP needs/goals.		Charlotte Pureza	11/18/2016
<i>Notes:</i>					
2	10/19/16	Identify students needing additional services/not EC		Staff members	10/31/2016
<i>Notes:</i>					
3	10/19/16	Identify students needing general services		PLCs	10/31/2016
<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
<i>Initial Assessment:</i>		Learning Focused Lesson Plans are in the trying stage for staff members. Teachers are using the Learning Focused Lesson Plan with rigor with support from Learning Focused Micro-PD on a monthly basis. All teachers are using the lesson plan template for all classes and receiving feedback from administrators on a weekly basis.	Limited Development 09/23/2016		
<i>How it will look when fully met:</i>		By 2018 PCHS will have fully implemented the Multi-Tiered System of Support (MTSS) Plan, so all students will receive a personalized education as measured by reaching 65% of students meeting or exceeding their individual growth targets on state assessments as generated by the Education Value Added Assessment System (EVAAS).		Mika McDaniels	06/08/2018
Action(s)	Created Date		0 of 6 (0%)		
1	9/23/16	Train school personnel in role appropriate MTSS Strategies (e.g. teacher, support services, administrator, etc.) PCHS representative will attend district meetings and provide updates and lead in implementation of the MTSS process through the School Improvement Team. SIT will provide information during monthly staff meeting on the process and strategies of MTSS. - Assigned school personnel attend MTSS training.		Mika McDaniels	04/07/2018
		<i>Notes:</i> Staff members will be trained by appropriate school and district personnel in the new MTSS requirements and models. The process has been slow to start at the district level.			
2	9/23/16	Teachers will identify each semester where their students needs fall on the MTSS Pyramid.		Leah Lane	05/11/2018
		<i>Notes:</i> Teachers participate in IEP meeting to update student information and identify specific students who may need MTSS support. Additionally administrators and counselors will monitor students previously identified as at-risk students.			
3	9/23/16	Use Student Assistance Team (SAT) referral process to ensure students who need elevated support are documented and monitored. - Referral process training for all staff members		Charlotte Pureza	06/07/2018
		<i>Notes:</i> Staff members have access to forms for referral.			

4	9/23/16	Meet with students and parents identified to create a plan of support for each student at this level.		Chris Vicars	06/08/2018	
		<i>Notes:</i> This occurs as students are recommended. Counselors, teachers and administrators are meeting with parents and students.				
5	9/23/16	Use PLC Data Teams to monitor student growth through benchmarks, common assessments, Final Exam data and attendance data. - Teachers give benchmark assessments aligned with standards. Review data after each benchmark and/or common assessment to determine which students need interventions and the kinds of interventions they require.		Bryan Ruffin	06/08/2018	
		<i>Notes:</i> Teachers will meet monthly to review growth. At least four times/year for benchmark assessments. Other assessments are set by teachers in their subject area teams.				
6	11/1/17	AVID Site Team will present teachers with the WICOR strategies for them to use in the facilitation of learning for students. At staff meetings, AVID will present to staff how these strategies can be used to impact student achievement and evidence of the use of strategies will be shared with the staff as well.		LeVar Mizelle	05/31/2018	
		<i>Notes:</i>				
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Only 3 teachers in the building have been trained using the RtI and PBIS models for student support and positive behavior recognition. MTSS is the next step in the process with some staff members trained in one or more modules and upcoming training for MTSS building leader to be trained in the revamped MTSS training. The district leaders are in the process of being trained in the updated modules.	Limited Development 09/23/2016			
<i>How it will look when fully met:</i>		All appropriate personnel will have been trained according to state MTSS requirements. MTSS model for student support will be clearly understood by all appropriate staff members and will be defined and published through the school website.		Leah Lane	03/17/2018	
Action(s)	Created Date		0 of 3 (0%)			
1	10/19/16	Create a calendar events and PCHS MTSS process for the implementation of MTSS and present to PCHS staff members with a overview of the MTSS process.		Leah Lane	12/01/2017	

Notes: Review of MTSS and Pyramid with all instructional personnel through the year.

2 10/19/16 MTSS lead teacher receives ongoing training in MTSS through district MTSS meetings and provide update to PCHS school community.

Mika McDaniels

06/08/2018

Notes: As strategies/processes are shared with School Improvement Team, Mrs. McDaniels will ensure appropriate training/updates.

4 10/19/16 Use PLC Data Teams to monitor student growth in courses through benchmarks,
Final Exam data and attendance data.

Bryan Ruffin

11/30/2018

Notes:

KEY

A4.16

The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Implementation Status

Assigned To

Target Date

Initial Assessment:

There is need for a transition plan for students at each grade level. There is a need for a structured transition for 9th grades as they enter high school.

Limited Development
10/21/2017

How it will look when fully met:

When fully implemented, the 80% of cohorts of student will transition through appropriate grade level year to year according to their entry date in High School.

LeVar Mizelle

08/03/2018

Action(s) Created Date

0 of 4 (0%)

1 10/21/17 Student services will create a transition to high school plan that includes the student registration process and High School success information.

Charlotte Pureza

01/31/2018

Notes:

2 10/21/17 Upcoming 9th grade students will participate in High School Transition process with PCHS student services department. Student will register for High School and develop their high school graduation plan.

Charlotte Pureza

04/30/2018

Notes:

3 11/1/17 Upcoming 9th graders will participate in a school visit to tour PCHS and receive transition inform on being a successful high school student and other information from specific departments.

Bryan Ruffin

04/30/2018

Notes:

4	11/1/17	All students will revisit their graduation plan to assess themselves and make adjustments as necessary to ensure they meet graduation requirements within 4 years.		Charlotte Pureza	03/30/2018
<i>Notes:</i>					

Core Function:	Dimension B - Leadership Capacity				
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Effective Practice:	Strategic planning, mission, and vision				
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	The LEA has established a support team comprised of the Assistant Superintendent, Chief Academic Officer, Federal Programs Director, and District Instructional Coaches.		Limited Development 10/21/2017		
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<i>How it will look when fully met:</i>	To provide an interconnected system of leadership that will have a profound impact on student learning.			LeVar Mizelle	06/06/2018
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Action(s)	Created Date		0 of 3 (0%)		
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1	11/14/17	The SIT will meet twice a month on the 1st and 3rd Tuesday of the month.		Peter Zimmerman	05/15/2018
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Notes:

2	11/14/17	Provide leadership PLC for school level teams.		District Team	06/06/2018
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Notes:

3	11/14/17	Review school plans and provide coaching feedback.		District Team	06/06/2018
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Notes:

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Leadership team meets every month to review implementation of effective practices as noted by School Improvement Team meetings and minutes. Leadership Team members meet with other teachers to monitor and review implementation of effective practices (Learning Focused and engaging strategies for students in poverty). Evidences include PLC meeting minutes.		Limited Development 09/23/2016		
<i>How it will look when fully met:</i>		<p>When fully implemented, teachers will demonstrate excellent teaching as measured by an increase of proficiency rates on End of Courses (Math I, Biology, English II) to reflect a 7% - 10% increase from current proficiency data.</p> <p>Math I - 26% to 37% (Feeder School Math 8 proficiency - 30%) Biology - 34% - 41% English II - 50.5% - 57.5%</p>			Peter Zimmerman	06/08/2018
<i>Action(s)</i>	<i>Created Date</i>			0 of 2 (0%)		
1	10/21/17	Schedule School Improvement Team meetings and send out reminders to SIT members.			LeVar Mizelle	06/08/2018
<i>Notes:</i>						
2	11/1/17	School Improvement Team Chairpersons will create agenda with the process manager and send out to all members.			Peter Zimmerman	03/30/2018
<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>			Teachers meet in content PLC meetings at least once a month.	Limited Development 09/23/2016		
<i>How it will look when fully met:</i>			Teachers will meeting at least once a month with an agenda provided to administrators on what was discussed. Administrators will attend these meeting to support PLCs to ensure they are focused on instruction and student achievement.		Chris McGee	12/15/2017
Action(s)	Created Date			1 of 4 (25%)		
1	10/21/17	Development and implementation of Learning Focused School Level Support Plan.		Complete 09/15/2017	LeVar Mizelle	11/01/2017
<i>Notes:</i>						
2	10/21/17	Instructional support meeting during planning time to provide instructional support for all content areas within the Learning Focused Framework.			Bryan Ruffin	05/31/2018
<i>Notes:</i>						
3	11/1/17	All teachers will engage in department PLCs to discuss data and common instruction strategies to inform and direct quality lesson planning that impacts student achievement.			Bridgett Bowen	06/08/2018
<i>Notes:</i>						
4	11/1/17	Staff will participate in district support department meeting to discuss curriculum ideas and needs and lesson planning. Also, they will share ideas and successes that impact instruction.			LeVar Mizelle	05/31/2018
<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>		Curriculum and classroom instruction is monitored via informal and formal observation with coaching occurring before and after observations. Walk-throughs are also conducted by administrators looking for specific instructional strategies which help students best. Observation schedule will be made available in forms.	Limited Development 09/23/2016		
<i>How it will look when fully met:</i>		Class visit will occur weekly with feedback to teachers. The focus of the feedback is within the Learning Focused Framework and uses the monitoring form from the Learning Focused Monitoring resources. Teachers will use feedback to make implementations and adjustment to curriculum and instruction that will impact student achievement.		Jesse Cassino	06/01/2018
Action(s)	Created Date		0 of 1 (0%)		
1	10/21/17	Classroom walk-through schedule developed for administrators to follow. Administrators will perform walk-throughs (5x5s) at least 3 times a week. Administrator engage in quick conversation with staff after class walk-through to make adjustments to learning environment or instruction.		Bryan Ruffin	05/31/2018
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school looks at school performance data through the use of EVAAS, EOC, NCFE, and local and school assessments to identify student needs. PLCs, staff meetings, and individual meetings are used to have these discussion. PCHS School Improvement Team is planning to use the time they meet to discuss and identify needs to provide professional development for teachers. Administrators meet with each teacher to ensure teachers are implementing the best instructional strategies as well as making sure lesson plan are followed as written. The goal is to use walk-throughs to identify school-level professional development needs.	Limited Development 09/23/2016		
<i>How it will look when fully met:</i>		<p>When fully implemented, teachers will demonstrate excellent teaching as measured by an increase of proficiency rates on End of Courses (Math I, Biology, English II) to reflect a 7% - 10% increase from current proficiency data.</p> <p>Math I - 26% to 37% (Feeder School Math 8 proficiency - 30%) Biology - 34% - 41% English II - 50.5% - 57.5%</p> <p>Teachers will make full implementation of the information of the Micro-PD in their classroom learning environment. Evidence of use of the strategy will be documented in lesson plans and visible in the facilitation of learning in their classroom.</p>		LeVar Mizelle	05/31/2018
Action(s)	Created Date		0 of 3 (0%)		
1	11/1/17	Conduct walk-throughs and use data to identify trends to provide differentiated professional development opportunities for teachers.		Bridgett Bowen	06/01/2018
		<i>Notes:</i>			
2	11/1/17	Create a culture among the teachers of the use of walk-throughs as a support tool that promotes professional growth. Administrator will collaborate with teachers, teams, SIT to develop focus for walkthrough for the week and create Look Fors and Ask Abouts.		Leah Lane	05/31/2018

<i>Notes:</i>					
3	11/1/17	Provide school-level professional development during PLCs, planning times, staff meetings to promote professional growth as teachers plan quality lesson using high yield instructional strategies.		Bryan Ruffin	05/04/2018
<i>Notes:</i>					
	C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are participating in Learning Focused Micro-PD monthly with support sessions at the school level and the district level.	Limited Development 10/07/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Teachers will have plan high performance lessons with rigor with a learning environment that supports learning.	Objective Met 10/07/17	LeVar Mizelle	05/31/2018
Action(s)	Created Date				
1	10/7/17	Creation of a school level Micro-PD plan.	Complete 09/15/2017	LeVar Mizelle	09/15/2017
<i>Notes:</i>					
Implementation:			10/07/2017		
Evidence	10/7/2017	See document here.. https://docs.google.com/a/ecpps.k12.nc.us/document/d/15ttqIbuBjRgOQTEyhGeHZ8XCeCrYG88j6CSaxu7KenM/edit?usp=sharing			
Experience	10/7/2017	The plan was developed within the expectation of Learning Focused blended with the district.			
Sustainability	10/7/2017	Learning Focused online platform with facilitator guides. Also, scheduled meetings at school and district level support session.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
	C3.01	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		There are plans celebrate teachers for meeting expectations of the school and also meeting or exceeding demands of student achievement.	Limited Development 10/21/2017		
<i>How it will look when fully met:</i>		Teachers will be recognized according to the expectations set by PBIS and also principal designed expectations. Clear expectations will be developed and shared with staff so they will establish personal goals for themselves.		Leah Lane	06/08/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)		
1	10/21/17	Solicit input of opportunities/structures for celebrating teachers.		Bridgett Bowen	11/07/2017
<i>Notes:</i>					
2	10/21/17	Design/develop a celebration schedule.		Roberta Tate	11/30/2017
<i>Notes:</i>					
3	10/21/17	Select ECPPS Employee of the Week with teacher input.		Bryan Ruffin	10/31/2017
<i>Notes:</i>					

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>		School administration provides teachers with an evaluation schedule at the beginning of the school year. School administrators provide feedback on performance after each evaluation. Teachers receive constant feedback through 5x5's and walk through's. Qualified Mentors are assigned to beginning teachers. The instructional coach provides updates to new staff on school wide instructional strategies that are being implemented. Teachers are rewarded through PBIS, classroom successes, and high attendance. The staff votes to select the teacher of the year. The MTSS committee also selects a leader of the month. The principal selects a committee of staff to participate in interviews for new teachers. The district currently offers a \$1000 interest free loan to all new hires. The district also offered \$1000 sign on bonuses for vacant math positions in the secondary areas (6-12). District representatives attend various recruitment opportunities.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		PCHS will have a formalized protocol for recruiting and staff recognition.		Melvin Hawkins	02/28/2018
Action(s)	Created Date		0 of 2 (0%)		
1	10/19/16	Appoint the hospitality staff to discover ways in which staff members prefer being recognized/rewarded.		Roberta Tate	01/15/2018
<i>Notes:</i>					
3	11/14/17	To recruit and retain high quality staff for ECPPS.		Mr. Steve Lassiter	06/08/2018
<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>		One strategy in the school's goals is to have 100% of parents engaged through access to Parent Portal. Currently not all parents have signed up to use parent portal. The school's data manager sends home letters to help parents engage in that manner. Staff members regularly contact parents and there is a school-wide parent contact log to support those contacts.	Limited Development 10/19/2016		
<i>How it will look when fully met:</i>		When fully implemented, at least 70% of our parent will be connected to PCHS through social media outlets. An established partnership between ECPPS Parent Academy and PCHS that provides support services to our parents that provides relevant information to prepare our students for life after high school.		Ann Elliott	01/31/2018
<i>Action(s)</i>	<i>Created Date</i>		1 of 5 (20%)		
1	10/19/16	Parent portal information is shared in various venues (welcome back student letter, open house, sporting events, school connect call).	Complete 08/24/2017	Charlotte Pureza	01/31/2018
<i>Notes:</i>		Parent portal subscription reviewed each year.			
2	10/19/16	Use of Blackboard Connect to keep parents informed of PCHS activities and events and solicit needs of the school.		Ann Elliott	01/31/2018
<i>Notes:</i>					
3	11/1/17	Creation and use of a school-wide REMIND 101 for parents and students as a communication resource between school and home.		Chris McGee	04/27/2018
<i>Notes:</i>					
4	11/1/17	Collaborate with ECPPS Parent Center to inform parents through social medial outlets.		Ann Elliott	04/30/2018
<i>Notes:</i>					
5	11/1/17	Collaborate with ECPPS Parent Center to facilitate AVID Family Nights, FAFSA nights, etc.		Bryan Ruffin	04/30/2018
<i>Notes:</i>					