SW Snowden Elementary School

School Improvement Plan
2016-17

693 N. 7th St.
Aurora, NC 27806

Catherine Tahaney, Principal

School Improvement Team Members

Catherine Tahaney, Administration Representative
Marina Gold, Chair
Stacia Abbey, PK-2 Representative
Chanaay Moore, 3-5 Representative
Julie Cleary, 6-8 Representative
Wayne Parsons, Certified Representative
Georgia Espino, Exceptional Children’s Representative
Kathy Newman, Classified Representative
Amanda Midget, Parent Representative
Julie Rattler, Title I Representative
Executive Summary

In 1966 the Aurora School, Aurora High School, and other smaller schools in the area merged to serve both black and white students. The Aurora School campus served grades kindergarten to 8th grade and Aurora High served grades 9-12. In 1970 the Aurora School was renamed for S.W. Snowden who was a dedicated principal from the 1940s to the 1960s.

The community was severely damaged by Hurricane Floyd in 1999 and Hurricane Irene in 2011. Many homes were lost and families were forced to leave the area in search of housing and employment. Some of the decline in student numbers at our school is also due to increased numbers attending a charter school in a neighboring county.

In breaking down historical data for the last 5 years with limited subgroups, it is clear that Black and Economically Disadvantaged students are in need of improvement in all academic areas. However, the marked decline in scores over recent years may also be attributed to the high turnover rate among teachers. Over the last 5 years, an average of 50% or more of the teachers had at least 5 years of experience. The high turnover resulted in a significant lack of continuity in instructional delivery. It is for those reasons the decision was made to hire two new administrators, 8 new teachers, and a new school counselor. Currently, our average student enrollment is 192 for grades PK-8th.

Many of students are being raised by a grandparent or other relative. Approximately 46% of residents rent their homes. At this time, our 100% of our students qualify for free lunch and 50% or more of our students remain at school until 5:00 pm to participate in our after school program. This year, an AIG teacher began working with students who demonstrate high academic achievements each week.

Sign in sheets kept for school events indicate that parent and community involvement needed to be an area of focus. Sign in sheets and photographs document at least a 50% improvement this year compared to sign in sheets from the last 5 years. Community members and staff attribute this change to the strategies listed under Goals 2 and 3 of our Action Plan for 2015-2016 and 2016-2017.

The significantly high student attendance rate points to a school population that values the educational process. The realized increase in parent/grandparent involvement in school activities and events has had a measurable positive effect on the overall morale and attitude of all stakeholders.

This summer, our Leadership Team with support from our Transformation Coach, re-created our Mission and Vision to reflect our current goals.
Mission: SW Snowden is committed to a child focused environment by educating life-long learners through relationships, community and career exploration

Vision:

SW Snowden is an environment defined by
- Career/college ready
- Critical thinking
- Collaborative
- Productive

Citizens that create partnerships between school and community.

Our students hear our mission and vision daily on our morning announcements. Both are posted in each classroom and communicated on our web page. These statements align with our program offerings including our SPLASH (21st Century Grant supported after school program), STEM nights, Robotics Team, SW Snowden student news studio, fully functioning music studio, a local partnership with the Aurora Fossil Museum, use of the Engage NY math curriculum in grades K-8, and staff training through NASA STEM educators.

We have seen significant increases in student Reading and Science EOG performance for the 2015-2016 school year and are focusing heavily on improving proficiency in math, reading, and science for the 2016-2017 school year. Our staff is highly qualified in grades pre-kindergarten through 8th grade.

Our school community benefits from a 21st Century Grant-supported after school program for grades K-8th. For these students snacks, tutoring, enrichment activities, transportation, a summer program, and Saturday field trips are provided free of charge.

Regular Character Education is provided for Elementary Grades and Career Development Lessons for Middle School Students.

This year, the school has built upon its interest in science and math by supporting a school robotics team and by partnering with NASA STEM Educators. Related student projects were demonstrated during our STEM nights.

We offer a variety of extra-curricular activities for students. Last year, our Battle of the Books team was the Elementary County Winner for 2015-2016. This year we have a strong middle school team. Our middle school grades can take advantage of participating in volleyball, basketball, track, Student Government Association, and science courses this summer with the Aurora Science Museum.

One area of focus is strengthening our school-wide Positive Behavior Incentive Plan. Our PBIS team met this summer and implemented a set of guidelines for staff, students
and parents. Our school has a range of systems in place to recognize and support
achievement and growth in these areas. Use of the online system called Educators
Handbook tracks a broad range of discipline data.

This year, students in grades PK-8th grade will host 4 STEM nights in partnership with
NASA Langley, Virginia.

Our guidance counselor presented character education through Space Exploration with
Dr. Brush (NASA Langley) in November at NC School Counselor Convention.

S W Snowden received local accolades for a student created school song in the
Washington Daily News. An ECU intern, Michelle Garrish, worked with students over
the summer to compose and record "Snowden Strong", an anthem dedicated to building
school pride. Mrs. Garrish received the service award for her department for the work
she did with our students.

Our summer 21st Century Grant supported program will participate in a summer
science program at Aurora Fossil Museum. This will include rising 5th, 6th, 7th and 8th
grade students from our school.
BEAUFORT COUNTY SCHOOLS
Every Student, Every Classroom, Every Day

Strategic Plan 2016-2021

Vision
Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

Mission
Beaufort County Schools will provide quality educational programs and services to ensure student academic and vocational success.

Goals

Every student in the Beaufort County Schools will graduate from high school prepared for further education, work, military service, and citizenship.

Objective:
• By 2021, 100% of our students will graduate from high school prepared to work in their chosen field and/or further their education as determined by standardized assessments and their mastery of the K-12 educational experience; students will also be prepared to be productive citizens.

Strategies
• Strengthen parental involvement.
• Recognize that all students are unique; and reflect this by creating educational goals, expectations, and experiences to help ensure student success for all.
• Award badges for student citizenship, community spirit and altruism for all students.
• Strengthen relationships with business, community, and educational partners.
• Foster relationships with higher education partners.
• Seek to collaborate with community partners to expand internet access.
• Expand academic and vocational guidance of students.
• Coordinate local business needs/job opportunities with student programs.
• Continue advanced placement, dual enrollment and vocational classes.
• Expand placement of interns with local industries.
• Reallocate funding/resources and explore grant opportunities.
• Refine and expand GRADD Graduates Ready and Digitally Driven in grades 6-12.
• Expand vertical planning opportunities for educators between feeder schools.

Every student has a personalized learning experience.

Objectives:
• By 2021, 100% of students’ educational experiences will be tailored to meet their unique learning needs using available resources to diagnostically assess students’ academic skills and then provide learning experiences based on those results.

• Strengthen parental involvement.
• Recognize that all students are unique; and reflect this by creating educational goals, expectations, and experiences to help ensure student success for all.
• Implement student led parent/teacher conferences.
• Instruction and learning activities will be developmentally appropriate.
• Provide same school counselor and homeroom teacher throughout high school to ensure continuity.
Comprehensive Plan Report
Filter: Indicators included in the plan.

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.

11/21/2016

S W Snowden Elementary
Beaufort County Schools

Student Success Indicators

Key Indicators are shown in RED.

**Dimension A - Instructional Excellence and Alignment**

High expectations for all staff and students

<table>
<thead>
<tr>
<th>Indicator</th>
<th>A1.04 - ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results. (5085)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td><strong>Add a Task</strong> Tasks completed: 2 of 2 (100%)</td>
</tr>
</tbody>
</table>
| Assessment| Level of Development: Initial: **Limited Development** 09/19/2016  
|           | 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: We plan to implement iReady for math assessment in grades 3-8 at this time. We have the K-3 MClass assessment for reading. Embedded assessments are available through Engage NY in all grades k-8.  
| Plan      | Assigned to: Catherine Tahaney  
|           | How it will look when fully met: iReady training in October for all staff  
|           | Engage NY training provided in Sept. for all staff  
| Target Date | 06/01/2017  

**Tasks:**

1. Collect and Review lesson plans on the Share Drive. Provide feedback to teachers via email, during conferences and during PLCs.

   Assigned to: Cassie Moore  
   Added date: 10/12/2016  
   Target Completion Date: 10/14/2016  
   Frequency: weekly  
   Comments: Review all plans posted to insure differentiation and formative assessments are embedded in weekly lesson plans  
   **Task Completed:** 10/12/2016

2. Check that all certified teachers (reading and math) have been training in iReady reading and math/  
   
   Assigned to: Catherine Tahaney  
   Added date: 10/12/2016  
   Target Completion Date: 10/31/2016  
   Comments: Look at staff development rosters for these trainings. Make arrangements for teachers who have not been trained.  
   **Task Completed:** 11/01/2016
<table>
<thead>
<tr>
<th>Implement</th>
<th>Percent Task Complete:</th>
<th>Tasks completed: 2 of 2 (100%)</th>
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</table>

### Dimension A - Instructional Excellence and Alignment

#### Curriculum and instructional alignment

<table>
<thead>
<tr>
<th>Indicator</th>
<th>A2.01 - Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress. (5091)</th>
</tr>
</thead>
</table>

**Status** | Objective Met 10/31/2016 11/3/2016 |

**Assessment** | Level of Development: | Initial: Limited Development 09/20/2016 |
|----------------|-----------------------------------------------------|---------------------------------------------|

**Objective Met** - 10/31/2016 11/03/2016

**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 levels and grade spans meet regularly for grade level meetings and well as PLC groups for MTSS and PBIS. SIT meets monthly.

**Plan** | Assigned to: Wayne Parsons |

**How it will look when fully met:** Mr. Parson's will meet each week to check that PLCs are following the recommended format and that student data, interventions are being discussed. Representatives in each AdvancEd group will share updates during leadership team meetings.

**Target Date:** 10/28/2016

**Tasks:**

1. Mr. Parsons will attend each PLC once a week.

   **Assigned to:** Wayne Parsons
   **Added date:** 10/12/2016
   **Target Completion Date:** 10/28/2016
   **Comments:** Check on format of PLCs. Share minutes and notes with other instructional staff.
   **Task Completed:** 10/28/2016

2. Share PLC, MTSS and Leadership team minutes are shared with other instructional teams.

   **Assigned to:** Cassie Moore
   **Added date:** 11/03/2016
   **Target Completion Date:** 11/01/2016
   **Frequency:** weekly
   **Comments:** After minutes are recorded, they should be forwarded via email to other instructional staff or posted in NCSTAR following each meeting.
   **Task Completed:** 11/03/2016

**Implement** | Percent Task Complete: |
|----------------|-----------------------|

**Objective Met:** 10/31/2016 11/3/2016
Experience: 10/31/2016
Mr. Parsons meets each week with PLCs to review student progress and monitoring.
Student Data is reviewed regularly
Updates are provided by AdvancEd Groups

11/3/2016
PLC and MTSS minutes are recorded and emailed to administrators and other instructional staff. Leadership team meeting and other school related meeting agendas/minutes are posted in NCSTAR

Sustain: 10/31/2016
Regular weekly meetings
Data collection by teachers
Meeting minutes

11/3/2016
Continue to monitor and insure minutes are shared.

Evidence: 10/31/2016
PLC minutes with notes on student progress.
Meeting schedule
Leadership team minutes responding to student needs.

11/3/2016
Postings in NCSTAR
Shared minutes via email

**Dimension A - Instructional Excellence and Alignment**

**Data analysis and instructional planning**

**Indicator**  
**A3.01 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.** *(5110)*

**Status**  
**Objective Met**  
11/1/2016

**Assessment**  
Level of Development:  
**Initial: Limited Development**  
09/27/2016

**Objective Met**  - 11/01/2016

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>(3 - highest, 2 - medium, 1 - lowest)</td>
</tr>
<tr>
<td>Opportunity Score:</td>
<td>2</td>
<td>(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</td>
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</table>

**Describe current level of development:**
Data collection is inconsistent among subjects, grade levels and teachers. The goal is to streamline PLCs and have a more focused agenda. As a school and county we need to be clear on what data is collected, how often it is analyzed, and how it is applied to adjust instruction. Post observation conference notes should also reflect how each teacher uses data. Mentors and clinical teachers should also work consistently with their mentees.

**Plan**

**Assigned to:**  
Wayne Parsons

**How it will look when fully met:**
Agenda minutes shared each week from every PLC
Data discussed is used to adjust instruction (documented in lesson plans and in PEPS)

**Target Date:**  
11/01/2016

**Tasks:**
1. Share PLC template with each classroom teacher
2. PLC team types up minutes and shares
3. Teachers document use of data in lesson plans and in PLCs.

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Julie Billups-Rattler</th>
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<tbody>
<tr>
<td>Added date:</td>
<td>10/21/2016</td>
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<tr>
<td>Target Completion Date:</td>
<td>11/01/2016</td>
</tr>
<tr>
<td>Comments:</td>
<td>Check Share Drive for Plans regularly Place samples of PLC minutes to Share Drive Log data discussions from Leadership Team in NC Star</td>
</tr>
<tr>
<td><strong>Task Completed:</strong></td>
<td>11/01/2016</td>
</tr>
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**Dimension A - Instructional Excellence and Alignment**

**Student support services**

**Indicator** A4.14 - The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)

<table>
<thead>
<tr>
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<th>Tasks completed: 1 of 2 (50%)</th>
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**Assessment**

<table>
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<tr>
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<td>Opportunity Score:</td>
<td>2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</td>
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**Describe current level of development:** Currently, we have Career Week and college week for K-2, Grade 5 visits the local community college, 8th grade visits Southside and Early College and the 8th grade CTE curriculum focuses on career development.

<table>
<thead>
<tr>
<th>Plan</th>
<th>Assigned to:</th>
<th>Wayne Parsons</th>
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<tbody>
<tr>
<td><strong>How it will look when fully met:</strong></td>
<td>News Letters Schedule for visitation CTE lesson plans for 8th graders</td>
<td></td>
</tr>
<tr>
<td><strong>Target Date:</strong></td>
<td>05/17/2017</td>
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<table>
<thead>
<tr>
<th>Tasks:</th>
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<tbody>
<tr>
<td>1. CTE Lesson plans posted Schedule BCS visits for 5th and 8th grade K-2 Career Week-Primary teachers</td>
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<tr>
<td>Task</td>
</tr>
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<td>------</td>
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<tr>
<td>1.</td>
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</table>

2. Provide a schedule for career days at BCS

<table>
<thead>
<tr>
<th>Task</th>
<th>Assigned to:</th>
<th>Added date:</th>
<th>Target Completion Date:</th>
<th>Comments:</th>
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<tbody>
<tr>
<td></td>
<td>Nikki Whitley</td>
<td>10/21/2016</td>
<td>06/01/2017</td>
<td>Implement Percent Task Complete: Tasks completed: 1 of 2 (50%)</td>
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</table>

Indicator **A4.15 - The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(5133)**

**Assessment** Level of Development: Initial: **Limited Development** 09/20/2016

<table>
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<tr>
<th>Component</th>
<th>Value</th>
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<tr>
<td>Opportunity Score</td>
<td>3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</td>
</tr>
<tr>
<td>Describe current level of development:</td>
<td>Reading Buddies middle school paired with primary grades Coats for Cash School wide Rachel's Challenge School and county wide Career Development with CTE classes and STEM nights.</td>
</tr>
</tbody>
</table>

**Plan**

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Wayne Parsons</th>
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</thead>
<tbody>
<tr>
<td>How it will look when fully met:</td>
<td>Students will experience Rachel's Challenge during an assembly Students will set goals for anti-bullying Students and families in K-8 will participate in STEM nights each quarter Students in all grades will explore careers in either Social Studies, CTE or homeroom classes.</td>
</tr>
<tr>
<td>Target Date:</td>
<td>06/01/2017</td>
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</tbody>
</table>

**Tasks:**

1. CTE will explore career development

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Wayne Parsons</th>
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<tbody>
<tr>
<td>Added date:</td>
<td>10/21/2016</td>
</tr>
<tr>
<td>Target Completion Date:</td>
<td>06/01/2017</td>
</tr>
<tr>
<td>Frequency:</td>
<td>monthly</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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</tbody>
</table>

**Task Completed:** 10/07/2016

2. Older students will serve as reading buddies to younger students
3. Students will experience Rachel’s Challenge in an assembly and establish personal goals for anti-bullying

Assigned to: Wayne Parsons
Added date: 10/21/2016
Target Completion Date: 09/30/2016
Comments: Host assembly
Have students sign a banner and make a plan for the school in line with Rachel’s Challenge

Task Completed: 11/01/2016

**Indicator** 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)

**Status**
Tasks completed: 2 of 3 (67%)

**Assessment**
Level of Development: Initial: Limited Development 09/20/2016
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:
PreK visits Kindergarten and 8th grade visits local high schools.

**Plan**
Assigned to: Wayne Parsons
How it will look when fully met:
PK home visits
Moving up fieldtrips within the school
8th graders visit Southside High School
Orientations at Early College
Informational sessions for parents at all grade levels
RTA parent information sessions

Target Date: 06/09/2017

**Tasks:**
1. Plan 8th grade visits to Southside High School
   Assigned to: Wayne Parsons
   Added date: 10/24/2016
   Target Completion Date: 05/10/2017
   Frequency: once a year
   Comments: Contact Southside High Schools

2. Continue with home visits to all students entering Pre-Kindergarten.
   Assigned to: Stacia Abbe
   Added date: 10/31/2016
<table>
<thead>
<tr>
<th>Task Completed:</th>
<th>09/22/2016</th>
</tr>
</thead>
</table>

3. Meet with all 3rd grade parents and provide them with Read To Achieve information.

Assigned to: Julie Billups-Rattler

Target Completion Date: 09/14/2016

Comments: Share information with parents on expectations for reading proficiency in 3rd grade. Meet with all parents on student progress after the Beginning of Grade Test and by the end of the first 9 weeks.

Task Completed: 10/31/2016

**Dimension B - Leadership Capacity**

**Strategic planning, mission, and vision**

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

**Status**  Objective Met  11/1/2016

**Assessment**

**Level of Development:**

- Initial: Limited Development 09/16/2016
- **Objective Met - 11/01/2016**

**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:**

- MTSS
- NCStar Team
- Curriculum Task-Force

**Plan**

**Assigned to:** Catherine Tahaney

**How it will look when fully met:**

Each AdvancEd team leader serves on the Leadership Team and reports regular on Progress of MTSS, NCStar and AdvancEd indicators as reported in meeting minutes (NCSTAR)

**Target Date:** 06/01/2017

**Tasks:**

1. Record meeting minutes in NCSTAR

**Assigned to:** Catherine Tahaney

**Added date:** 10/21/2016

**Target Completion Date:** 06/01/2017

**Comments:** Record all relative meetings in NCSTAR

**Task Completed:** 08/11/2016

**Implement**

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

**Objective Met:** 11/1/2016
| Experience: | 11/1/2016  
Goals and objectives for this school year have been established and shared with stakeholders. |
|------------|---------------------------------------------------------------|
| Sustain:   | 11/1/2016  
Continue to monitor academic and community goals and objective during weekly/monthly meetings. |
| Evidence:  | 11/1/2016  
PLC meeting minutes  
Plan posted in NCSTAR  
AdvancEd data (linked documents in Google Docs.) |

**Dimension C - Professional Capacity**

**Teacher quality and experience**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>C1.06 - The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Objective Met 10/21/2016</td>
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</tbody>
</table>
| Assessment | Level of Development:  
Initial: Limited Development 09/20/2016  
**Objective Met - 10/21/2016**  |

| Index: | 2  
(Priority Score x Opportunity Score)  |
| Priority Score: | 2  
(3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score: | 1  
(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:  
Mentors are assigned to beginning teachers within the school building. Logs are posted in Google drive.

**Plan**  
Assigned to: Cassie Moore

How it will look when fully met:  
All beginning teachers have been assigned a mentor  
All first year teachers attended BT training at the start of the school year.

Target Date: 09/30/2016

**Tasks:**

1. Check that mentors are meeting with BTs and completing logs.

    Assigned to: Cassie Moore
    Added date: 10/21/2016
    Target Completion Date: 09/30/2016
    Frequency: monthly
    Comments: Check that mentors are meeting regularly with teachers and completing logs.

**Implement**

Percent Task Complete:  
Objective Met: 10/21/2016  
Experience:  
10/21/2016  
Mentor logs are in Google Drive
Sustain:

10/21/2016
Continue to monitor each month.

Evidence:

10/21/2016
Logs completed as required by the end of the year.

**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 2 (0%)

**Assessment**

**Level of Development:** Initial: Limited Development 09/16/2016

**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:**  
Super Observations as required NC State Board of Education for schools with Low Performing Status  
Performance data and formative assessments reviewed quarterly.

**Plan**

**Assigned to:** Julie Billups-Rattler

**How it will look when fully met:**  
PLC meeting minutes document the use of data each week  
Differenciation for student learning is documented in lesson plans  
Super Observations are conducted on all teachers in the school.

**Target Date:** 05/01/2017

**Tasks:**

1. Check that PLC minutes contain information about adjusting instruction to meet the needs of students.

   **Assigned to:** Catherine Tahaney

   **Added date:** 10/21/2016

   **Target Completion Date:** 05/04/2017

   **Comments:**

2. Administrators need to complete Super Observations on each teacher.

   **Assigned to:** Catherine Tahaney

   **Added date:** 10/21/2016

   **Target Completion Date:** 03/30/2017

   **Comments:**

**Implement**

Percent Task Complete: Tasks completed: 0 of 2 (0%)

**Dimension E - Families and Community**

**Community Engagement**

**Indicator**  
E2.01 - Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)
## Status

| Tasks completed: | 0 of 2 (0%) |

## Assessment

<table>
<thead>
<tr>
<th>Level of Development:</th>
<th><strong>Initial:</strong> Limited Development 10/12/2016</th>
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<tbody>
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</tr>
<tr>
<td>Opportunity Score:</td>
<td>3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</td>
</tr>
</tbody>
</table>

**Describe current level of development:**

Parent representatives serve on our Leadership Team
Leadership Team Representatives attend our Bright Futures Council and PTO meetings

## Plan

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Marina Gold</th>
</tr>
</thead>
</table>

**How it will look when fully met:**

Meeting minutes from Leadership Team and Bright Futures Council document community input on procedures and policies.

<table>
<thead>
<tr>
<th>Target Date:</th>
<th>06/01/2017</th>
</tr>
</thead>
</table>

**Tasks:**

1. Enter meeting minutes in NCSTAR

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Catherine Tahaney</th>
</tr>
</thead>
<tbody>
<tr>
<td>Added date:</td>
<td>10/21/2016</td>
</tr>
<tr>
<td>Target Completion Date:</td>
<td>05/01/2017</td>
</tr>
<tr>
<td>Comments:</td>
<td>Be sure agenda items encourage input on policy and procedures.</td>
</tr>
</tbody>
</table>

2. Enter minutes from Leadership Team and Bright Futures Council meetings in NCStar as evidence of community involvement on matters relating to family-school relations.

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Julie Billups-Rattler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Added date:</td>
<td>10/21/2016</td>
</tr>
<tr>
<td>Target Completion Date:</td>
<td>06/01/2017</td>
</tr>
<tr>
<td>Comments:</td>
<td>Enter minutes online during the meeting. Check that the agenda reflects this goal.</td>
</tr>
</tbody>
</table>

## Implement

| Percent Task Complete: | Tasks completed: 0 of 2 (0%) |
Goals

Every student has a personalized learning experience.

Objectives:
• By 2021, 100% of students’ educational experiences will be tailored to meet their unique learning needs using available resources to diagnostically assess students’ academic skills and then provide learning experiences based on those results.

Every student in every classroom will be taught by a highly qualified educator.

Objectives
• By 2021, there will be an annual increase in teacher effectiveness as determined by annual increase in EVAAS growth, National Board Certification and pursuit of advanced degree and badge certifications.

Strategies

Explore and implement a system that allows teachers and administrators to monitor student progress and offer precise, targeted interventions quickly to address learning needs.
• Refine and expand GRADD Graduates Ready and Digitally Driven in grades 6-12.
• Explore and implement teacher differentiation practices.
• Refine Transition Team effectiveness.
• Implement the Multi-Tiered System of Support (MTSS) to promote school improvement through engaging, research-based academic and behavioral practices; and to employs a systems approach using data driven problem-solving to maximize growth for all.
• Expand internships and authentic learning experiences.
• Explore and implement differentiation practices.
• Enhance the Personalized Education Plan Process.
• Expand internships and authentic learning experiences.
• Implement STEM (Science, Technology, Engineering, and Math) and STEAM (Science, Technology, Engineering, Art, and Math) strategies and activities to engage students and encourage them to inquire, think, innovate, and investigate.
• Explore virtual and other non-traditional instructional opportunities to meet unique students needs and to attract students to our school system.
• Utilize curriculum maps which include research-based core, intervention, and enrichment strategies for each objective.
• Expand county-wide curriculum and grade level Professional Learning Communities (PLC) to include all teachers and grade levels.
• Expand vertical planning opportunities for educators between feeder schools.

• Continue and expand Communities Aid in Recruitment and Retention of Educators Program (CARRE.)
• Expand relationships with higher education partners.
• Expand retention of highly qualified teachers.
• Offer high quality professional development customized to teacher needs.
• Continue providing mentors for teachers.
• Provide mentors for teacher assistants aspiring to become teachers.
• Implement instructional rounds and walks.
• Implement badging for professional learning.
• Continue to monitor and manage school climate to promote positive, safe, and inviting work environment for educational professionals.
• Increase collaboration among educators within and between schools.
• Provide authentic leadership opportunities within schools and across the school system.
• Expand vertical planning opportunities for educators between feeder schools.
Goals

The Beaufort County School System has up-to-date financial, business, and technology systems to serve students, parents, and educators.

Objectives:
- By 2021, the school districts will meet all state technology systems as determined by the Digital Learning Plan.

Strategies

- Enhance communication with parents about available resources.
- Work to ensure that students and teachers have technology necessary to meet their needs.
- Enhance positive relationships between elected officials and schools.
- Offer technological educational opportunities for parents/guardians.
- Expand corporate partners willing to fund initiatives.
- Improves communication between and within departments and schools.
- Reallocate funding/resources and explore grant opportunities.
- Explore Bring Your Own Device initiatives.