**Tarboro High School Improvement Plan**

**Comprehensive Progress Report**

**11/20/2019**

**Mission:** The Tarboro High School Community will collaborate to graduate all students ready to achieve success in a globally competitive

world.

**Vision:** Our belief, “Missions Are Possible”, allows the faculty to create a collaborative educational setting that prepares our students for the

21st Century.

**Goals:**

Tarboro High School will exceed growth as measured by end of year performance indicators, and no longer be identified as a Low Performing School. Tarboro High School will move from a school report card grade of “D” to school report card grade of “C”. This includes an overall increase in score from 54 to at least 55. Tarboro High School Math I students will achieve at least a 10 percentage point increase in End-of-Course (EOC) scores overall from 18.8% to at least 29.0% by the end of the 2019-2020 school year. Tarboro High School Math III students will achieve at least a 10 percentage point increase in End-of-Course (EOC) scores overall from 12.4% to at least 23.0% by the end of the 2019-2020 school year. Tarboro High School Biology students will achieve at least a 10 percentage point increase in End-of-Course (EOC) scores overall from 23.2% to at least 34.0% by the end of the 2019-2020 school year. Tarboro High School English II students will achieve at least a 10 percentage point increase in End-of-Course (EOC) scores overall from 32.2% to at least 43.0% by the end of the 2019-2020 school year. Tarboro High School will achieve at least a 5 percentage point increase in Math Course Rigor (MCR) scores overall from 89.6% to at least 95.0% by the end of the 2019-2020 school year. Tarboro High School will achieve at least a 10 percentage point increase in ACT scores overall from 15.6% to at least 26.0% by the end of the 2019-2020 school year. Tarboro High School will achieve at least a 10 percentage point increase in ACT Workkeys scores overall from 37.7% to at least 48.0% by the end of the 2019- 2020 school year. Tarboro High School will achieve at least a 10 percentage point increase in the 4-year cohort graduation rate from 77.6% to at least 88.0% by the end of the 2019-2020 school year. Tarboro High School will achieve at least a 10 percentage point increase in the 5-year cohort graduation rate from 78.0% to at least 88.0% by the end of the 2019-2020 school year. Tarboro High School will achieve at least a 10 percentage point increase in College and Career Ready proficiency rates (CCR) overall from 11.9% to at least 23.0% by the end of the 2019-2020 school year. Tarboro High School will achieve at least a 10 percentage point increase in Grade Level Proficiency rates (GLP) overall from 21.6% to at least 34.0% by the end of the 2019-2020 school year. Tarboro High School will decrease office disciplinary referrals (ODRs) by at least 25% by the end of the 2019-2020 school year. Tarboro High School will achieve at least a 3 percentage point increase in the attendance rates overall from 92.7% to at least 95.0% by the end of the 2019- 2020 school year.

**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 *Initial Assessment:*** • PBIS team is continually documenting monthly meetings. Data is

analyzed, and this team ensures that all practices and decisions are directly aligned with the School Improvement Team.

• Implementing effective use of discipline matrix.

• Share PBIS matrix with students outlining expectations. Implementation reminders will be communicated and monitored by team and admin.

• When conducting walkthroughs and formal observations, the administrative team is looking for a safe and orderly classroom environment, smooth transitions, high level of student engagement, and evidence of procedures to address student discipline.

• Evaluation of disciplinary data: ODR reports are evaluated on a consistent basis during administrative PLCs, content PLCs, SIT meetings, and during whole staff monthly meetings. This information is readily available and is updated continually as referrals are processed.

• Based on the consistent evaluation of disciplinary data, processes are continually considered for update. For example, cell phones and electronic devices (e.g., these items are no longer a violation unless hindering the instructional environment).

Limited Development 11/06/2017

Priority Score: 2 Opportunity Score: 3 Index Score: 6

***How it will look when fully met:*** The administrative team continues to work with these chosen indicators

because we feel that we need to developing in this area. Our school is still reacting rather than preventing behaviors. We have school-wide procedures and classroom rules and consequences posted. Many teachers started out the school year strong with teaching behaviors but as time goes by and new staff join the school, procedures become more lackadaisical. Looking at the impact that this one indicator could create

**Reggie Bess 06/05/2020**

! = Past Due Objectives KEY = Key Indicator

for the student achievement of our school made it a priority for us to continue our efforts in this area.

Tarboro High School will ensure that all teachers establish and positively teach and reinforce consistent rules and procedures in their classroom. Each teacher is provided with PBIS expectations and procedural training at the beginning of the school year. The administrative team explains classroom management and administrative managed offences. The school monitors the behavior data and meets about at least data monthly. Administrators and PBIS Team members look for ongoing reinforcement in classroom observations along with peer observations, peer walkthroughs and also administrative observations. Procedures, and best practices for teaching are discussed at faculty meetings, PLC, and workshops. James Williams, Jimmie Harris, Jessica Stallings and Tasha Cooper action(s) each grade level will develop common, grade level expectations that have been reached by consensus (Rules of conduct). These will be Completed by 06/9/2019. The Leadership team continues to model procedures and will be looked for in day to day interactions. Notes: Daily procedures such as Caught being good or Start students that are doing great things day in and day out will be shared and monitored for all grade levels.

The PBIS Team will ensure that the school wide expectations that have been placed on the PBIS matrix are posted in the classrooms and all common areas. Completed by 6/5/2020.

As a school we have a clear understanding of the elements of the PBIS matrix.

As a school we continue to engage our students will "Word Walls" in all subject areas.

We have an NC STAR team that focuses on school culture and PBIS. A subgroup of those members meets monthly to discuss in detail PBIS. Minutes are kept in the data Notebook for these meetings. Celebrations have occurred, weekly, monthly and quarterly. PBIS Coach keeps a behavior data notebook current. We continue to strengthen the intervention strategies of Tier 2 and 3 based on student needs.

***Actions* 0 of 2 (0%)**

11/6/17 Share and discuss school discipline plan.

Present PBIS matrix.

Reggie Bess 06/05/2020

*Notes:* 11/8/17 The school improvement team will review ODR data to address any

needed areas of concern.

Reggie Bess 06/05/2020

*Notes:*

***Implementation:*** 10/14/2019

***Evidence*** 6/10/2019

Evidences can be provided through artifacts and data sheets. ***Experience*** 6/10/2019

For this action, information was shared monthly, which was beneficial to our team. ***Sustainability*** 6/10/2019

In an effort to better support this initiative, we plan to create an action that includes a deeper dive into data during both PLCs and whole staff meetings.

**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**

***Initial Assessment:*** Teachers will utilize lesson plans and pacing guides, provided from

external sources (i.e., district, state, etc.) to enrich instructional practices. Pacing guides are in place for all classes, and the administrative team will continue to ensure that teacher's are aware of how to effectively access and use these provided resources.

Teacher lesson plans incorporate various Teach Like A Champion (TLaC) strategies and the newly adopted ECPS Everyday Essentials. At this time, this is not a fully implemented initiative. New and beginning employees are still learning the process of this strategy. In addition to lesson plans, these methods can be found on the instructional rounds handouts, and are readily available for all staff members Teachers are using a common lesson plan with district pacing guides. Teacher will continue the use of Teach Like A Champion strategies in weekly classroom activities (No Opt Out / The Hook / Break It Down / Exit Ticket / Do Now, etc.) and the ECPS Everyday Essentials As we continue to seek opportunities to improve student learning, we plan, as able, to attend AP Symposiums and Training Courses to increase teacher effectiveness.

Administration are reviewing lesson plans to look for instructional alignment during walkthroughs and formal observations. Consistent data notebook audits will be conducted as needed.

Limited Development 10/04/2016

Priority Score: 2 Opportunity Score: 2 Index Score: 4

***How it will look when fully met:*** Teachers will reflect on the effectiveness of lesson plans and pacing

guides, provided from external sources (i.e., district, state, etc.) to enrich instructional practices. The Administrative team will continue review on a consistent basis lesson plans and data notebooks from all teaching staff to ensure that pacing guides and unit plans are followed. Teacher lesson plans should reflect the incorporation of the five teach like a champion strategies.

The administrative team will continue to monitor departmental PLC's to ensure the progression and implementation of common lesson plans, common assessments, and the incorporation of weekly strategies. We will continue to implement strategic data points in Professional Learning Communities and Faculty meetings in an effort to reteach, remediate, and/or enrich. We will identify students in danger of not graduating in 4 years. In addition, utilize Edgenuity to help students gain high school credits. Multiple teams will review and use ACT data to remediate and enrich. In addition, the school will Implement tutorial (Help Sessions) to reteach and remediate.

**Andrew Harding 06/05/2020**

***Actions* 0 of 3 (0%)**

11/10/16 Utilize school-wide Common Formative Assessments in each subject

area and district benchmarks on a consistent basis and review data during weekly PLC's.

Andrew Harding 06/05/2020

*Notes:* Minutes from PLC's should reflect the implementation of new

strategies to improve students who are not meeting academic goals. Departments will use this data to amend instructional practices. Teachers are meeting weekly in PLC to align instruction. 11/10/16 Implement strategies from Teach Like a Champion. Teach Like A

Champion strategies will be highlighted in weekly newsletters to staff, and during monthly staff meetings.

New staff will be provided with the Teach Like A Champion and Teach Like A Champion 2.0 texts.

Andrew Harding 06/05/2020

*Notes:* During walkthroughs, administration should observe teacher

implementing these strategies. Teachers have implemented No Opt Out strategy as discussed in PLC meetings

11/1/19 Implement strategies from the ECPS Everyday Essentials. These

strategies will be highlighted in weekly newsletters to staff, and during monthly staff meetings.

Andrew Harding 06/05/2020

*Notes:*

***Implementation:*** 06/10/2019

***Evidence*** 6/10/2019

PLC's meet weekly, Professional development scheduled based upon the needs of staff from in-school climate survey. ***Experience*** 6/10/2019

A schedule for PLC's was created. PLC's are hosted for all courses. Established data protocols are used consistently to drive data conversations. School-wide professional development. ***Sustainability*** 6/10/2019

Consistently meeting with teachers on a weekly basis. Building culture of collaboration that fosters teacher-coaching with administration.

**Core Function: Dimension A - Instructional Excellence and Alignment Effective Practice: Student support services**

**KEY A4.01 The school implements a tiered instructional system that allows**

**teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**

**Implementation**

**Status Assigned To Target Date *Initial Assessment:*** Tarboro High School works to develop, and implement, teacher action

plans to align student achievement data with formal and informal staff evaluations. Tarboro High School works to develop, implement, and monitor personalized education plans through the MTSS process for students. Tarboro High School facilitates and operates an Intervention/Enrichment (I/E) schedule weekly to all students. Every Thursday I/E is conducted for the entire student body for every class period. Lesson plans should be guided by the 5 E's Instructional Model (Engage, Explore, Explain, Elaborate, and Evaluate to increase differentiation opportunities. Tarboro High School implements the strategic use of data in PLCs, Content Planning Meetings, and faculty meetings in an effort to re-teach, remediate, and/or enrich. Buy-back is also available to students every day after school to allow for additional opportunities to make up seat time or work missed. This also provides a meaningful time for tutoring.

Limited Development 10/04/2016

Priority Score: 3 Opportunity Score: 2 Index Score: 6

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

All teachers will be using tiered assignments to differentiate instruction

**Leshaun Jenkins 06/05/2020** based on students individual needs. Teachers will use relevant data to address individual student academic needs so that students have the opportunity to experience a high level of success. ***Actions* 0 of 6 (0%)**

10/25/16 Implement strategic use of data in PLCs, Curriculum Councils, and

faculty meetings in an effort to re-teach, remediate, and/or enrich. In addition, PLC groups will place particular focus on the SWD sub-group, as most recent data places THS on the TSI identified school list.

Leshaun Jenkins 06/05/2020

*Notes:* 11/10/16 Create, administer, and review school-wide common formative

assessments for each department.

Leshaun Jenkins 06/05/2020

*Notes:* Data sources include CFAs, Data PLCs, and District Benchmarks for core

classes. 11/10/16 The administrative team will conduct frequent formal and informal

observations and provide descriptive feedback for improvement. There is a detailed formal and informal observation schedule that works on a rotation. Teachers are visited consistently, approximately once per week with fidelity, by one member of the administrative team for an informal walk-through.

Leshaun Jenkins 06/05/2020

*Notes:* Administration will provide walk-through feedback within a 24 hour

window. 11/8/17 Counselors will attend district meetings to address MTSS needs. At the school level, counselors will share this information via PLCs, committee meetings, and whole staff meetings.

Leshaun Jenkins 06/05/2020

*Notes:* 11/1/18 Teachers will write rigorous Intervention and Enrichment (I/E) goals and strategies into their weekly lesson plans known as "Throwback Thursday".

Leshaun Jenkins 06/05/2020

*Notes:* 11/1/18 Opportunities for student achievement, outside of the traditional

instructional delivery approach (i.e., face-to-face during regular instructional hours) is available to students. This includes: a) Dual Enrollment; b) NCVPS; c) Edgenuity; and d) 22-credit program.

Leshaun Jenkins 06/05/2020

*Notes:*

***Implementation:*** 06/10/2019

***Evidence*** 6/10/2019

Evidences can be provided through artifacts and data sheets.

***Experience*** 6/10/2019

We were successful in completing all actions associated with this objective. We have a very successful team of leaders who have represented our school well throughout the year at various trainings and development opportunities. ***Sustainability*** 6/10/2019

These actions are necessary yearly, and will be re-created to fit the needs of the THS 2019-2020 school year.

**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 *Initial Assessment:*** School SSMT meetings occur at least monthly to discuss at-

risk students while creating a plan of success for them. The guidance department will assist staff in identifying at-risk students and providing appropriate resources as needed. The counselors work with district personnel and outside agencies to provide students, staff, and families will additional support.

Limited Development 11/09/2016

***How it will look when fully met:*** Teachers will communicate regularly with all parents and document

parent contact log to ensure contact has been made. Student services will provide needed supports to students, staff, and families.

Full implementation also includes:

• Every student will have a teacher mentor who they will have a built relationship with to lean on in times of need.

• At-risk students will be identified beyond the SSMT team to adults who can and would be able to help a student.

• PBIS as a school-wide initiative continues to be a priority among all stakeholders.

**Dazzala Cofield 06/05/2020**

***Actions* 0 of 4 (0%)**

11/8/17 School SSMT meetings will occur monthly to discuss at-risk students

and to develop a plan to address their needs. As with other targeted committees, this information will be shared during PLCs and whole staff meetings. Identified at-risk students will receive one-on-one support as appropriate. Teachers of at-risk students will be notified.

Dazzala Cofield 06/05/2020

*Notes:* Weekly meetings for male students (i.e., Game Changers)

Weekly meetings for female students (i.e., L.O.V.E. Ladies of Value and Excellence) 11/1/18 Teachers will maintain active parent contact logs in their data notebook.

Data notebooks are to be easily accessible within the classroom when the administrative team enters the room for a formal or informal observation.

Dazzala Cofield 06/05/2020

*Notes:* 11/1/19 Guidance counselors maintain logs for at-risk students and steps taken

to meet student needs with outcomes. In addition, logs for parent and/or teacher contacts to meet student needs.

Dazzala Cofield 06/05/2020

*Notes:* 11/1/19 Connecting students with community partners and community leaders. Dazzala Cofield 06/05/2020

*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:*** We have class meeting at the beginning of the year to provide an

overview of specific requirements needed to transition to the next grade. Meetings with individual and groups to verify and discuss academic needs. Use of a format to track students academic requirements.

Counselors and school staff collaborate with feeder middle school staff to prepare 8th grade students for the transition to high school. Counselors meet with 8th grade students and staff to discuss high school requirements and the scheduling process. Tours of the high school campus are conducted and 8th grade students are exposed to high school curriculum offerings.

At this time, Tarboro High School uses additional College and Career ready personnel to prepare our emerging graduates with the resources successful as they transition into the next part of their lives. Our Career Development Coordinator (CDC), Mrs. Dawn Cuthrell, assists with internships and visits to local businesses. Our College and Career Coach, Mr. William Ellis, serves as the liaison between high school and college acceptance. He works to consistently meet with all senior students, and is available to lower grade students as needed. Finally, in partnership with the University of North Carolina Chapel Hill, we have a College Advisor, Ms. Huma Khursheed, who meet consistently with all upper classroom as they prepare for college acceptance.

Limited Development 11/06/2017

Priority Score: 2 Opportunity Score: 2 Index Score: 4

***How it will look when fully met:*** Students will matriculate from grade level to grade level each year,

having met all requirements.

Tarboro High School has Spring Registration for all students. Students are given the opportunity to register for classes for the upcoming year. They have an opportunity to talk with the counselors about scheduling concerns and course requirements.

**Viola Gilbert 06/05/2020**

THS sponsors an Open House for Freshmen. They are given a tour of the school and are addressed by the counselors. The counselors follow up at the Middle School for Freshmen Orientation. Students are given a copy of the High School Course guide to share with their parents. The counselors return to assist students in completing the registration for High School. THS has already made the initial contact.

THS Administration convenes Class Meetings at the beginning of the year for all students by classification to share expectations.

EC teachers are required to attend EC Transition meetings for in-coming Freshman. High School expectations are shared with students and parents.

THS sponsors an Open House for all students to pick up schedules at the start of the school year. Freshman and their parents are given an opportunity to meet THS Administration and Staff. Students are given expectations. Students are also given a supply list for various classes.

The THS Counselors sponsor a Senior Night in the fall and Junior Night in the spring. Information concerning graduation, college applications, financial aid, and the SAT is shared with the students and families. Junior night is to prepare the rising Seniors for the year ahead.

Students are given class syllabus outlining course content and requirements.

Ms. Cofield and Mr. Matson supports the All County Arts program. In addition, Mr. Matson visits the schools in the Spring to recruit Freshman. He encourages his students to talk to the students they know from the Middle School to encourage their participation in band. The Band Director also sponsors a Mini Band Camp in the Spring for Freshman to make them feel comfortable with the transition to High School band.

Teachers are encouraged to get to know their students the first week of school. Homeroom teachers go over the handbook with all students to reinforce the rules.

Consistent engagement of our CDC, College Liaison, and College Advisor as students transition from high school to CCR.

***Actions* 0 of 8 (0%)**

11/8/17 Meetings at the feeder middle schools to discuss the scheduling

process.

Viola Gilbert 06/05/2020

*Notes:* 11/8/17 8th grade tours conducted at the high school Viola Gilbert 06/05/2020

*Notes:* 11/1/18 THS Counselors, with support from our CDC, plan and implement a

college fair annually.

Viola Gilbert 06/05/2020

*Notes:* 11/1/18 Career Development Coordinator (CDC), Mrs. Dawn Cuthrell, assists

with internships and visits to local businesses, college fairs, and opportunities for extension such as Workkeys Boot Camp.

Viola Gilbert 06/05/2020

*Notes:* 11/1/18 Occupational Course of Study (OCS) students report daily to assigned

work sites.

Viola Gilbert 06/05/2020

*Notes:* 11/1/18 College and Career Coach, Mr. William Ellis, is on campus multiple times

per week to meet with students about college plans and steps to take toward graduation/higher education acceptable.

Viola Gilbert 06/05/2020

*Notes:* 11/1/18 College Advisor, Ms. Huma Khursheed (UNC-CH), will meet consistently

with all upper classroom as they prepare for college acceptance. She will also assist in fee waivers for college applications and college entrance testing opportunities. Ms. "K", in conjunction with other school supports, assists in college campus tours for students.

Viola Gilbert 06/05/2020

*Notes:* 11/8/18 Work collaboratively with middle-school feeder schools to develop and

sustain an effective mid-year promotion transition plan for 8th grade students.

Viola Gilbert 06/05/2020

*Notes:*

***Implementation:*** 06/10/2019

***Evidence*** 6/10/2019

Evidences can be provided through artifacts and data sheets. ***Experience*** 6/10/2019

Individuals responsible for assigned actions did a phenomenal job of completing within this school year.

***Sustainability*** 6/10/2019

Continue to plan transitions activities early in the year for effective communication with feeder schools using the district traditional and testing calendar.

**Core Function: Dimension B - Leadership Capacity Effective Practice: Strategic planning, mission, and vision**

**KEY B1.01 The LEA has an LEA Support & Improvement Team.(5135) Implementation**

**Status Assigned To Target Date *Initial Assessment:*** The District Improvement Team meets monthly to provide support to

THS.

Limited Development 11/08/2017

Priority Score: 3 Opportunity Score: 3 Index Score: 9

***How it will look when fully met:*** THS will receive support and guided feedback from the LEA that will

lead school improvement.

**Robert Batts 06/05/2020**

***Actions* 0 of 1 (0%)**

11/8/17 The District Improvement Team will meet monthly to provide support. Robert Batts 06/05/2020

*Notes:*

***Implementation:*** 06/10/2019

***Evidence*** 6/10/2019

***Experience*** 6/10/2019

***Sustainability*** 6/10/2019

**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 *Initial Assessment:*** Tarboro High School currently meets with leadership twice per month.

During this time all department chairs and community stakeholders discuss imperative issues facing THS and actively work to formulate plans to improve current processes. This team establishes the vision and mission of the school and makes major decisions in moving the school forward.

Limited Development 11/09/2016

Priority Score: 2 Opportunity Score: 2 Index Score: 4

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

The administrative team will meet with the leadership team to discuss instructional updates and needed areas of improvement. The leadership team will communicate with teachers the processes needed to reach intended goals. This team will share a common vision of student success and will work together effectively while being guided by a common purpose.

**Hillary Boutwell 06/05/2020**

***Actions* 0 of 4 (0%)** 11/8/17 This team will monitor progress on each of the assessed indicators in

NCSTAR.

Hillary Boutwell 06/05/2020

*Notes:* 11/8/17 The team will review data from the TWC survey and explore

adjustments to the overall school environment as needed.

Hillary Boutwell 06/05/2020

*Notes:* 11/1/18 The administrative team will conduct an in house climate survey, twice

per year and use the results from the survey to address needed areas of improvement. The administrative team will also consistently send out "parking lot" reflection emails to allow for regular temperature checks from our staff regarding our school.

Hillary Boutwell 06/05/2020

*Notes:* 11/1/18 All meetings will be placed in NCStar to ensure progress monitoring and

alignment with key indicators.

Hillary Boutwell 06/05/2020

*Notes:*

***Implementation:*** 10/14/2019

***Evidence*** 10/14/2019

***Experience*** 10/14/2019

***Sustainability*** 10/14/2019

**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 *Initial Assessment:*** Tarboro High has professional learning committees that focus on:

• Academic Excellence

• Talent Recruitment and Development

• Equity in Action: The Whole Child

• Purposeful Partnerships

• Resilient Foundation

Limited Development 11/09/2016

Priority Score: 2 Opportunity Score: 2 Index Score: 4

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

Tarboro High School professional learning committees will meet

**Cassandra Conger 06/05/2020** regularly, formulate measurable goals, and actively work to strategically improve THS. We will utilize scheduled school events as a means of communication and relationship building with all community stakeholders. Committees will use the school improvement plan, parent contact logs, student/parent handbook, vision and mission statement, curriculum guides and guidance from community members as the foundation for establishing team structures. ***Actions* 0 of 4 (0%)** 11/8/17 During PLCs/instructional planning, teachers will be reviewing pacing,

analyzing data to determine re-teaching, and updating plans for remediation/enrichment.

Cassandra Conger 06/05/2020

*Notes:* 11/8/17 Teachers will document all parent contacts in logs and keep an updated

copy in their data notebooks.

Cassandra Conger 06/05/2020

*Notes:*

11/1/18 A safe schools plan is developed and operational based upon

school/district needs and guidelines.

Cassandra Conger 06/05/2020

*Notes:* 11/1/18 The THS Master Schedule is developed prior to each school year with

common planning as a critical need. Core subject departments are provided common planning daily (i.e., 90 minutes), while other departments (eg., CTE, arts education, physical education, etc.) are provided the same daily instructional planning time, but schedule additional time where all are able to attend.

Cassandra Conger 06/05/2020

*Notes:*

***Implementation:*** 06/10/2019

***Evidence*** 6/10/2019

Evidences can be provided through artifacts and data sheets. ***Experience*** 6/10/2019

These tasks are ongoing. We will continue to support committees and make changes if and when necessary.

11/29/2016 Great. These tasks are ongoing. We will continue to support committees and make changes if and when necessary. ***Sustainability*** 6/10/2019

This is an annual objective and actions will be updated to meet the needs of the 2019-2020 school year.

**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 *Initial Assessment:*** Principal, in conjunction with the school leadership team, uses

evaluation tools to provide feedback to teachers to further improve teacher learning and student learning. Information continually provided to educators throughout the building includes:

1. Meaningul feedback on progress toward PDP goals. 2. Streamlines data collection, reporting and feedback to teachers

and teams. 3. Supports teachers and leaders in critical areas of growth for not

just themselves, but individual students, subgroups, content areas, and whole school.

Limited Development 11/09/2016

Priority Score: 3 Opportunity Score: 2 Index Score: 6

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

Principal will conduct and document observations frequently and

**Terry Hopkins 06/05/2020** provide knowledgeable judgment of the quality of instructional practices observed during the evaluation. The administration will review samples of student work (i.e, classroom test, quizzes, homework assignments, individual and group projects) to check for comprehension of assigned content. Administration will promote effective engagement of all teaching staff, actively monitor and support school level PLC's, make changes to pacing( i.e, restructuring Intro Math I and Intro to Biology) and deliberately pair teachers for peer observations. ***Actions* 0 of 9 (0%)**

11/18/16 Develop, and implement teacher action plans to align student achievement data with formal and informal staff evaluations.

Terry Hopkins 06/05/2020

*Notes:* 11/18/16 Conduct frequent formal and informal observations using the

walkthrough tool and TNL to communicate feedback to teachers.

Terry Hopkins 06/05/2020

*Notes:* 11/18/16 Research and provide data supported resources combined with

professional development opportunities designed to increase student achievement rates in specified area. With an emphasis on the " Big Four" ( Math I, Math III, English II & Biology).

Terry Hopkins 06/05/2020

*Notes:*

11/8/17 Teachers will develop PDP goals with at least one required goal related

to instructional improvement in assigned area. Tarboro High School will provide two, optional, school-wide goals that are related to the CISS walkthrough feedback.

Terry Hopkins 06/05/2020

*Notes:* 11/8/17 Instructional rounds will be conducted, giving teachers the option to see instructional practices throughout the building. This is known as "Observe Me", and signs for each classroom are placed outside of their door.

Terry Hopkins 06/05/2020

*Notes:* 11/8/17 Continue to monitor Lesson Plans, Pacing Guides, Data Notebooks and

PLC Minutes.

Terry Hopkins 06/05/2020

*Notes:* Created data notebook audit schedule. 11/1/18 The administrative team, led by the school Principal, maintains high

visibility throughout each instructional day in an effort to support teaching and learning for all staff members.

Terry Hopkins 06/05/2020

*Notes:* 11/1/18 Maintain high levels of support, in conjunction with district-level

mentors, for beginning teachers (BTs) in Year One, Year Two, or Year Three of their teaching careers. BTs will receive exemplar educators as school level mentors. Both BTs and Mentors will have administrative support on short-term and long-term instructional goals.

Terry Hopkins 06/05/2020

*Notes:* 11/1/19 Pop-Up PDs will be provided throughout the year for our faculty

regarding decreasing the amount of time with teacher lecture, and increasing the amount of time on student-led instruction. Pop-Up PDs will also include information on the importance of relevant and rigorous material that is on grade level.

Terry Hopkins 06/05/2020

*Notes:*

***Implementation:*** 06/10/2019

***Evidence*** 6/10/2019

***Experience*** 6/10/2019

***Sustainability*** 6/10/2019

**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 *Initial Assessment:*** THS administration meets with teachers during PLCs (i.e., weekly) and privately (i.e., quarterly) to discuss areas of concern and opportunities for growth.

THS leadership will establish a frequency to discuss data with all teachers as a means to address and improve performance at Tarboro High School across all spectrums of education.

Limited Development 11/09/2016

Priority Score: 3 Opportunity Score: 3 Index Score: 9

***How it will look when fully met:*** THS administrative team will develop and implement teacher action

plans to align student achievement data with formal and informal staff evaluations. Teachers develop, implement and monitor student progress and is tracked in data notebook and in the established data room. Students will attend afternoon help sessions regularly. Teachers will contact parents of struggling students as needed. Teachers are using I/E time to address gaps in student learning. POWER Lunch implemented in specific departments.

**David Wilson 06/05/2020**

***Actions* 0 of 5 (0%)** 11/17/16 Implement strategic use from data in PLCs, individual teacher meetings, and faculty meetings in an effort to re-teach, remediate, and/or enrich.

David Wilson 06/05/2020

*Notes:* Teachers continue to meet in PLC weekly to discuss data in our EOC

tested areas and other contents. 11/17/16 Create, administer, and review school-wide common formative

assessments and benchmarks for each department. Discuss the effectiveness and efficiency of these assessments during PLC's and SIT team meetings.

David Wilson 06/05/2020

*Notes:*

11/8/17 Analyze all sources of school performance data, including sub group

data and create intervention/enrichment plans to meet individual student needs.

David Wilson 06/05/2020

*Notes:* 11/1/18 Consistently use district-supported programs which include, but are not

limited to: a) Case21; and b) Mastery Connect.

David Wilson 06/05/2020

*Notes:* 11/1/18 Data will be continually monitored and assessed through the lens of

accountability measures (i.e., MCR, CGR, ACT/Workkeys, etc.).

David Wilson 06/05/2020

*Notes:*

***Implementation:*** 06/10/2019

***Evidence*** 6/10/2019

***Experience*** 6/10/2019

***Sustainability*** 6/10/2019

**Core Function: Dimension C - Professional Capacity Effective Practice: Talent recruitment and retention**

**KEY C3.04 The LEA/School has established a system of procedures and protocols**

**for recruiting, evaluating, rewarding, and replacing staff.(5168)**

**Implementation**

**Status Assigned To Target Date *Initial Assessment:*** THS has certified vacancies. We will continue to work diligently to hire

highly qualified teachers. Administration will continue to view TeacherMatch, job fairs, and university graduation lists to ensure we continue our search for high-quality teachers.

The hospitality committee started "Purple Pals". This group encourages staff members to keep a positive work environment through praising fellow staff members for their hard work.

Limited Development 11/09/2016

Priority Score: 3 Opportunity Score: 2 Index Score: 6

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

Administration will strive to select and employ highly qualified teachers

**Donna Hunter 06/05/2020** and work to retain those individuals. Administration will actively support and provide appropriate training to meet their needs and the needs of students. THS will continue to support BT's by assigning those teachers with highly qualified mentors who are vested in the success of Tarboro High School. Real-time and post-observation coaching will be led by teacher leaders, the administrative team, and OC MCLII. THS will support beginning and veteran teachers by establishing programs to encourage, motivate and retain quality teachers throughout the building (e.g., star teacher of the month, celebrations, Purple Pals hospitality committee, etc.). ***Actions* 0 of 5 (0%)**

11/18/16 Assess the school's climate using the Teacher Working Conditions

Survey (school level developed and/or state level developed) to ensure that every classroom has the supportive environment necessary to help students achieve at high levels.

Donna Hunter 06/05/2020

*Notes:* 11/18/16 Support district level BT initiatives. Year One and Year Two teachers will

meet with their mentor twice a week. Year Three teachers will meet with their mentor once per week.

Donna Hunter 06/05/2020

*Notes:* 11/18/16 Implement an open door policy for administrators and support staff. Donna Hunter 06/05/2020

*Notes:*

11/8/17 Use the NCEES system to evaluate teachers with fidelity and provide

appropriate feedback as needed. Observation meetings will be conducted with teachers.

Donna Hunter 06/05/2020

*Notes:* 11/8/17 Administration will use a district approved walkthrough tool to evaluate

teachers and provide immediate written feedback.

Donna Hunter 06/05/2020

*Notes:*

***Implementation:*** 06/10/2019

***Evidence*** 6/10/2019

***Experience*** 6/10/2019

***Sustainability*** 6/10/2019

**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 *Initial Assessment:*** Weekly phone messages are sent home, informing parents of upcoming events, as well as school expectations. In addition, other programs such as Remind and S'more are used to communicate effectively across all stakeholders. School events are used as a means of communication and relationship building with the community. The school’s marquee is being used daily to advertise events and accomplishments. Parent contact log for all teachers are located their data notebooks. The school’s website is updated regularly with highlights of school information and announcements. The school also has new Facebook and Twitter accounts to keep the community informed of school events and information.

Limited Development 11/09/2016

***How it will look when fully met:*** Parents and community will receive school information in a timely

manner. Feedback from parents and community will indicate that THS has an inviting school environment and information about school events and occurrences are easily accessible.

• ECPS Curriculum Guide

• ECPS Calendar and its updates

• School Improvement Plan posted on School website.

• Parent invitations to School Improvement meetings.

• Freshman Orientation

• Open House

• Open Parent-Teacher conferences

• FASFA Night

• Junior Night

• Senior Night

**Pippa Bryant 06/05/2020**

***Actions* 0 of 7 (0%)**

11/8/17 Send weekly Connect-Ed messages home with updated school

information.

Pippa Bryant 06/05/2020

*Notes:* 11/8/17 Update/inform parents on curriculum, attendance, graduation

requirements, post graduation plans via webpage, Twitter, Facebook, marquee, curriculum nights, and junior/senior nights.

Pippa Bryant 06/05/2020

*Notes:* 11/8/17 Keep the school community informed of school information via Twitter. Pippa Bryant 06/05/2020

*Notes:* 11/1/18 Keep the school informed through the utilization of "Remind." Pippa Bryant 06/05/2020

*Notes:* 11/1/19 Keep our school community informed through Facebook. Pippa Bryant 06/05/2020

*Notes:* 11/18/19 Teacher contacts home will be made at least 6 times per week, per

teacher (i.e., 3 positive, 3 opportunities for improvement). Administrators will monitor parent contact logs through informal walk- throughs, data notebook reviews, and formal observations.

Pippa Bryant 06/05/2020

*Notes:* 11/18/19 Administrator contacts home will be made at least 6 times per week, per administrator (i.e., 3 positive, 3 opportunities for improvement). Administrators will monitor contact logs through Admin PLCs held weekly on Mondays.

Pippa Bryant 06/05/2020

*Notes:*