

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.

11/7/2016

Hertford Grammar NCES - na

Perquimans County Schools

Student Success Indicators

Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment

Curriculum and instructional alignment

Indicator **A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: **Limited Development** 05/19/2016

Index: 4 (Priority Score x Opportunity Score)

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

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

Describe current level of development: Not all of the grade levels are designing units collaboratively in each subject area.

Plan Assigned to: Lisa Sawyer

How it will look when fully met: Each grade level content area will have common assessments and instructional units. Evidence through pacing/curriculum guides, Schoolnet assessments, artifacts of classroom assessments, and lesson plans.

Target Date: 01/20/2017

Tasks:

1. Collaborative Planning and Data Conferences.

Assigned to: Trisha Brickhouse

Added date: 11/03/2016

Target Completion Date: 01/20/2017

Frequency: twice monthly

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (0%)

Dimension A - Instructional Excellence and Alignment

Student support services

Indicator **A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**

Status Tasks completed: 0 of 3 (0%)

Assessment Level of Development: Initial: **Limited Development** 05/19/2016

Index: 4 (Priority Score x Opportunity Score)

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

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

	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 have introduced the multi-tiered system and provided information on how to identify students needs within each tier. We need more resources for all subjects for Tiers 2 and 3.	
Plan	Assigned to:	Ashely Barrow	
	How it will look when fully met:	The school will have a systematic method of analyzing student data, classroom instruction, and student progress. The school will have a "toolbox" of evidence based interventions to provide students. The school will have a team in place to monitor student progress and interventions.	
	Target Date:	06/09/2017	
	Tasks:		
	1. Compile a list of evidence based interventions for Tier 2 and Tier 3.		
	Assigned to:	Trisha Brickhouse	
	Added date:	11/03/2016	
	Target Completion Date:	06/09/2017	
	Comments:	Collaborate with the District MTSS Coordinator.	
	2. Create a school Individual Student Problem Solving Team.		
	Assigned to:	Trisha Brickhouse	
	Added date:	11/03/2016	
	Target Completion Date:	11/20/2017	
	Comments:		
	3. Documentation of Administrative Walk Throughs during WIN time.		
	Assigned to:	Trisha Brickhouse	
	Added date:	11/03/2016	
	Target Completion Date:	01/20/2017	
	Frequency:	twice weekly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
Indicator	A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 05/19/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some of our teachers need professional development in this area as well as additional resources for counseling.	
Plan	Assigned to:	Stephanie Fuller	
	How it will look when fully met:	Teachers recognize students emotional state and obtains support for student from school and community stakeholders.	

	Target Date:	06/09/2017
	Tasks:	
	1. Professional Development on social and emotional awareness and interventions.	
	Assigned to:	Trisha Brickhouse
	Added date:	11/03/2016
	Target Completion Date:	06/09/2017
	Comments:	
	2. Partnerships with community and family stakeholders to provide support to meet student needs.	
	Assigned to:	Jason Griffin
	Added date:	11/03/2016
	Target Completion Date:	06/09/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Dimension E - Families and Community		
Family Engagement		
Indicator	E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 05/19/2016
	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:	The school regularly communicates with parents/guardians about events and systems in place at school but does not specifically address what they can do at home or offer parent support in parental needs.
Plan	Assigned to:	Corrie Kemp
	How it will look when fully met:	The School communicates with parents/guardians on a regular basis on how they can help their children at home.
	Target Date:	03/24/2017
	Tasks:	
	1. Parent Education Events	
	Assigned to:	Corrie Kemp
	Added date:	11/03/2016
	Target Completion Date:	12/16/2016
	Frequency:	three times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)