School Improvement Plan

LEA or Charter Name & Number: Duplin County Schools (#310)
School Name & Number: Kenansville Elementary (#356)
School Address: 328 Limestone Road
Kenansville, NC 28328
Plan Year(s):   Kenansville Elementary
Date prepared: 08-4-2016

Principal Signature:

	Debra Hunter	
	Typed Name	Approval Date

Local Board Approval Signature:

	Typed Name	Approval Date

School Improvement Team Membership	
From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."	
Committee Position*	**Name**
Principal	Debra Hunter
Assistant Principal Representative	Ivy Dowe
Teacher Representative	Robyn Sutton
Inst. Support Representative	Sam Davis
Teacher Assistant Representative	Teri Pope
Parent Representative	TBD September 2016
Teacher	Elizabeth Crawford
Teacher	Erica Edwards
Teacher	Brenda Kennedy
Teacher	Mary Sue Hawes
Teacher	Amber Craft
EC Teacher	Tori Brown
Guidance Counselor	Kathryn Miller
Curriculum Specialist	Betsy Fiedler
ESL Teacher	Amy Cooke
Resource Teacher	Daphne Vann

State Board of Education Goals: Future-Ready Students for the 21st Century

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Goal 2: Every student has a personalized education.

Goal 3: Every student, every day has excellent educators.

Goal 4: Every school district has up to date financial, business, and technology systems to serve its students, parents and educators.

Goal 5: Every student is healthy, safe, and responsible.

School Vision and Mission Statements for Kenansville Elementary

Vision:
We are responsible, respectful, and creative scholars who are fearless risk-takers. We turn challenges into opportunities and empower ourselves to become learners and leaders for life.

Misson:
Our mission at Kenansville Elementary School is to clearly communicate to students their self-worth and abilities so that they are inspired to see their unique potential. We will provide the avenue to unleash talents in students so that their capacity, intelligence, creativity, and resourcefulness are utilized. We will challenge students to create a well-articulated vision, and cultivate students' strengths, courage, and confidence with every risk-taking experience. We will empower and develop leaders who can withstand and embrace the changing times by deeply rooting themselves in great leadership skills.

Phase 1: Data Collection and Review

To guide your school's data review, research and include all data requested under each the Design Principles below. Data that is level-specific will be labeled (i.e. elementary, middle, high school). Also include any additional school-specific data that applies to each Design Principle. Do not provide a list of what you are doing; instead, evaluate what you are doing and include effectiveness data in this section. Also remember that there are four types of data (demographic, performance, process, and perception). Schools should collect all of the data requested prior to the submission deadline.

Note: Major subgroups consist of race (black, Hispanic, white), students with disabilities (SWD), economically-disadvantaged students (EDS), limited English proficient (LEP)

Ready for College and Careers

- Number of college-themed field trips and total number of students attending each trip.

Destination	Grade/Group	Date	# of Students
James Sprunt Community College	Pre-Kindergarten	5/28/17	6
Mount Olive University	Kindergarten	4/5/17	63
NC State University	1st Grade	3/30/17	66
Sampson Community College	2nd Grade	3/22/17	67
UNC Wilmington	3rd Grade	3/22/17	70
Campbell University	4th Grade	2/23/17	56
East Carolina University	5th Grade	2/15/17	58

- Number of college- and career-themed guest speakers and total number of students impacted with each session

Speaker	Grade/Group	Date	# of Students
Tonya Strickland	EC Self Contained Class		6
Janetta Matthews, 4H Nutrition	Kindergarten - Kilpatrick, Sutton, Huffer	Oct-Nov-Dec 2016	47
Charmae Kendall, 4H Animal Science	Kindergarten	Monthly	63
Angie Stroud, Dental Hygenist	Kindergarten	2/15/17	63
Audrey Kilpatrick, Bee Keeper	Kindergarten - Kilpatrick & Sutton	4/7/17	32
Sydney Johnson, Family/Consumer Science	Kindergarten	December 2016	63
Kenansville town Hall/ Betty Long	Kindergarten	12/18/16	63
Charmae Kendall, 4H Animal Science	1st Grade - Mewborn	Monthly	17
Wesley Mewborn	1st Grade - Mewborn	3/21/17	17
Debra Phipps, L & D Nurse	1st Grade - Mewborn	4/3/17	17
Angel Wallace, vision teacher	1st Grade - Mewborn	4/4/17	17
Syara Kornegay, Military	1st Grade - Mewborn	4/4/17	17
Heather Parker, Occupational Therapist	1st Grade - Mewborn	4/4/17	17
Melisa Brown, Director Services for the Aged	1st Grade - Mewborn	4/5/17	17
Jessie Sumner, Surgery Tech	1st Grade - Mewborn	4/7/17	17
Audrey Kilpatrick, Bee Keeper	1st Grade - Mewborn	4/7/17	17
Stephen Williamson, farmer	1st Grade - Barwick	3/29/17	17
Jasmine Williams	3rd Grade	2/17/17, 3/17/17	70
Janetta Matthers	3rd Grade	1/17/17, 2/17/17	70

Speaker	Grade/Group	Date	# of Students
Tonya Gregory	5th Grade	4/4/17	59
Jasmine Williams	5th Grade	2/17/17, 3/17/17	59

- College Readiness: Number tested and percentage of students college-ready on each section of the Pre-ACT (10th grade) and ACT (11th grade)

Pre-ACT (10th Grade)

	2016-17	
	# Tested	**% Met Benchmark**
English (Minimum 18)		%
Reading (Minimum 22)		%
Mathematics (Minimum 22)		%

ACT (11th Grade)

	2014-15		2015-16		2016-17	
	# Tested	**% Met Benchmark**	**# Tested**	**% Met Benchmark**	**# Tested**	**% Met Benchmark**
English (Minimum 18)		%		%		%
Reading (Minimum 22)		%		%		%
Mathematics (Minimum 22)		%		%		%
Science (Minimum 17)		%		%		%
Composite (Minimum 17)		%		%		%

- Description of processes/programs designed to promote college and career readiness, effectiveness data of these processes/programs (e.g. summary of National Early College Week, College Colors Day, College Decision Day, school-level Career Fair, other school level preparation and/or celebrations, etc.)

Process/Program(s) Description
* Celebrated National Early College Week (Door decorating contest, tailgating, wear college colors, daily college trivia contest, virtual college tours)
* All grade levels participated in a field trip to a college campus.
* Fridays are designated as College or School Colors Days
* Speakers from various fields spoke to students throughout the day on Career Day
* All staff display degrees and college attended outside of their classroom doors.
* A college bulletin board is displayed throughout the year outside of the cafeteria entrance.
* College speakers

Effectiveness Data

- College course enrollment (high school) – number of students enrolled, performance data, number of students eligible for college courses, etc. (See College and Career Liaisons for this information)

College Transfer Pathway (11th/12th Graders Only)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number Eligible						
Percent Eligible (11th/12th Grade)	%	%	%	%	%	%
Number of students enrolled in College Transfer Courses						
Percent Passing	%	%	%	%	%	%
Percent C or Higher	%	%	%	%	%	%

CTE Pathway (11th/12th Graders Only)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number Eligible						
Percent Eligible (11th/12th Grade)	%	%	%	%	%	%
Number of students enrolled in CTE Pathway Courses						
Course Passing Rate	%	%	%	%	%	%
Percent C or Higher	%	%	%	%	%	%

Early College

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number Eligible						
Percent Eligible	%	%	%	%	%	%
Number of students enrolled in College Courses						
Course Passing Rate	%	%	%	%	%	%
Percent C or Higher	%	%	%	%	%	%

- Advanced Placement enrollment (high school) – number of students enrolled in each AP course offered, performance data by AP course, number of college credit attainment through AP, etc.

Advanced Placement Courses

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of Students Enrolled						
Total Number of Classes Taken						
Percentage of Test-Takers that Scored 3 or Higher on AP Exam	%	%	%	%	%	%
Percent Passing Class (HS Grade)	%	%	%	%	%	%
Percent C or Higher in Class (HS Grade)	%	%	%	%	%	%

- Number/Percentage of seniors to accepted to at least one college (high school)

	2013-14	2014-15	2015-16	2016-17
Number of seniors				
Number of seniors accepted to at least one college				
Percentage of seniors accepted to at least one college	%	%	%	%

- SAT average score and 3-year trend data (high school)

	2014-15	2015-16	2016-17
Number of Students Tested			
Average SAT Score			

- Percent of juniors/seniors taking SAT (high school)

	2014-15	2015-16	2016-17
Number of Juniors/Seniors Enrolled			
Number of Juniors/Seniors Completing SAT			
Percent of Juniors/Seniors Completing SAT	%	%	%

- Additional school-specific data as related to Ready for College and Careers

Additional School-Specific Data for Ready for College:

- Classroom Walkthrough Data – how many walk-through observations conducted, summary data for each indicator on walk-through form (see principal for summary spreadsheet)

Number of Walkthroughs Documented on Google Form in Current School Year	
Summary of Data from Summary Spreadsheet (i.e. Include trends and overall conclusions – please do not copy and paste data or provide link to data): Teachers utilized Common Instructional Framework (CIF) to promote engagement and success for all students. Our data indicates that scaffolding, questioning, and classroom talk were among the strongest areas within the the CIF.	

- BT Data – total number of BT 1, BT 2, BT 3, percentage of BTs at the beginning/early steps/growing innovations/new paradigms levels on the beginning of year and end of year BT assessment, using the Powerful Teaching and Learning Rubric.

	Beginning of Year	End of Year
Number of BT 1 Teachers	2	3
Number of BT 2 Teachers	1	1
Number of BT 3 Teachers	1	1
Total Percentage of BTs at Beginning Stage	0%	0%
Total Percentage of BTs at Early Steps	100%	100%
Total Percentage of BTs at Growing Innovations	0%	0%
Total Percentage of BTs at New Paradigms	0%	0%

- Summative Performance Data (EOG, EOC, CTE). Include proficiency and growth index for students by grade/course and major subgroups. Include a separate chart for each EOG, EOC, or CTE Post-Assessment administered at your school.

Test 1 EOG 3rd Grade Reading Overall

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth Measure	N/A	-0.8	2.9	4.5	
Overall Proficiency	36.8	45.6	48.15	41.4	
Black Students (Proficiency)	13.6	37.5	37.5	23.8	
Hispanic Students (Proficiency)	21.4	44.4	53.5	41.7	
White Students (Proficiency)	56.7	52.4	52.5	58.3	
SWD (Proficiency)	18.2	N/A		N/A	
EDS (Proficiency)	20.5	40.0		37.8	
LEP (Proficiency)	<5	40.0		N/A	

Test 2 EOG 3rd Grade Math Overall

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth	N/A	N/A	N/A	N/A	N/A
Overall Proficiency	35.3	36.8	40.00	60.3	
Black Students (Proficiency)	13.6	20.8	18.8	52.4	
Hispanic Students (Proficiency)	28.6	44.4	50.0	75.0	
White Students (Proficiency)	50.0	47.6	52.4	62.5	
SWD (Proficiency)	18.2	N/A		N/A	
EDS (Proficiency)	25.0	30.0		62.2	
LEP (Proficiency)	12.5	40.0		N/A	

Test 3 EOG 4th Grade Reading

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth	1.3	0.9	6.3	0.4	
Overall Proficiency	47.7	50.8	58.49	48.4	
Black Students (Proficiency)	37.0	26.3	57.9	45.0	
Hispanic Students (Proficiency)	35.7	37.5	55.6	41.2	
White Students (Proficiency)	71.4	71.4	54.2	57.1	
SWD (Proficiency)	18.2	27.3		N/A	
EDS (Proficiency)	34.7	38.5		45.2	
LEP (Proficiency)	>95.0	N/A		N/A	

Test 4 EOG 4th Grade Math

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth	1.1	-0.8	13.0	10.8	
Overall Proficiency	43.1	43.1	66.04	58.1	
Black Students (Proficiency)	33.3	26.3	63.2	50.0	
Hispanic Students (Proficiency)	35.7	43.8	66.7	70.6	
White Students (Proficiency)	61.9	53.7	62.5	61.9	
SWD (Proficiency)	9.1	18.2		N/A	
EDS (Proficiency)	32.7	38.5		61.9	
LEP (Proficiency)	20.0	N/A		N/A	

Test 5 5th Grade EOG Reading

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth	-2.4	-3.1	-0.6	-3.9	
Overall Proficiency	25.4	47.8	50.9	45.6	
Black Students (Proficiency)	21.4	32.1	35.3	44.4	
Hispanic Students (Proficiency)	22.2	35.7	41.7	38.5	
White Students (Proficiency)	34.8	70.8	60.7	45.8	
SWD (Proficiency)	20.0	12.5		N/A	
EDS (Proficiency)	18	35.3		44.7	
LEP (Proficiency)	-	16.7		N/A	

Test 6 5th Grade EOG Math

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth	-1.3	1.3	5.0	-3.8	
Overall Proficiency	33.8	55.1	61.4	57.9	
Black Students (Proficiency)	32.1	39.3	35.3	66.7	
Hispanic Students (Proficiency)	27.8	57.1	75.0	53.8	
White Students (Proficiency)	43.5	66.7	67.9	50.0	
SWD (Proficiency)	10.0	12.5		N/A	
EDS (Proficiency)	30.0	45.1		52.6	
LEP (Proficiency)	-	33.3		N/A	

Test 7 5th Grade EOG Science

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth	4.7	0.9	0.8	-0.3	
Overall Proficiency	54.9	55.1	65.5	70.2	
Black Students (Proficiency)	50.0	39.3	41.2	61.1	
Hispanic Students (Proficiency)	55.6	57.1	58.3	69.2	
White Students (Proficiency)	60.9	70.8	82.2	75.0	
SWD (Proficiency)	30.0	18.8		N/A	
EDS (Proficiency)	52.0	45.1		65.8	
LEP (Proficiency)	-	33.3		N/A	

Test 8

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 9

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 10

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 11

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 12

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 13

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 14

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 15

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 16

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 17

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 18

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 19

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 20

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 21

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 22

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 23

	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 24

	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 25

	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 26

	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 27

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 28

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 29

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

Test 30

	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated School Growth					
Overall Proficiency					
Black Students (Proficiency)					
Hispanic Students (Proficiency)					
White Students (Proficiency)					
SWD (Proficiency)					
EDS (Proficiency)					
LEP (Proficiency)					

- Numbers of teachers that exceeded growth, met growth, or did not meet growth according to EVAAS.

	2014-15	2015-16	2016-17
Number of Teachers Exceeding Growth	7	7	
Number of Teachers Meeting Growth	10	11	
Number of Teachers Not Meeting Growth	1	2	

- Reading 3D Data (elementary): Include current percent of students that are red, yellow, or green at each benchmark assessment (BOY, MOY, EOY) broken down by grade and major subgroups.

All Students - Kindergarten	BOY	MOY	EOY
Percent Red	29%	37%	8%
Percent Yellow	26%	33%	20%
Percent Green	45%	30%	72%
Percent Blue	0%	0%	0%

Black Students - Kindergarten	BOY	MOY	EOY
Percent Red	31%	40%	12%
Percent Yellow	13%	27%	12%
Percent Green	56%	33%	76%
Percent Blue	0%	0%	0%

Hispanic Students - Kindergarten	BOY	MOY	EOY
Percent Red	27%	73%	17%
Percent Yellow	46%	9%	17%
Percent Green	27%	18%	66%
Percent Blue	0%	0%	0%

White Students - Kindergarten	BOY	MOY	EOY
Percent Red	27%	24%	3%
Percent Yellow	27%	46%	24%
Percent Green	46%	30%	73%
Percent Blue	0%	0%	0%

SWD - Kindergarten	BOY	MOY	EOY
Percent Red	0%	50%	34%
Percent Yellow	50%	50%	0%
Percent Green	50%	0%	33%
Percent Blue	0%	0%	33%

EDS - Kindergarten	BOY	MOY	EOY
Percent Red	%	%	%
Percent Yellow	%	%	%
Percent Green	%	%	%
Percent Blue	%	%	%

LEP - Kindergarten	BOY	MOY	EOY
Percent Red	78%	44%	22%
Percent Yellow	11%	56%	34%
Percent Green	11%	0%	22%
Percent Blue	0%	0%	22%

All Students – 1st Grade	BOY	MOY	EOY
Percent Red	35%	34%	24%
Percent Yellow	25%	8%	19%
Percent Green	40%	58%	57%
Percent Blue	0%	0%	0%

Black Students – 1st Grade	BOY	MOY	EOY
Percent Red	34%	23%	20%
Percent Yellow	28%	7%	17%
Percent Green	38%	70%	63%
Percent Blue	0%	0%	0%

Hispanic Students – 1st Grade	BOY	MOY	EOY
Percent Red	23%	54%	31%
Percent Yellow	15%	20%	13%
Percent Green	15%	13%	19%
Percent Blue	47%	13%	37%

White Students – 1st Grade	BOY	MOY	EOY
Percent Red	13%	24%	11%
Percent Yellow	13%	24%	16%
Percent Green	15%	13%	19%
Percent Blue	49%	34%	47%

SWD – 1st Grade	BOY	MOY	EOY
Percent Red	50%	75%	75%
Percent Yellow	50%	0%	0%
Percent Green	0%	25%	25%
Percent Blue	0%	0%	0%

EDS – 1st Grade	BOY	MOY	EOY
Percent Red	%	%	%
Percent Yellow	%	%	%
Percent Green	%	%	%
Percent Blue	%	%	%

LEP – 1st Grade	BOY	MOY	EOY
Percent Red	23%	54%	31%
Percent Yellow	15%	20%	13%
Percent Green	15%	13%	19%
Percent Blue	47%	13%	37%

All Students – 2nd Grade	BOY	MOY	EOY
Percent Red	27%	23%	25%
Percent Yellow	21%	21%	15%
Percent Green	24%	18%	34%
Percent Blue	28%	38%	26%

Black Students – 2nd Grade	BOY	MOY	EOY
Percent Red	49%	50%	43%
Percent Yellow	26%	20%	14%
Percent Green	15%	12%	23%
Percent Blue	10%	18%	20%

Hispanic Students – 2nd Grade	BOY	MOY	EOY
Percent Red	22%	26%	20%
Percent Yellow	22%	26%	25%
Percent Green	17%	16%	30%
Percent Blue	39%	32%	25%

White Students – 2nd Grade	BOY	MOY	EOY
Percent Red	25%	17%	17%
Percent Yellow	21%	17%	13%
Percent Green	29%	21%	37%
Percent Blue	25%	45%	33%

SWD – 2nd Grade	BOY	MOY	EOY
Percent Red	%	%	%
Percent Yellow	%	%	%
Percent Green	%	%	%
Percent Blue	%	%	%

EDS – 2nd Grade	BOY	MOY	EOY
Percent Red	%	%	%
Percent Yellow	%	%	%
Percent Green	%	%	%
Percent Blue	%	%	%

LEP – 2nd Grade	BOY	MOY	EOY
Percent Red	25%	33%	40%
Percent Yellow	49%	45%	40%
Percent Green	13%	11%	10%
Percent Blue	13%	11%	10%

All Students – 3rd Grade	BOY	MOY	EOY
Percent Red	34%	34%	28%
Percent Yellow	22%	25%	20%
Percent Green	22%	12%	20%
Percent Blue	22%	29%	32%

Black Students – 3rd Grade	BOY	MOY	EOY
Percent Red	55%	43%	34%
Percent Yellow	13%	25%	24%
Percent Green	13%	19%	24%
Percent Blue	19%	13%	18%

Hispanic Students – 3rd Grade	BOY	MOY	EOY
Percent Red	37%	46%	41%
Percent Yellow	29%	27%	14%
Percent Green	24%	9%	18%
Percent Blue	10%	18%	27%

White Students – 3rd Grade	BOY	MOY	EOY
Percent Red	15%	14%	11%
Percent Yellow	23%	25%	21%
Percent Green	27%	11%	21%
Percent Blue	35%	50%	47%

SWD – 3rd Grade	BOY	MOY	EOY
Percent Red	80%	40%	40%
Percent Yellow	20%	60%	20%
Percent Green	0%	0%	40%
Percent Blue	0%	0%	0%

EDS – 3rd Grade	BOY	MOY	EOY
Percent Red	%	%	%
Percent Yellow	%	%	%
Percent Green	%	%	%
Percent Blue	%	%	%

LEP – 3rd Grade	BOY	MOY	EOY
Percent Red	53%	50%	37%
Percent Yellow	20%	31%	25%
Percent Green	20%	6%	13%
Percent Blue	17%	13%	25%

- Common Assessment Data: How many common assessments were administered by grade level, course, etc. using Schoolnet, or created by teachers? Add as many rows as necessary. Describe the school's expectation for using common assessment data to adjust instruction?

Grade/Course	Number of Common Assessment Administered
Description of school's expectation for using common assessment data to drive decision making for intervention and enrichment activities. All classroom teachers are expected to give common assessments at least weekly. These assessments may be brief and given for the purpose of assessing understanding and mastery of Common Core objectives. Common assessments may be created using various resources including SchoolNet. As the school year progressed, teachers were asked to increase the use of SchoolNet for common assessments.	

- Additional school-specific data as related to Powerful Teaching and Learning

Additional School-Specific Data for Powerful Teaching and Learning:

Personalization

- At-Risk Students (K-8): How many students at your school (total, major subgroups, 3-year trends, etc.) have an Intervention Plan?

	2014-15	2015-16	2016-17
Total Number of At-Risk Students	140	129	183
At-Risk Black Students	45	44	50
At-Risk Hispanic Students	39	38	20
At-Risk White Students	47	47	45
At-Risk SWD	34	13	14
At-Risk EDS	288		
At-Risk LEP	41	17	54

- Academic Supports: Student academic support effectiveness data of Lunch and Learn, Plus Period, Power Up/Down, school-wide reading programs, Intervention Period, etc. Include an explanation of when students are required to participate, percent of students participating, trends in participation over time, other data determining effectiveness of support, etc.

Description of Academic Support Programs and Their Effectiveness:
Description of Academic Support Programs and Their Effectiveness:
Kenansville Elementary School has established a 45-minute intervention period for all grade levels K-5 into the daily schedule which is utilized by teachers for remediation and enrichment. A 90-minute reading block and 90-minute math block provides more focus in these core subject areas; hence increasing exposure, understanding, and academic success. Other beneficial resources utilized this year included SchoolNet, Accelerated Reading, Accelerated Math, TenMarks, Read Theory, STAR and mClass for K-3. The teaching staff strives to make learning interesting and relevant by incorporating project based learning, CIF Framework strategies, and STEM into daily instruction. Teachers also utilize data to individualize instruction and promote success for all students. KES now utilizes the MTSS process to develop effective strategies for meeting the needs of identified at-risk students. Overall these students respond positively to these strategies. Based on benchmark and end of the year assessment data, and due to strong instructional planning, KES has demonstrated growth.

- Student/Parent Perceptions: What trends exist in student or parent perception surveys (AdvancEd, YouthTruth, Student Learning Conditions Survey, ConnectEd Polls, etc)?

Trends in Student Perception Surveys
Based on the 3 Safe Schools student surveys, the overall student response indicated that students felt safe at Kenansville Elementary School. Students feel that there is an adequate number of adults supervising in the hallways. Most students agree that school rules are fair and that the punishment for breaking rules is the same for all students. The survey indicates that teachers do not have to stop often to discipline students. Most students also indicated that name calling or reporting threatening actions was not a problem. Students felt that teachers treat students with respect and do or say things that make students feel good about themselves.

Trends in Parent Perception Surveys
Based on the 3 Safe Schools surveys given to 1 fourth and 2 fifth grade randomly selected parents/guardians, Kenansville Elementary is viewed as a safe school that communicates with parents and students. Kenansville Elementary creates an effective learning environment that sets high expectations for all students. These parents confirm knowledge of the school behavior code, the attendance policy, and the bullying policy. Parents expressed satisfaction that faculty and staff treat all students with dignity and respect and that problems addressed to the administration are addressed in a timely manner.

- Discipline Data: How many office referrals for the year? How many out of school suspensions (OSS)? How many in school suspensions (ISS)? What trends exist in types of discipline offenses?

	2014-15	2015-16	2016-17
Number of Office Referrals	246	221	252
Number of OSS	40	40	48
Number of ISS	0	0	0

Summary of Trends in Types of Discipline Offenses:
The number of office referrals increased this year from the 2015-16 school year. During this current 2016-2017 school year, 252 office referrals were submitted to the office and divided into twelve subgroups. Most of the referrals were written due to misbehavior on the buses.

Summary of Discipline Offenses by Major Subgroups:
Based on 2016-17 discipline data, black males continue to receive the majority of discipline referrals with a significant gap noted when compared to other subgroups. The data indicated discipline offenses at the following rate: 52% Black, 25% White, 17% Hispanic, <1% Asian, <1% Multi-Race, and 2% Indian.   The male population accounts for 71% of the total referrals. The female population accounts for 37% of the total referrals.

- Retention rate for students by grade level and/or course (total number and percentage).

	2014-15		2015-16		2016-17	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
Grade K	9	13%	5	8%	6	9%
Grade 1	7	9%	8	10%	5	7%
Grade 2	3	5%	2	3%	2	2%
Grade 3	1	2%	1	2%		
Grade 4	1	2%	3	5%	4	0%

Grade 5	0	0%	0	0%	0	0%

- Student attendance rate

	2014-15 Attendance Rate	2015-16 Attendance Rate	2016-17 Attendance Rate
All Students	95.76%	96.09%	96%

- Parent Engagement: Number of opportunities/meetings for parent engagement in school activities and number of participants each time, broken down by PTO, Open Houses, Advisory Board, Awards Assemblies, Parent Universities, EC Parent Night, CTE Showcase Night, etc. Add as many rows as needed.

Event Name	Number of Parent Attendees
Orientation - 8/25/16	350
ESL Night - 11/7/26 / 2/6/17	29
Field Day - 5/12/17	60
Science Night - 4/10/17	224
Global Night - 2/6/17	245
Jump Rope for Heart - 2/17/17	10
Special Olympics - 4/28/17	15
5th Grade Promotion Ceremony	240
Veteran's Day Run - 11/8/17	20
Field Trips (K-5)	75
Awards Assembly - 11/22/16	200
Awards Assembly - 2/13/17	245
Awards Assembly - 4/13/17	270
Awards Assembly - 6/7/17	225
Report Card Pickup - 11/7/16	330
Fall Concert - 12/8/16	240
Spring Concert - 5/15/17	75
Winter Concert - 2/23/17	250
Open House - 11/7/16	200
PTO/ Advisory Board Meeting - 8/15/16	14
PTO/Advisory Board Meeting - 10/17/16	6
PTO/ Advisory Board Meeting - 11/14/16	4
PTO/ Advisory Board Meeting - 2/6/17	4
PTO/ Advisory Board Meeting - 3/6/17	6
PTO/ Advisory Board Meeting - 4/10/17	6
PTO/ Advisory Board Meeting - 5/15/17	6

- Graduation Rate/Dropout Rate (high school only) – current and 3- year trend Note: This information is available from NCDPI)

	2014-15	2015-16	2016-17
Graduation Rate (DPI Rate)			
Dropout Rate (DPI Rate)			

- Additional school-specific data as related to Personalization

Additional School-Specific Data for Personalization:

Redefine Professionalism

- Teacher Demographics

Total Number of Teachers	30
Percentage of Black Teachers	10%
Percentage of Hispanic Teachers	0%
Percentage of White Teachers	90%
Percentage 0-3 Years Experience	27%
Percentage 4-10 Years Experience	20%
Percentage 11+ Years Experience	53%
Most Recent Teacher Turnover Rate	3%
National Board Certified Teachers	1
Number of Teachers with Advanced Degrees	7
Number of BTs	5
Number of Lateral Entry Teachers	2
Percentage of Fully Licensed Teachers	93%

- Lesson Plan Tuning

Date	Number/Percentage of Teachers Participating
October 2016	100%
November 2016	100%
December 2016	100%
February 2016	100%
March 2016	100%
April 2016	100%
Perception/Effectiveness Data of Lesson Plan Tuning Protocol (Qualitative and/or Quantitative): Teachers participated in Lesson Plan Tuning during grade level PLC meetings. The process was effective, but did lack insight from other grade levels.	

- Teacher attendance rates (For Student Days Only) – Include sick leave, professional leave, bonus leave, etc.

Number of Certified Teachers	30
Number of Teachers with No Absences	0
Number of Teachers with 1-3 Absences	
Number of Teachers with 4-6 Absences	
Number of Teachers with 7-10 Absences	
Number of Teachers with 11+ Absences	

- What are the major trends in the latest Teacher Working Conditions Survey?

List/Describe Major Trends in the 2016-17 DCS Teacher Working Conditions Survey

List/Describe Major Trends in the 2015-16 Teacher Working Conditions Survey

The majority of teachers feel that planning time is adequate giving them ample opportunity to collaborate with colleagues. Communication with the community is effective according to 100% of our certified staff. 97% of teachers express satisfaction with administrative support including academics and student conduct. The vast majority of certified staff feel that they are treated as educational experts and are given opportunities to make decisions important to the success of our school. KES certified staff members share a vision for our school and feel comfortable raising issues or concerns that are important to them. The School Improvement Team is viewed as a strong team who provides effective leadership within the school. Overall satisfaction is noted regarding professional development. 83% of certified staff members would agree that follow up is provided from professional development. Assessment data is used to inform instruction and provide teachers with information, which guides individualized instruction. The majority of teachers rate instructional practices and support as most important to them. Overall, certified staff at Kenansville Elementary are very satisfied with our current state; however, we will continue to strive for improvements that are in the best interest of our students and academic success.

- Additional school-specific data as related to Redefine Professionalism

Additional School-Specific Data for Redefine Professionalism:

Purposeful Design

• Student Demographics

Total Enrollment (End of Year)	410
Percentage of Black Students	32%%
Percentage of Hispanic Students	24%%
Percentage of White Students	38%%
Percentage of SWD	12.7%
Percentage of Students Receiving Free/Reduced Meals	79%
Percentage of AIG Students	1.7%

• Student Transfer/Mobility Rate – how many students left your school after opening day? How many students enrolled in your school after opening day?

	2014-15	**2015-16**	**2016-17**
Number of Students Enrolled After Opening Day	28	36	63
Number of Students Withdrawing After Opening Day	83	39	48

• Evaluation data for STEM implementation (elementary/middle schools)

Percentage of teachers that implemented one STEM unit/project that required students to use the Engineering Design Process	100%
Percentage of teachers that implemented multiple STEM units/projects that required students to use the Engineering Design Process	100%

• Evaluation data for STEM implementation (high schools)

Percentage of teachers that implemented one unit/project related to school's STEM theme (Agriscience and Biotechnology or Energy and Sustainability)	100%
Percentage of teachers that implemented multiple units/projects related to school's STEM theme (Agriscience and Biotechnology or Energy and Sustainability)	100%
Percentage of teacher that used the Duplin County Schools Engineering Design Process when planning and implementing units of study	100%

• Global Awareness

Description of strategies used by school and/or activities designed to embed Global Awareness in instructional practices Teachers strived to establish a sense of belonging by embracing diversity. Students were given opportunities to collaborate with people from various cultures. They were given opportunities to explore new places using an array for

instructional activities. Children were exposed to music, art, dance, foods, agriculture, and home lives of various cultures. Resources and activities included:
Pen Pals
Time4Kids Magazines
Christmas Around the World
Folktales from around the world
Counting in multiple languages
Dress up in clothing from various cultures
Learning about and partaking in foods served in other countries
Christmas Shoeboxes
Winter Animal Unit
Cinco de Mayo celebration
Me on the Map
Global Night
Farmers Feeding the World
Guest speakers from other countries
Articles from Readworks.org
Classroom Talk/making personal connections
Concerts include music from around the world

• School Marketing Strategies

Description of strategies to market the school and its programs/offerings to incoming students:
Kenansville Elementary School uses a variety of strategies to market the school and highlight our offerings and programs to incoming students. Welcome packets which include a Letter Factory DVD, tips about Kindergarten readiness, flash cards, an ABC booklet, school information, are given to parents at Kindergarten registration. Each year, there are 3 PTO musical performances given to parents and family members to showcase their musical talents. At the beginning of the school year the school hosts an orientation for students and parents to meet their new teacher and visit their classrooms. PTO also holds an Open House a few weeks into the school year to invite parents into the classrooms to see the work and environment created by students. Report Card Pick-Ups are held at the end of grading periods when possible to encourage the parents to visit the school to learn about their child's progress as well as regular parent/teacher conferences. Event dates are posted on the school marquee. Regular newsletters from the school and teachers go home with students to keep them informed about programs and important dates. Many teachers as well as our school have websites that are used to share information. Connect-ed is a telephone information system that is used by our principal to share important information with parents. KES also participates in many activities to promote reading including a Book Character Parade, Read Across America to celebrate the birthday of Dr. Seuss and promote reading. Guest speakers are invited to KES to share areas of expertise and experiences. KES holds two book fairs per year. Parents are invited to shop the wide array of books with their children. School dances were held to raise money for students and families in need and provide special events for students. To promote exercise and healthy living, the school has a Stride and Girls on the Run. These clubs offer girls and boys the opportunity to practice and build reading stamina and then complete a 5K as a team. KES also had a Veterans Day Run in November and invites Veterans and members of the Armed Forces to join in on the activities. KES participates in the Duplin County Spelling Bee and the Duplin County Battle of the Books Competition. A yearbook is created to give students the opportunity to preserve memories of each school year and local businesses support KES by buying advertisements. To end our school year, KES hosts a field day and awards assemblies to celebrate student accomplishments.

- External Development

Description of connections to business, industry, civic organizations, etc. and an explanation of the value added because of the connections:
Kenansville Elementary School maintains a close working relationship with the stakeholders and community of our school. Local churches have been a wonderful resource to our school by helping with needed supplies at the beginning of the year, participating in the backpack buddies program, praying for teachers on a regular basis. Community volunteers helped with our Stride/ Girls on the Run -which is a running program for boys and girls. Several businesses in the area contribute to the purchase of the book 4 Seasons for Little People which are distributed to all kindergarten students. Kenansville Baptist Church and Johnson Nursery sponsored "Operation In As Much" which provided landscaping for our school.The NC Soil and Water Conservation District program supported our school with grants to be used for raised bed gardens and an outdoor classroom. NC Farm Bureau and our local Farm Bureau agencies have supported our school by providing staff development and many grants to promote "Ag in the Classroom". Tri-County Electric Membership Corporation provided three Bright Ideas Grants to teachers at Kenansville Elementary.

- School-level Professional Development

Description and effectiveness of school-level professional development activities:
The staff at KES has participated in a variety of meaningful professional development sessions to include: Diverse Instructional Strategies ESL online courses CPI training Training in Open Court, Waterford, SchoolNet, mClass, and PBIS

- Budgeting Process

Description of how budgetary decisions are made in the school:
Budgetary decisions are discussed by our school leadership team and shared with the staff. Faculty and staff input is taken into consideration by the administration when budgetary considerations are being made. The PTO makes decisions about what to purchase with PTO funds, after taking into account wish lists from teachers, polls and teacher votes about purchases, and input from administration. Our administration solicits feedback for programs and subscriptions that are needed for our classroom and are beneficial when purchasing materials and supplies.
Explain how your school's budget aligns with your school improvement goals:

- Online high school course enrollment total and passing rate (middle and high school)

	NCVPS
Total Course Enrollments	
Percentage of Students Passing Course	%

- Middle School Math I: Number and Percentage of 8th graders taking Math I and number of 8th graders with at least a 70% chance of being proficient in Math I based on EVAAS predictors (middle school)

	2014-15		2015-16		2016-17	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
Number and Percentage of 8th graders Enrolled in Math I		%		%		%

Number and Percentage of 8th Graders with 70% Chance or Higher of Being Proficient in Math I (EVAAS)		%		%		%
Percentage of Students Proficient on Math I EOC	███████	%	███████	%	███████	%

- High School Math: Percentage of students completing Math I by end of 9th grade (high school)

██████████████████████████	2014-15	2015-16	2016-17
Percentage of Students Passing Math I by End of 9th Grade (Use 9th grade class of current school year)	%	%	%
Percentage of Students Proficient on Math I EOC	%	%	%
Percentage of Graduates Passing At Least Math III, Advanced Functions, Integrated Math IV or Pre-Calculus	%	%	%

- Digital Citizenship/Internet Safety: Include specific information regarding lessons taught to students on digital citizenship and Internet safety that align with the Duplin County Schools Internet Safety Plan. Add rows as needed. Also include a description of the effectiveness of these lessons

Date of Lesson	Number of Students Impacted
9/6/16 Mrs. Rau	19
9/6/16 Mrs. Mewborn	17
9/6/16 Ms. Boone	18
9/8/16 Mrs. Barwick	15
9/8/16 Mrs. Bell	15
9/8/16 Mrs. Bledsoe	17
9/1/16 Mrs. Hawes	19
9/1/16 Mrs. Brown	11
9/2/16 Mrs. Craft	17
9/2/16 Mrs. Kelsey Brown	16
9/7/16 Mrs. Edwards	24
10/20/16 Mrs. Sutton	17
10/20/17 Mr. North	20
10/20/17 Mrs. Norwood	15
10/20/17 Mrs. Sloan	15
10/20/17 Mrs. Simpson	19

Description of the effectiveness of Digital Citizenship/Internet Safety lessons:
By using the age appropriate websites and programs, students were taught about internet safety in a manner they could understand and relate to. The students were taught and trained in internet safety throughout the fall of 2016. Students completed the Duplin County Schools Online Safety and Cyber Bullying program. In addition, our media coordinator

conducted digital citizenship/ internet safety lessons with each of the students at KES as detailed in the schedule above. Logs with dates, student names and initials serve as evidence of this training.

• Additional school-specific data as related to Purposeful Design

Additional School-Specific Data for Purposeful Design:

Leadership

- Instructional Rounds

Date	Number of Certified Staff Participating	Percentage of Certified Staff Participating
September 20, 2016	30	100%
November 16, 2016	30	100%
February 6, 2017	30	100%
April 3, 2017	30	100%

Perception/Effectiveness Data of Instructional Rounds (Qualitative and/or Quantitative):
Instructional Rounds have given our teachers the opportunity to share instructional strategies and gather input from their colleagues to improve their practice. Overall, Instructional Rounds has proven to be a strong practice and supports teacher growth.

- School Improvement Team Accomplishments

Description of Major Decisions Made by School Improvement Team During Current School Year:
The School Improvement Team continues to take a major role in decision making related to budget expenditures, scheduling, fundraising, school improvement goals, changes to

- Parent Organization and Leadership

Description of Major Accomplishments/Contributions Made by Parent Organizations During Current School Year:
The PTO had limited engagement during the 2016-2017 school year. They assisted with a fundraising raffle initiated and organized by the teachers at KES.

- Staff Hiring Process

Description of School-Based Hiring Process (i.e. who chooses the interviewees, who conducts interviews, how are final decisions made at the school level, etc.?)

Vacancies are posted on the DCS website for 10 days
Administration reviews applications submitted
Interviews are scheduled with selected candidates
Interview panels include school administration, grade level/content area teacher knowledgeable of position, DCS Director for positions in EC, PK, etc.
The interview panel rates candidates beginning with their first choice.
The selected in contacted by the principal.
Reference checks are completed
A recommendation for employment is completed and submitted to Human Resources
The candidate is presented for hire at the DCS Board of Education

- Teacher/Staff Leadership

Description of Opportunities for Teachers to Participate in Leadership Activities During Current School Year (e.g. teachers leading professional development, teachers participating in summer activities, teacher-initiated problem identification and solutions, etc.)
* School Improvement Team Members

* Kindergarten Entry Assessment Lead Teacher
* DCS STEM Committee Member
* PBIS Team
* Mentors
* Professional development provided by Curriculum Specialist

• Student Leadership

Description of Student Leadership Activities and Effect on School (include new activities for current school year):
* Raise and lower the US flag daily
* Peer Tutors
* Leading speaking roles in assemblies
* Cub Scouts led the Pledge of Allegiance at assemblies
* Superintendent's Student Advisory Member
* Battle of the Books Team participation
* Rotating daily, students led the Pledge of Allegiance during the morning announcements
* Students served as chaperones during special events

• Additional school-specific data as related to Leadership

Additional School-Specific Data for Leadership:

Reflect on your school's progress using the School Design Principle Rubrics (posted online). Choose the indicator (Beginning to New Paradigm) for each row of the rubric that matches your school's implementation, then choose one indicator (Beginning to New Paradigm) that best describes your overall progress on the continuum for each Design Principle. The overall descriptor chosen for each Design Principle should be evidenced-based and teams should consider collecting a representative artifact that demonstrates the level of implementation.

Ready for College and Careers							
VISION	Partner schools maintain a common set of high standards for every student, implement rigorous coursework and provide experiences and support for success in college and careers. Through support from schools, students gain the mindset and ability to navigate educational programs toward career goals.						
Curriculum and Instruction	Coursework aligns to what students need in order to be successful in post-secondary programs and careers.						
	Beginning		**Early Steps**		**Growing Innovations**		**New Paradigms**
College Ready Skills		A curriculum integrating college ready skills, such as self-advocacy, note taking skills, study skills, research skills, written and oral communication and time management exists.		Staff explicitly teach college ready skills in courses and seminars. Students use supports provided by staff to regularly practice college ready skills.		Students consistently demonstrate college ready skills in courses and seminars without explicit instructions from teachers.	
Career Readiness	X	Staff conduct research to learn about real- world applications and incorporate career- readiness criteria when designing learning activities.	X	Staff collaborate with industry professionals to incorporate explicit, evidence-based standards for career readiness when designing learning activities. Students occasionally experience career-related learning activities such as project-based learning, guest speakers, co-teachers, project coaches and evaluators.		Staff integrate evidence-based approaches for career readiness in courses and participate in industry immersion experiences such as externships and industry learning tours. Students regularly experience career-related learning activities such as project-based learning, guest speakers, co-teachers, project coaches and evaluators.	How does the school systematically ensure that all students receive a rigorous, college and career preparatory experience with embedded opportunities to develop and exhibit college and career ready skills and mindsets?
Rigorous Course Offerings		The school offers coursework that allows students to meet the standards for college acceptance.		The school offers coursework that provides challenge and rigor for each student. Course offerings align to entrance requirements for college.		Every student graduates with the minimum admission standards for college.	

Work-Based Learning Support	Students learn through meaningful experiences with careers so they are prepared for success beyond high school.					
	Beginning		**Early Steps**		**Growing Innovations**	**New Paradigms**
Career Exploration	X	Staff occasionally organize career exploration activities for students during the school day. Opportunities vary year-to-year.	X	Staff organize career exploration activities such as career fairs and guest speakers/presentations to ensure that students are aware of the qualifications for careers that match their interests.	Staff implement a progression of career exploration activities through the school and students collaborate with staff to tailor the experiences to their interests.	How does the school ensure that all students gain meaningful work-based learning experiences so that they are able to make informed decisions about their futures?
Work-Based Learning		Students are aware of how to participate in work-based learning experiences.		Students participate in work-based learning experiences such as projects with industry professionals, mentoring, apprenticeships, job shadowing or internships.	Students regularly participate in structured work-based learning experiences such as mentoring, apprenticeships, job shadowing or internships across sectors and build relationships with professionals.	

College and Career Preparation	Staff intentionally create a culture of high expectations that engages and supports all students and families to access and make informed choices about college and careers.			
	Beginning	**Early Steps**	**Growing Innovations**	**New Paradigms**
Individualized Student Planning	Staff work with students to develop a four/five year plan that aligns with their interests. Selected students enroll in some college classes.	Students review and adjust their four/five year plan aligned to their interests and goals annually with a staff member. Staff encourage students to take challenging courses, including college coursework, aligned to their plan.	Every student has a four/five year plan that they monitor and update with staff support. The plan serves to ensure high school graduation and the maximization of opportunities to earn a career credential and/or transferrable college credit.	
Family College and Career Planning	Brochures and literature about applications, admissions, financial planning and scholarships are available for students and families.	Families are invited to planning sessions about FAFSA, scholarships and the college application and admission process on site. Families are given information to make informed choices about college and career planning.	Families are supported through college applications, FAFSA and scholarship application processes. Students and their families make informed choices about long- term financial decisions associated with higher education and the pursuit of careers.	How has the school institutionalized a culture of high expectations for excellence in pursuit of post-secondary opportunities?

How does the school support all students and families to access and make informed choices about college and careers? |
| College and Career Resources | Students are aware of college and career opportunities and resources (e.g. study groups, tutoring center, media center and office hours) as well as work-based learning opportunities such as job shadowing, internships and apprenticeships. | Students are aware of and directed to take advantage of college and career opportunities and resources. | Students learn and demonstrate how to make effective and efficient use of college and career preparation opportunities and resources. | |
| College Entrance and Career Credentialing | Students have access to and take college and career preparation exams (e.g. PLAN/PSAT/ACT/SAT/WorkKeys) in sequence and on time. | Teachers are familiar with the college and career preparation exams and every student is given multiple opportunities to prepare for and participate in college and career | Teachers incorporate college and career preparation exam content into coursework and students are provided differentiated supports to be successful on these exams. | |

	Beginning	Early Steps	Growing Innovations	New Paradigms
		preparation exams.	Students earn scores on exams that allow them to pursue their post-secondary goals.	
College and Career Awareness	Students aspire to attend college and are given the opportunity to participate in optional college visits. Students explore and investigate possible institutions and careers based on their interests.	Frequent conversations exist between students and staff on attending and graduating from college and obtaining career credentials. Students have the opportunity to visit colleges throughout the year.	Staff and students plan for achieving post-secondary goals. Students participate in college visits throughout the year. Students learn about and pursue degrees, career credentialing and other post-secondary opportunities.	
Overall assessment for Ready for College and Careers				

Powerful Teaching and Learning

VISION	The school and community share a common understanding of high quality instructional practices that promote a culture for learning. Teachers intentionally design learning experiences that empower all students to develop and apply critical knowledge and skills in authentic contexts.

Design	Teachers design powerful learning experiences for students that are aligned to standards and are personalized to meet individual learning needs.						
	Beginning		**Early Steps**		**Growing Innovations**		**New Paradigms**
Rigorous Instruction	X	Teachers design lessons and units of study that challenge students to master key concepts of the academic disciplines.	X	Teachers design lessons, units and projects that challenge students to master key concepts of the academic disciplines. Students engage in discussion and problem solving.		Teachers design rigorous learning experiences that appropriately challenge all students. Students take responsibility for their learning and demonstrate learning at high levels in all courses, engaging in productive struggle with complex concepts.	How has the school institutionalized processes and practices that ensure the collaborative work of teachers to design rigorous, personalized, relevant and cross-curricular learning experiences for all students?
Personalized Learning	X	Teachers adapt resources and instruction for students with documented learning differences.	X	Teachers purposefully and regularly adapt resources and instruction to address learning differences in their students.	X	Teachers seek and use knowledge about each student in order to provide learning opportunities and assessments that appropriately challenge and support student learning.	How does the school define rigor and how does the definition translate into daily instructional practices?
Cross-Curricular Learning	X	Courses are designed to meet content standards.	X	Teachers relate the content from other courses to connect learning for students.	X	Teachers work collaboratively to design lessons and units of study that connect their content to other disciplines. Students gain a deep understanding of content and connect learning across disciplines.	How do teachers make connections for students between their classes and content?
Relevance	X	Teachers explain the relevance of course concepts in the real world to students.	X	Teachers provide opportunities for students to experience the connections between course concepts and real-world applications.		Teachers design lessons and units of study that support students in making connections to local, national and global issues. Students provide input about what they will learn and how they will	How are students supported to be successful in rigorous coursework? How are students able to be designers of

				demonstrate their learning.	their own learning?

Discover	Teachers collect and use a variety of assessment data to determine evidence of student learning, to adjust instruction and to provide opportunities for meaningful feedback that promote the creation of high quality work.						
		Beginning		**Early Steps**		**Growing Innovations**	**New Paradigms**
Assessment for Learning	X	Teachers primarily use assessments, such as quizzes and tests, to assign grades.	X	Teachers employ varied assessment strategies so that students can demonstrate their level of understanding in varied ways.	X	Teachers regularly use a variety of formative and summative assessments to collect evidence of each student's understanding and skills. Teachers use this evidence to adjust instruction and provide options for demonstrating learning in order to support the success of all students. Students self- assess their progress through feedback and reflection.	What processes and practices ensure a pervasive use of a variety of assessment data to determine evidence of student learning, adjust instruction and provide opportunities for meaningful feedback that promote the creation of high-quality work products? What structures are in place to allow frequent, self-guided and high quality student peer feedback?
Feedback for Learning	X	Teachers provide feedback to students.	X	Teachers provide specific feedback to students that clearly communicates progress toward learning outcomes. Teachers provide opportunities for students to offer feedback to each other.		Teachers provide specific, ongoing feedback about progress toward learning outcomes. Students regularly provide feedback to each other with support from the teacher to interpret their own results and make adjustments.	How is feedback used to improve student outcomes?

Facilitate	Teachers create a culture for learning in the classroom that provides opportunities for all students to engage with the curriculum, to develop understanding of key concepts and to apply learning in authentic contexts.						
		Beginning		**Early Steps**		**Growing Innovations**	**New Paradigms**
Discussion for Learning	X	Teachers lead classroom discussions.		Teachers regularly facilitate discussion among students to support their understanding of core academic concepts. Teachers encourage students to listen effectively to each other and share their ideas with peers. Students are aware of and participate in discussion protocols.		Teachers regularly create opportunities for students to lead effective discussion with each other in a variety of contexts and for a variety of purposes in order to deepen understanding of core academic concepts. Students follow structures and protocols as part of their daily classwork.	How has the school institutionalized a student-centered, aligned instructional system so that students read, write, think and talk to deepen understanding of academic content and core practices within the disciplines? What does effective, widespread collaboration look like? In what ways is technology transforming instruction?
Reading and Writing for Learning	X	Teachers design lessons and units of study that allow students to read and write in each content area.	X	Teachers provide supports for students to strengthen their literacy skills. Lessons and units of study are designed for students to read a variety of texts and demonstrate learning through various forms of written communication.		Teachers intentionally support all students to develop key literacy and writing skills that enhance their understanding in order to access and produce increasingly complex texts.	

		Beginning		Early Steps		Growing Innovations	New Paradigms
Engagement for Learning	X	Teachers occasionally engage students in reading, writing, thinking and talking about academic content.	X	Teachers frequently engage all students in reading, writing, thinking and talking about academic content so that students begin to take ownership of learning activities.		Teachers purposefully engage all students in meaningful reading, writing, thinking and talking every day so that students take ownership of learning activities, delving into and applying key concepts across disciplines and contexts.	How do teachers ensure that students consistently engage in deep discourse?
Collaboration for Learning	X	Teachers provide opportunities for students to work in groups.	X	Teachers organize collaborative groups to support specific learning objectives. Students demonstrate learning through active participation in groups.		Teachers regularly organize collaborative groups to support specific learning objectives and intentionally support groups. Students collaborate effectively with each other, including managing and reflecting on their own group learning.	What literacy skills are essential for student success? How are students acquiring them? How have students taken ownership of their own and group learning?
Integrating Technology for Learning	X	Teachers use technology to support students to learn content and demonstrate their learning.	X	Teachers use technology to enhance learning experiences (e.g., online quizzes and presentation tools) and models the use of technology in ways similar to the working world.		Teachers create a learning environment in which a variety of technological tools are used by students to demonstrate learning and skill development, such as problem solving, critical thinking and communication skills.	
Overall assessment for Powerful Teaching and Learning							

Personalization				
VISION	**Knowing students well is essential to helping them achieve academically. Educators build strong relationships with each student and learn about their interests, needs and goals to design personalized learning and supports.**			

Relationships	The school promotes, sustains and leverages positive relationships among students, staff and families so that all students feel that the adults in the school know, care about and respect them.						
		Beginning		**Early Steps**		**Growing Innovations**	**New Paradigms**
Inclusion of Families	X	Staff communicate with all incoming students and families at the beginning of the school year. The school hosts an orientation for all incoming students and families.	X	Staff communicate with families on a regular basis. The school invites and engages students and families throughout the year.	X	Staff are active participants in the community outside of school. The school establishes family and community relationships so that all students feel known and cared about.	How does the school intentionally promote, sustain and leverage positive relationships among students, staff and families so that all students feel that the adults in the school know, care about and respect them?
Affective Student Support	X	There is a plan to develop relationships between students, staff and families.		A systemic plan is followed in which staff members advise students. All staff are supported to be successful student advisors.		Advisories, personal learning plans or other school-wide strategies are used to know and be responsive to students and their affective needs, including their emotional well-being and mindset.	What evidence exists to show that school efforts to support the affective needs of students are working?

Student Voice	The school creates an environment where students' perspectives are valued and multiple learning opportunities exist to engage every student's interests, aptitudes and career goals.						
			Beginning		Early Steps	Growing Innovations	New Paradigms
Student Interests	X	The school provides students with opportunities to explore and identify their interests.	X	The school regularly provides students with opportunities to pursue their interests in a purposeful manner.	Students pursue their interests with purposeful application of academic concepts and connections to personal passions and career aspirations.	What structures are in place for students to share perspective and to incorporate that perspective in planning and program design?
Beyond the Classroom	X	The school provides pre-determined opportunities for students to participate in activities and experiences beyond the classroom.	X	Staff use knowledge of students' interests and goals to develop activities and experiences beyond the classroom.	Staff empower students to create learning experiences beyond the classroom that connect to students' interests, aptitudes and career goals.	How does the school ensure that student perspectives will be used to inform classroom practices and school procedures?
Student Ownership and Leadership	X	Students have opportunities to develop leadership skills.	X	Students have varied opportunities to develop and demonstrate leadership skills through participation in school activities or partnerships with community organizations.	Students create and lead programs, initiatives and projects to improve school outcomes and strengthen community partnerships.	
Student Feedback	X	There is a plan to collect student feedback.	X	A student survey is implemented in which students are given the opportunity to provide feedback about classroom and school practices.	Student surveys are administered to all students with a high rate of participation. Survey results are collectively reviewed by staff and used to improve classroom and school practices.	How does the school intentionally create an environment where multiple learning opportunities exist within and beyond the classroom to engage every student's interests, aptitudes and career goals?

Academic Supports	The school creates the structures and practices that ensure effective supports for the academic success of all students.						
			Beginning		Early Steps	Growing Innovations	New Paradigms
Collaborative Academic Support	X	Individual teachers identify needs and create academic supports for prioritized groups of students.	X	Staff begin a process to collaborate regularly to identify needs and create academic supports for most students.	A process is in place to ensure that staff, parents and students collaborate to identify needs and create academic supports for all students. Students utilize peer groups to support each other academically.	What evidence exists that the school systematically creates the structures and practices that ensure effective supports for the academic success of all students?
Use of Data	X	Teachers use summative data (EOC, EVAAS, ACT, final exam, unit test) to inform the creation of academic supports.	X	Staff regularly use formative and summative student data to inform the creation of academic supports for students. Students use their academic data to reflect on their own learning.	Through structures such as PLCs or data teams, staff regularly review a variety of data collectively to identify and create customized academic supports for students. Students use their academic data to reflect on their own learning and self-identify needs for support.	How have these supports impacted student learning outcomes?
Communication About Academic Progress	X	Staff communicate academic progress with students and their families through district- mandated progress reports and report cards.	X	Staff deliver timely feedback to students and their families on academic progress and alert parents immediately about academic	Using a variety of means, staff regularly provide specific feedback to students and families that communicates students' academic	

				concerns. Teachers and staff are accessible to discuss academic progress.		strengths and areas for growth. Students take an active role in reporting on academic progress through methods such as student-led conferences.
Differentiated Supports	X	There is a plan to develop academic support programs in order to maximize student growth.		Some academic supports, such as a summer bridge program, are in place and tutoring session times are available before and after school. Students occasionally take advantage of supports.		Academic support programs are in place during the summer and before, during, and after the school day such as tutoring sessions and academic support labs. Students regularly take advantage of academic support programs.
Support for Virtual Courses		Students receive initial support in navigating the virtual course environment. Staff members are aware of students who are enrolled in online courses.		At least one staff member is in place to support students taking virtual and hybrid courses, checking in with students on a weekly basis throughout each semester.		Every student in a virtual and hybrid course has the necessary technology and at least one staff member providing ongoing support throughout each semester. Students complete virtual and hybrid courses with a high rate of success.
Overall assessment for Personalization						

Redefined Professionalism

VISION	Staff share a commitment to advancing high standards for professional practice and are advocates for innovation both within and beyond the school. Staff experience the power and purpose of ongoing reflection and collegial collaboration in order to meet the diverse needs of all students.					

Professional Inquiry and Collaboration	Instruction is guided by research-based practices and staff engage in regular reflection. Staff actively participate in peer learning to promote and support professionalism and seek outside learning experiences.					
	Beginning		**Early Steps**		**Growing Innovations**	**New Paradigms**
Sharing Practice	X	Staff meet to share successful instructional practices, lessons learned and current challenges.	X	Staff visit peers in classrooms for the purpose of giving and receiving feedback for revision and improvement, occasionally using protocols centered on student learning questions.	Practice is made public through the intentional use of school-wide rounds or peer school review, including peer observation and feedback, focused on student learning and problems of practice. Staff regularly use protocols centered on student learning questions to guide inquiry.	How do staff use research-based practices, feedback and reflection, collegial study groups and outside learning experiences to review, refine and reinvigorate instruction to best suit the needs of all students?

How do staff strategically use data? |
| Collaborative Use of Data | X | Staff collect and receive student data. | X | Staff regularly collect and review data for reflection on school practices and goal setting through structures such as PLCs or data retreats and in the school self- assessment of Design Principles implementation. | Staff use data strategically to improve school performance through systematic collection, analysis and goal setting, leading to measureable continuous improvement. | How is practice made public through peer observation, inquiry, reflection and feedback? |

		Beginning		Early Steps		Growing Innovations	New Paradigms
Collective Reflective Practice	X	Staff independently reflect on their instructional practice using data sources to adjust instruction periodically to meet the needs of learners.	X	Staff are engaged with peers in informal and formal inquiry around their practice to meet the needs of learners.	X	Staff regularly engage in inquiry with peers around their practice through sharing their work, student work and professional dilemmas for feedback and support to meet the needs of learners. Staff build and sustain a culture of professionalism and support new professionals in their growth and development.	How do staff continuously learn from each other, designing and sharing best practices, within and beyond the network?
Professional Learning	X	Staff participate in local and network professional learning events.	X	Staff attend local and network professional learning sessions, implement strategies learned and work together to identify additional professional learning opportunities.		Staff attend and lead professional learning sessions, design and share innovative practices with others, both in and beyond the network.	
Peer Learning Networks	X	Staff participate in peer learning communities within the school to share resources, materials and ideas.		Staff participate in peer learning communities within and outside of the school to collectively share lessons and learn from others within a network.		With intention, staff cultivate professional identities within an extended network of educators seeking to improve student outcomes. Staff explore creative and forward-thinking ideas as part of a broad community of practice.	

	Staff create, seek and actively support positive changes in practices and policies that impact students. Staff participate in the implementation of initiatives that support innovative practices.						
Advocacy	**Beginning**		**Early Steps**		**Growing Innovations**		**New Paradigms**
Practice and Policy	X	Staff share input on school policies and practices through the existing school improvement or impact planning process.	X	Staff are involved in the process of creating and revising school policies and practices in order to maximize student learning.	X	All staff systematically use data to examine how current school and district policies and practices affect student learning and advocate for changes to practices and policies when appropriate to promote innovation and high quality learning environments.	How does the staff create, seek, and actively support positive changes in practices and policies that impact students?
Innovative Practices	X	The school collaborates with district and/or higher education partners to develop and implement innovative practices.		The school seeks opportunities to develop, implement and share innovative practices with district, network and higher education partners.		The school proactively and consistently engages district, network and higher education partners to scale and sustain innovative practices and policies.	How does staff create and actively support opportunities to share positive changes in practices and policies with other schools in their district and higher education partners to scale and sustain innovative practices and policies?
Overall assessment for Redefined Professionalism							

Leadership

VISION	**All school staff share leadership for improved student outcomes. They work actively to create a culture of high expectations for all staff and students. School leaders promote a distributed model of leadership that empowers diverse stakeholders to fully participate in decision-making and ownership of school-wide practices.**

Shared Leadership	Staff take ownership of the development of new solutions to meet school and individual needs and hold each other accountable to high standards and student success. Staff have opportunities to build leadership skills and are empowered to demonstrate those skills.						
		Beginning		**Early Steps**		**Growing Innovations**	**New Paradigms**
Shared Decision Making	X	The principal seeks opportunities for staff input regarding important decisions, with the administrators leading all decision making.	X	Staff work in groups such as PLCs to identify instructional trends across the school and develop potential solutions. Staff are involved in some decision making.	X	Staff take ownership of problem identification, solution generation, decision making and strategy implementation with support and guidance from administrators.	How has the school implemented structures and processes to ensure all adults assume ownership for the development of new solutions to meet school and individual needs and hold each other accountable to high standards for student success?
Identification and Use of Resources	X	Staff identify and communicate resource needs to administrators. Administrators make decisions about how to use school resources.	X	Department chairs or key staff and administrators identify needs and are involved in making decisions about how to use school resources.		All staff and individuals from key stakeholder groups are engaged in a process of identifying, advocating for and using resources that will promote high quality learning environments and experiences for students.	
Leadership Skills Development	X	Administrators communicate leadership opportunities to a select group of staff members.	X	Administrators provide the time and space for staff to participate in leadership opportunities.	X	Staff have opportunities to build and demonstrate leadership skills throughout the school, district and network.	How does the school provide opportunities for staff to build and demonstrate leadership skills?
Strategic Planning	X	One administrator develops an annual plan such as the School Improvement Plan or Impact Plan.	X	Administrators ensure alignment of strategies with the school's vision to improve student performance and meet the goals of the school's annual plan. The plan is revisited at least three times per year.		Administrators and staff collectively assume ownership of the development of the annual plan and the generation of new solutions to meet school needs. Solutions are aligned to the annual plan and the document is revisited consistently throughout the school year.	How do administrators and staff collaborate to systematically collect, analyze and use data to improve structures and processes within the school to support positive student outcomes?
Application of Professional Learning	X	Administrators encourage staff to apply effective practices gained in professional learning to their daily practice.	X	Administrators ensure that effective practices in pedagogy and assessment are proliferating by collecting evidence and by regularly interacting with staff about the use and effectiveness of these strategies.		Staff collaborate with peers, share expertise and hold themselves and peers accountable for continuous professional learning and improved practice.	
Mutual Accountability for Student Success	X	Staff believe that all students are capable, with appropriate supports, of succeeding in a rigorous and challenging learning environment.	X	Staff develop and implement systems and structures to ensure that every student is engaged in a rigorous and challenging learning environment.		Staff hold each other accountable for ensuring the success of each student by collaborating, sharing expertise and designing and implementing rigorous, challenging and supportive learning environments for students.	
Modeling Leadership	Administrators (principals, assistant principals, deans of students, lead teachers, curriculum facilitators, etc.) model leadership and develop structures that allow school teams to improve student outcomes.						

		Beginning		Early Steps		Growing Innovations	New Paradigms
Innovation	X	Administrators understand the value of innovation in their school and have conversations about innovation with staff members.	X	Administrators support and encourage teachers to employ innovative practices to meet student needs. Administrators model and encourage staff to innovate in their roles by reflecting on and refining practice.		Administrators and staff cultivate a culture of innovation by identifying promising practices and encouraging the scaling of ideas throughout the school that embraces change and promotes continuous improvement.	
Supporting Staff as Leaders	X	Administrators provide opportunities for teacher leadership within the school.	X	Administrators actively encourage and support teacher leadership within the school by knowing the leadership strengths of individuals and matching talent with opportunities.		Administrators promote staff participation in leadership opportunities within and outside of the district and enable staff to lead school-based conversations about those experiences. Staff are involved in leadership and decision-making roles in ways that foster the development of the school and themselves.	How do administrators model behaviors and develop structures that allow school teams to improve student outcomes by empowering staff?
Reflective Practice	X	Administrators reflect on their own current practices to determine areas of growth and improvement.	X	Administrators build staff capacity by encouraging and modeling a reflective culture that promotes continuous improvement.		Administrators sustain a culture of reflection that supports efficacy and empowerment among staff.	How do administrators and staff promote innovation across the district and beyond, encouraging others to take risks in meeting students' needs?
Powerful Teaching and Learning	X	Administrators understand the importance of aligning curriculum, instruction and assessment in order to maximize student learning.	X	Administrators regularly monitor classrooms for learner-centered strategies and provide relevant and targeted feedback to teachers to support their continuous development and maximize student learning.	X	Administrators create and sustain a culture and process for staff to incorporate peer feedback regularly to improve student learning in each classroom.	
Professional Learning for Leadership	X	Administrators participate in local and network professional learning and bring resources back to the school.	X	Administrators actively participate in and consistently model strategies from professional learning to support staff in implementing innovative practices throughout the school.		Administrators demonstrate leadership skills and continually engage in activities to improve their professional practices. Administrators assess the extent to which their learning enhances their personal leadership skills.	
Overall assessment for Leadership							

Purposeful Design	
VISION	**Purposeful Design of learning environments ensures all Design Principles are deeply rooted in the culture of the school. A commitment to equity, strategic partnerships with internal and external stakeholders, and intentional use of resources and structures enable innovation in all Design Principles and support excellent outcomes for all students.**
Equity	School staff intentionally create and design learning environments where all students feel empowered and supported to meet high expectations. Programs of choice (stand-alone schools or specialized programs within schools) intentionally recruit and select students from populations traditionally underrepresented in higher education.

		Beginning		Early Steps		Growing Innovations	New Paradigms
Support for Students	X	Staff identify students who are struggling in the school environment and need additional support.	X	Supports for the affective and academic needs of students are available. The timing and location make them easily accessible to students.		Supports for the affective and academic needs of students effectively address their needs and lead to improved student outcomes including success in rigorous coursework and completion of high school.	
Cultural Competence	X	School staff have conversations about equity, diversity and culture and how to support the success of all learners.	X	Staff is supported in developing cultural competence through training, focused dialogue and planning. The school has developed strategies to address the needs of all learners in culturally diverse classrooms.		A comprehensive plan is in place to develop the cultural competence of staff and students and to support the success of all learners in a culturally diverse school community. The plan includes strategies to engage students, families and staff in continuous learning so that cultural awareness and competence becomes embedded in school culture.	How has the school staff intentionally created learning environments where all students feel empowered and supported to meet high expectations?
Access		All students in the program population (district, school or region) are eligible to apply to a program of choice.		Students applying to a program of choice are supported by a program recruitment strategy to reflect the demographic diversity of the district, region or broader school population.		The school has selection policies in place to ensure that students who attend a program of choice reflect the demographic diversity of the district or broader school population.	How has the school/program of choice recruited and selected students from populations that are traditionally underrepresented in higher education?
Recruitment and Outreach		Recruitment materials for program(s) of choice are available. The principal recruits in feeder schools during a specified period of time and holds evening meetings for interested families.		Recruitment materials are designed with equity in mind and are available to all eligible students. Messages are tailored to the target population and clarify the benefits of enrolling.		Staff meet with stakeholders to build a purposeful recruitment plan for the target populations. Recruitment strategies include students and parents of target populations to speak personally about the benefits of programs of choice. Staff collect data to determine if the target populations are being reached and uses results to adjust recruitment strategies annually.	How has the school reached out to communities to be inclusive of all students?
Retention of Students	X	Staff monitor the retention rate of students. Some strategies are in place to support retention for students at risk of leaving.	X	Policies are in place to identify and support students to ensure sustained enrollment in their program.		A structured system of support is in place to address the needs of students at risk of leaving their program. Staff collaboratively work to develop strategies to support students so that no students are exited from their program prior to completion.	
Partnerships	Partnerships are created at all levels (district, higher education, school, business, industry, community) to provide support for schools and students both inside and outside the classroom.						
	Beginning		Early Steps		Growing Innovations		New Paradigms

Community Partnerships	X	Staff seek opportunities to build connections among the school, business, higher education and other community partners.	X	Staff engage in partnerships with several business, higher education and other community partners to the benefit of students.	X	Staff regularly engage with business, higher education and other community partners who support the school's plans. These relationships are managed by an onsite coordinator, team of internal staff, or advisory board.	How has the school intentionally and systematically created partnerships to support students in and out of school?
Student-Community Connections		Staff identify and organize a few key service and work-based learning opportunities each year.		Staff coordinate service and work-based learning opportunities throughout the year to connect students with their communities.		Staff, students and community partners collaboratively design opportunities for students to engage in service and work- based learning to connect students to their communities, including opportunities within and beyond the school day and campus.	How have partnerships enhanced student experiences to contexts outside of school? In what ways have students learned from service and work-based learning experiences?
School, District and Higher Education Partnerships	X	Staff participate in activities sponsored by the district or local higher education institution.	X	Staff actively develop partnerships with the district and institute(s) of higher education to ensure alignment of expectations and vision.		The school, district office, staff from other district schools and institute(s) of higher education are active collaborators in decisions impacting students, ensuring alignment with career credentials and degree programs.	How have the school and district strategically partnered to align resources to the benefit of students? How has the school fostered relationships with colleges and universities to provide post-secondary opportunities for students?

Structures and Resources	Resources such as school staff, physical space, professional learning, and technology support student learning. Funding is secured to ensure the long-term sustainability of innovative school programs and designs.				
	Beginning		**Early Steps**	**Growing Innovations**	**New Paradigms**
Funding and Sustainability	X	Resources for the school are supported by the school district and local education partners.	The school has scheduled meetings with key stakeholders including district, higher education and business and community partners to discuss sustainability of the school and programs within the school.	Short and long range plans for development and sustainability of the school are available and supported by the district, higher education and other partners. There is a detailed plan to ensure resources for long- term sustainability of the school and program.	How does the school use resources such as school staff, physical space, professional learning and technology creatively and intentionally to support learning?
Physical Resources	X	The school has adequate facilities, staffing and resources to offer required courses.	X Facilities, staffing, technology and other resources support the school's vision for powerful teaching and learning.	Facilities support regular collaboration among students and faculty. Technology equipment and training are sufficient to support regular, meaningful use by all. Teachers and students have access to resources that support powerful teaching and learning.	What steps has the school taken to ensure the long-term sustainability of innovative programs and student experiences?

Scheduling		Administrators work collaboratively once per semester to develop and adjust the school schedule to best meet student needs.		The administrators and staff meet regularly to discuss scheduling and staffing in order to make decisions that best meet student needs.		The scheduling and staffing of the school is designed to promote responsive affective and academic support for students and regular opportunities for professional collaboration (including common planning and PLCs).	
Overall assessment for Purposeful Design							

Phase 3: Data Summary

Based on the data review (Phase 1) and assessment of the Design Principle Rubric (Phase 2), list strengths of your school, surprises, major trends, and gaps/inconsistencies discovered/discussed. Remember to base this summary on the data collected, rubric selections, and artifacts reviewed.

School Strengths from Data and Design Principle Rubric Assessment

What did you find in your data review and Design Principle Rubric assessment that makes you proud? Include as many bullets as necessary.
* Teachers are using data to drive instruction
* 90 minutes per day was scheduled for reading instruction
* 90 minutes per day was scheduled for math instruction
* Low teacher turnover rate
* Teachers are planning an implementing STEM activities with success

Surprises from Data Review and Design Principle Rubric Assessment

What did you find in the data review and Design Principle Rubric assessment that you didn't expect or that surprised you? Include as many bullets as necessary.

Major Trends from Data Review and Design Principle Rubric Assessment

What trends do you see in your school's data and Design Principle Rubric assessment? That is, describe any areas or data points that show improvements or declines over time (several years or during the current school year). Include as many bullets as necessary.

Design Principle Rubric Assessment Consensus

For the Design Principle or indicator in which there was the largest discrepancy among your staff about proper placement on the rubric, please describe how your staff worked towards consensus to agree where to place the school on the rubric for this Design Principle or indicator.
Teachers collaborated to work through differences and reach a common decision in regard to the Design Principle Rubric.

Gaps/Inconsistencies in Data and Design Principle Rubric Assessment

List and describe the areas which the data review and Design Principle Rubric assessment suggest a need for improvement. Your areas of study (Phase 4) to be used in the School Improvement Plan (Phase 5) will come from this list. List as many areas as evident.
* KES did not achieve proficiency growth of 10%
* 5th grade Reading proficiency decreased
* 3rd and 4th grade math proficiency decreased

Phase 4: Areas for Study

Based on Phases 1-3, identify three areas for further study and write a specific SMART goal for each one. Include the related Design Principle(s) for each. At least one area of study should relate to Powerful Teaching and Learning.

Example:

Area for Study: Low Performance on 7th Grade Math EOG over the last two years

SMART goal: By the end of the 2014-15 school year, there will be a reduction in the number of non-proficient students on the 7th Grade Math EOG by 10%.

Design Principles: Powerful Teaching and Learning, Redefined Professionalism, Personalization

Area for Study #1:
SMART Goal #1:
Design Principles:

Area for Study #2:
SMART Goal #1:
Design Principles:

Area for Study #3:
SMART Goal #1:
Design Principles:

Area for Study #4:
SMART Goal #1:
Design Principles:

Sharing your progress:
The annual self-assessment provides schools the opportunity to reflect on their work, create data snapshots of school progress, identify benchmarks for growth, and develop strategies to meet them. The process allows self-assessment to become an integral part of the school improvement process. **Submissions should be made electronically as follows:**

All Schools: Submit final Self-Assessment Data Analysis, Impact Plan, and completed School Improvement Plan through Document Tracking Service (DTS) by September 15, 2017.

Area for Study 1:

SMART Goal

Design Principles

Measurable Outcomes	Strategies	Timeline	Person(s) Responsible

Professional Development/Resources
What professional development and/or resources are needed to meet this goal? Only include items within your school's control.

3-Month Review

Date

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why?   Consider making adjustments and/or providing additional professional development before removing a strategy completely.

6-Month Review

Date

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why?   Consider making adjustments and/or providing additional professional development before removing a strategy completely.

9 month Reflection

Date

Did your school meet this goal or make considerable progress? What data supports this assessment? If the goal was not met, what prevented this from happening and how will this goal be addressed in the future?

Area for Study 2:

SMART Goal

Design Principles

Measurable Outcomes	Strategies	Timeline	Person(s) Responsible

Professional Development/Resources
What professional development and/or resources are needed to meet this goal? Only include items within your school's control

3-Month Review

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why?   Consider making adjustments and/or providing additional professional development before removing a strategy completely.

6-Month Review

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why?   Consider making adjustments and/or providing additional professional development before removing a strategy completely.

9 month Reflection

Did your school meet this goal or make considerable progress? What data supports this assessment? If the goal was not met, what prevented this from happening and how will this goal be addressed in the future?

Area for Study 3:

SMART Goal

Design Principles

Measurable Outcomes	Strategies	Timeline	Person(s) Responsible

Professional Development/Resources
What professional development and/or resources are needed to meet this goal? Only include items within your school's control.

3-Month Review

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why?   Consider making adjustments and/or providing additional professional development before removing a strategy completely.

6-Month Review

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why?   Consider making adjustments and/or providing additional professional development before removing a strategy completely.

9 month Reflection

Did your school meet this goal or make considerable progress? What data supports this assessment? If the goal was not met, what prevented this from happening and how will this goal be addressed in the future?

Area for Study 4:

SMART Goal

Design Principles

Measurable Outcomes	Strategies	Timeline	Person(s) Responsible

Professional Development/Resources
What professional development and/or resources are needed to meet this goal? Only include items within your school's control.

3-Month Review

What strategies are working well and need no adjustments? What data supports this decision?

What strategies did you decide to adjust and how? What data supports this decision?

What strategies did you decide to remove from the plan and why?   Consider making adjustments and/or providing additional professional development before removing a strategy completely.

6-Month Review

What strategies are working well and need no adjustments? What data supports this decision?

[ ]

What strategies did you decide to adjust and how? What data supports this decision?

[ ]

What strategies did you decide to remove from the plan and why?   Consider making adjustments and/or providing additional professional development before removing a strategy completely.

[ ]

9 month Reflection

[ ]

Did your school meet this goal or make considerable progress? What data supports this assessment? If the goal was not met, what prevented this from happening and how will this goal be addressed in the future?

[ ]

Checklist of State-required On-going Operational Activities
All Schools

Does this school:

_____ Implement strategies for improving performance of all students?

_____ Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?

_____ Plan use of staff development funds?

_____ Plan for use of assessments to monitor student progress?

_____ Provide daily duty-free lunch to teachers?

_____ Provide at least five hours of planning time for teachers each week?

_____ Implement strategies for involving parents and the community in the educational program?

K-8 Schools Only

Does this school:

_____ Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful school-wide program. The goals and strategies you've already developed may fulfill many of these requirements.

1. **School-wide reform strategies:** Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

Our school is addressing the need for school-wide reform in the following ways:

2. **Instruction by highly qualified teachers:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school-wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Our school is addressing the need for highly qualified teachers in the following ways:

3. **High-quality and ongoing professional development:** Teachers and other staff in school-wide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the school-wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

Our school provides high quality, on-going professional development in the following ways:

4. **Strategies to attract highly qualified teachers to high-need schools:** Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Our school uses the following strategies to attract highly qualified teachers:

5. **Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school-wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

Our school uses the following strategies to increase parental involvement:

6. **Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school-wide programs:** This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school-wide programs capitalize on this strong start.

Our school uses the following pre-school-to-elementary transition strategies:

7. **Measures to include teachers in decisions regarding the use of academic assessments:** In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school-wide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

Our school uses the following strategies for developing teacher skills in formative assessment:

8. **Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The school-wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

Our school uses the following differentiation strategies:

9. **Coordination and integration of Federal, State, and local services and programs:** School-wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school-wide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the school-wide program.

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs:

School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years:

LEA or Charter School Name/Number:

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.
	(Please duplicate this sheet as needed for additional waivers.)

_____   _____
Signature of Superintendent/Designee   **Date**

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan: Debra Hunter, Principal

Statement of Responsibility for the School District Superintendent
In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:
The principal will follow the Duplin County Schools Board Policies; ensuring and maintaining a safe and orderly learning environment by establishing appropriate leadership in regard to school personnel and students through daily actions. The principal provides appropriate disciplinary consequences for disruptive students by following established rules and policies of the county. The principal reports all criminal acts as defined by G.S 115C-228(g) to law enforcement and the central office.

Statement of Responsibility for the School Principal
In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:
The teachers restore, if needed, and maintain a safe and orderly learning environment by establishing appropriate rules and procedures, and monitoring the physical and social/cultural environment. The teacher provides training in character education. The teacher provides appropriate instruction to meet the needs of all student, including those at risk of academic failure. The teacher makes appropriate referrals of students who are at risk of academic failure or of engaging in disruptive or disorderly behavior.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel
In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):Ivy Dowe
Teachers:Amy Huffer, Elizabeth Crawford, Kristen Fowler, Mary Sue Hawes, Tori Brown (EC)

Teacher Assistants:Gail Stridiron
Other School Staff:Bridget Jones (Nurse), Katheryn Miller (Counselor), Barbara Jones (Secretary), Sarah Harrison (Social Worker), Margaret Bostic (Bookkeeper/Data Manager)

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

At-risk students are identified based on academics and/or behavior concerns. A PEP is developed for every at-risk student and a list submitted to the guidance counselor. The RTI (MTSS) team meets monthly with teachers to establish strategies for promoting academic and/or social growth. During RTI meetings, available data, including grades, attendance information, behavior documentation, home environment, and other relevant available data are highlighted to guide the team to solutions for helping students succeed.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.
- RTI
- Parent/ Teacher Conferences
- School Discipline
- Referrals to Guidance Counselor
- Incentives to promote good behaviors

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

When students are identified as at risk of academic failure or of engaging in disruptive or disorderly behavior, teachers, administration, and support staff will work to assess the needs of these students by examining relevant school records, reviewing test and assessment data, consulting with parents/guardians and, if needed, gather more information through appropriate means. Strategies identified and used to meet the needs of students identified as at risk of academic failure or of engaging in disruptive or disorderly behavior include: remediation and tutoring, modification of instruction, placement in alternative setting, and appropriate parental involvement. In addition, these students may respond to earning incentives for positive behaviors and/or improved academic performance.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal:	All staff and substitute teachers will demonstrate appropriate knowledge and implementation of safety procedures when face with a crisis situation.
Target:	All staff and substitute teachers will be trained on how to respond to crisis situations by the School Resource Officer. Crisis drills will take place monthly.
Indicator:	100%
Milestone Date:	October 2016

Goal:	All staff and substitute teachers will demonstrate appropriate knowledge and implementation of safety procedures in the event of a fire.
Target:	All staff and substitute teachers will be trained on the procedures for responding to a fire. Fire drills will take place monthly.
Indicator:	100%
Milestone Date:	October 2016

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Target:	Attendance data will be reviewed at least monthly
Indicator:	Absences decreased by at least 10%.
Milestone Date:	June 2017

Target:	Discipline Data will be reviewed monthllly
Indicator:	Discipline referrals will be reduced by at least 10%
Milestone Date:	June 2017

Target:	Academic achievement will be reviewed monthly
Indicator:	Grades will reflect academic improvement with K-2 students earning "S" grades in all areas and 3-5 students earning grades of 70 or higher.
Milestone Date:	June 2017

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed
Yearly Crisis Drill Training	
Monthly Crisis Drills	
Monthly Fire Drills	
CPI Training	
Anaphylaxis Training	
Asthma Training	
Bloodborne Pathogen Training	
Diabetes Training	
Seizure Training	

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

Each school will establish and train a Crisis Response Team with one member of team designated to communicate with the Duplin County Sheriff's Office. Schools have Crisis Response Kits that are expected to include the following: Responsibilities checklist; Faculty/Staff roster with emergency phone numbers; First Responders List with first aid, CPR, and/or EMT training indicated; School map with location of exits, school phones, and first aid kits; Blueprints of school building(s); Map of evacuation route(s); Keys to all doors; Phone lists to include community emergency numbers, school numbers, and other resource numbers; Student Roster with phone numbers; Master schedule; Mane tags and sign-in sheet for crisis response team members and community resource people; Sample statements/letters for use in notifying faculty, students, and parents bout crisis incident; and Communication equipment.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

Emergency information for parents and family members will be communicated in conjunction with the Duplin County Board of Education, The Duplin County Emergency Services, and the Duplin County Sheriff's Office.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	Amount of Funding	Source of Funding

Kenansville Elementary
2016-2020 Technology Plan
District Technology Standards

Focus Area One: Leadership	
Focus Area Goal:	A diverse district leadership team exists with a shared vision for goals and strategies that ensure continuous improvement based on on-going and varied data collection. The goals and strategies are integrated as core components of all other strategic plans and are communicated regularly with all stakeholders. In order to sustain digital teaching & learning goals, the district utilizes a comprehensive long-term funding plan and procurement procedures to ensure equitable digital content for all users. Policies have been adopted to support student-centered learning environments and digital teaching & learning. The district works to employ and develop administrator and teacher-leaders for digital teaching & learning. District and school leaders maintain a collaborative and transparent digital culture while serving as lead learners of digital teaching and learning and modeling effective use of high quality digital resources.

Current Ranking:	2015-2016	Developing	2016-2017		2017-2018		2019-2020	
Alignment to Other Plans & Initiatives:	Duplin County Schools 5-Year Strategic Plan Strategic Goal Three: Every student will be instructed & supported by excellent & innovative leaders, teachers, & personnel.							

School Strategies	Evaluation Methods	Completion Date
School Media Coordinator is a member of the School Leadership team.	SIT agendas, attendance logs	June 2017
Educate all stakeholders regarding the schools digital teaching and learning goals and strategies to promote and encourage support and implementation of the SIP.	Meeting agendas and minutes	June 2017

Focus Area Two: Technology & Infrastructure							
Focus Area Goal:	The district maintains a network that has the necessary Internet bandwidth and wireless connectivity to support all access needs. Systematic reviews of the network and replacement cycles exists to support the digital technology infrastructure and assure that all user's needs are met. Additionally, content filtering and single-sign gives administrators, teachers, and students the access to the necessary technology resources. In order for learning to continue outside of school setting, the district leverages partnerships to increase Internet access outside of school. A sustainability plan is utilized to increase the number of current end-user devices and create modern learning environments that promote digital teaching and learning. As the amount of technology increases, the district will continue to provide adequate technical support.						
Current Ranking:	**2015-2016**	Developing	**2016-2017**		**2017-2018**		**2018-2019**	
Alignment to Other Plans & Initiatives:	Duplin County Schools 5-Year Strategic Plan Strategic Goal Four: Develop and maintain strategic partnerships supported by 21st Century financial, business and technology systems. Duplin County Schools 5-Year Strategic Plan Strategic Goal Five: Provide safe and nurturing facilities for all Pre-K - 13 students and staff.						

School Strategies	Evaluation Methods	Completion Date
School will purchase devices to increase student-to-device ratio to world towards 1:1 implementation.	Purchase Orders Technology Inventory	June 2017
Encourage and promote the use of the work order system	Usage reports	Ongoing
The media center will have a flexible design to promote the use of the spaces as educational hubs for collaboration, makerspeces, and innovation.	Media Center Planning Book Observations and Walk-through data	June 2017

Focus Area Three: Professional Learning							
Focus Area Goal:	Professional development within the district is focused around the district strategic plan and incorporates digital teaching and learning frameworks. Multiple and varied professional development opportunities and formats (small group, face-to-face, online, blended, one-on-one, etc.) exists to meet the individual needs of all administrators and teachers. The district utilizes professional learning communities(PLCs) to collaborate and share ideas, strategies, lessons, and activities for high quality digital teaching and learning. A significant portion of professional development is focused around the NC Digital Learning Competencies for Teachers & Administrators to help fulfill CEU requirements by the district and state.						
Current Ranking:	**2015-2016**	Developing	**2016-2017**		**2017-2018**		**2018-2019**	
Alignment to Other Plans & Initiatives:	Duplin County Schools 5-Year Strategic Plan Strategic Goal One: Student academic success for every Pre-K-13 student is a priority for all Duplin County Schools. Duplin County Schools 5-Year Strategic Plan Strategic Goal Two: All students will receive a personalized education through access to STEM, career, college, and digital learning. Duplin County Schools 5-Year Strategic Plan Strategic Goal Three: Every student will be instructed and supported by excellent and innovative leaders, teachers, and personnel.						

School Strategies	Evaluation Methods	Completion Date
Media Coordinator will collaborate and work along with delivering digital-learning focused professional development sessions in small group settings and one-on-one to develop proficiency in the NC Digital Learning Competencies and that that is personalized for teachers' needs based on data.	Professional Development Offerings and attendance logs	June 2017
School will utilize PLCs to collaborate and share ideas, lessons, strategies, and activities to promote high quality digital learning.	PLC agendas and minutes	June 2017
County ITFs will deliver digital-learning focused professional development sessions in small group settings to develop proficiency in the NC Digital Learning Competencies and that is personalized for teachers' needs based on data.	Professional Development Offerings and attendance logs	June 2017

Focus Area Four: Content & Instruction	
Focus Area Goal:	In the district, the role of the educator has shifted to that of a facilitator in which instruction is driven by a variety of data. Administrators and teachers are proficient in the NC Digital Learning Competencies, and ensure that students are participating in digital learning activities the integrate critical thinking, communication, collaboration, and creativity skills. Teachers and students consistently use digital tools to personalize learning paths to reach all learners. The district works to secure and develop digital content and resources through a vetting process that allows students, teachers, and parents access anytime/anywhere. A district learning management system exists to assist teachers with organizing content, student activities, and tracking student progress.

Current Ranking:	**2015-2016**	Developing	**2016-2017**		**2017-2018**		**2018-2019**	

Alignment to Other Plans & Initiatives:	Duplin County Schools 5-Year Strategic Plan Strategic Goal Two: All students will receive a personalized education through access to STEM, career, college, and digital learning. Duplin County Schools 5-Year Strategic Plan Strategic Goal Four: Develop & maintain strategic partnerships supported by 21st Century financial, business, and technology systems.

School Strategies	Evaluation Methods	Completion Date
Implement the use of Schoolnet to share and customize teacher curated and/or developed digital content at the school level.	Schoolnet Data Professional development offerings	June 2017
Media Coordinator is a part of the school level PLCs to collaboratively plan and enhance instruction.	Media Center Planning Book PLC attendance logs and minutes	ongoing
Increase student technology use with the classroom that focuses on personalized digital learning activities that integrate high-order thinking, communication, collaboration, and creativity skills.	Walk-through data and observations	June 2017
Media Coordinator provides training and support for teachers and administrators to develop their proficiency in the NC Digital Learning competencies.	Professional Development Offerings and attendance logs	ongoing

Focus Area Five: Data & Assessment	
Focus Area Goal:	The district utilizes NCEdCloud as a central access point to the NC Home Base Applications that provide educators, parents, and students with real-time individual learner data. Intervention plans are used to personalize learning for students and support school-wide instructional goals. Multiple and varied assessments are embedded into instruction to collect data on student needs and strengths for intervention plans. Schoolnet is utilized to develop shared common formative assessments and district benchmarks which provides analytical data for the intervention plans. District developed rubrics are used to measure critical thinking, communication, collaboration, and creativity skills of students across content areas.

Current Ranking:	**2015-2016**	Developing	**2016-2017**		**2017-2018**		**2018-2019**	

Alignment to Other Plans & Initiatives:	Duplin County Schools 5-Year Strategic Plan Strategic Goal Two: Student academic success for every PreK-13 student is a priority for all Duplin County Schools. Duplin County Schools 5-Year Strategic Plan Strategic Goal Four: Develop & maintain strategic partnerships supported by 21st Century financial, business, and technology systems.

School Strategies	Evaluation Methods	Completion Date
Utilize student and school data to develop school improvement plan.	School Improvement plan	Ongoing
Utilize teacher leaders within the school to develop common formative assessments in Schoolnet.	Schoolnet usage reports	June 2017
PLCs will utilize data to drive and enhance instruction.	PLC agendas and meetings	June 2017
Teachers will be provided access to a variety of digital tools that can be used to conduct formative assessments throughout instruction.	PLC agendas and minutes Professional development offerings and attendance logs.	Ongoing