PAMLICO COUNTY SCHOOLS

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Pamlico County Schools has chosen the following NCSTAR Indicators for the 2018-2019 PCS District Strategic Plan. These indicators were selected because they best support the school improvement plans created by **Pamlico County Primary School, Fred A. Anderson Elementary School, Pamlico County Middle School,** and **Pamlico County High School.**

The indicators that are highlighted in **Red** are those indicators that NCDPI has recognized as the 12 key indicators. Any Title I school identified as *"Low Performing"* (received an overall school report card score of a D or lower and met or did not meet expected growth) must include all twelve indicators in their school improvement process. Since FAA has received this identification, Pamlico County Schools has included most of these key indicators.

The indicators that are shaded in peach are district level indicators that PCS will prioritize at the district level in addition to the school level indicators. PCS expectations and intentions are noted with the following symbol: ✍

Please contact Sherry G. Meador, for further explanation or information as it relates to these selected indicators or the District Strategic Plan.

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PAMLICO COUNTY SCHOOLS DISTRICT STRATEGIC PLAN NCSTAR INDICATORS 2018-2019

➢ **INSTRUCTIONAL EXCELLENCE**

High Expectations For All Staff And Students
- Al .01   The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.
- *Al .03   The LEA/ School promotes a school culture in which professional collaboration is valued and emphasized by all. (5084)*
- Al .04   ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results. (5085)
- Al .05   ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students. (5086)
- Al .06   ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based. (5087)

Curriculum and Instructional Alignment
- A2.01   Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress. (5091)
- **A2.04**   Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)
- A2.05   ALL teachers develop weekly lesion plans based on aligned units of instruction. (5095
- A2.14   Units of instruction include specific learning activities aligned to objectives (5104)

Data Analysis and Instructional Planning
- A3.01   Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (5110)
- A3.04   Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment. (5113)
- A3.05   The school assesses each student at least 3 times each year to determine progress toward standard- based objectives. (5114)

Student Support Services
- **A4.01**   The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)
- A4.10   The school provides all high school students with academic supports (e.g. tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation. (5128)
- A4.11   The school provides all students extended learning opportunities (e.g. summer bridge programs, after-school and supplemental educational services, enrichment programs.) (5129)
- A4.12   The school provides all high school students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation. (5130)
- A4.14   The school provides all students with supports and guidance to prepare them for college and careers (e.g. career awareness activities, career exploration, school visits.) (5132)
- A4.15   The school provides all students with opportunities to learn through nontraditional educational settings (e.g. virtual courses, dual enrollment, service learning, work-based internships.) (5133)

Due to the decreases in the following areas:
- *growth and proficiency in grades 4, 7, and English 10*
- *overall school performance grade (FAA)*
- *ACT, ACTWorkKeys, and Graduation Cohort Rate (PCHS)*

PCS Expectations and Intentions
☞ *Pamlico County Schools District Administrative Team will work closely with our schools to support the above NCSTAR indicators and each of the school improvement plans (SIP). Sherry Meador, Executive Director of Instructional Services & Accountability, is assigned to work collaboratively and strategically with each principal in the curricular areas identified, to monitor the SIP implementation, and to provide instructional supports in the areas of data analysis, professional development, and other accountability protocols.*

PAMLICO COUNTY SCHOOLS DISTRICT STRATEGIC PLAN NCSTAR INDICATORS 2018-2019

> ## LEADERSHIP CAPACITY

Strategic Planning, Mission, and Vision
- **B1.01** *The LEA has an LEA Support & Improvement Team. (5135)*
- **B1.02** *The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (5136)*
- **B1.03** A leadership team consisting of the principal, teachers who lead the Instructional teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)

Distributed Leadership and Collaboration
- B2.02 The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (5142)
- **B2.03** The school has established a team structure among teachers with specific duties and time for instructional planning. (5143)

Monitoring Instruction in School
- **B3.01** *The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (5147)*
- **B3.03** The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)
- **B3.04** *The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice. (5150)*
- B3.05 The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out. (5157)

PCS Expectations and Intentions

- ✎ *The PCS Support & Improvement Team consists of the Superintendent and cabinet members. Each member has specific responsibilities and will meet weekly as an entire team or in subcommittees to address specific concerns or focus areas.*

- ✎ *A cabinet member serves as a liaison and/or a mentor, as needed, for the school administrators.*

- ✎ *Each school is expected to provide supplemental learning opportunities (remediation and enrichment) daily to address student needs. Walk-throughs and data analysis will occur with both school and district level administration.*

- ✎ *Professional development for school based administrators and school staff will be planned based on data, school improvement plans, and requests (school culture/climate).*

➢ PROFESSIONAL CAPACITY

Teacher Quality and Experience

- **C1.03** *The LEA/School has established, communicated, and provided to employees clear goals and measures for employee's performance and provide targeted training or assistance for any employee receiving an unsatisfactory evaluation or warning. (5154)*
- **C1.04** *The LEA has a team available to help principals as they support underperforming employees. (5156)*
- **C1.06** *The LEA/School offers an induction program to support new teachers in their first years of teaching. (5157)*

Quality of Professional Development

- **C2.01** *The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)*
- C2.02 ALL teachers develop individual professional development plans based on classroom observations and self-assessments. (5161)

Talent Recruitment and Retention

- C3.01 The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (5165)
- **C3.03** *The LEA has a plan and process to recruit and retain highly-qualified teachers to support school improvement. (5167)*
- **C3.04** *The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168)*

PCS Expectations and Intentions

- ➷ *Building level administrators are trained and provided support using NCEES/TNL. They will receive a timeline for observations, information on what type of evaluation process needs to be followed for each teacher, and who is responsible for each "shared" teacher.*

- ➷ *Each principal is expected to train his/her staff in NCEES and TNL and to communicate goals and expectations for observations and evaluations.*

- ➷ *Shakia Robinson, Personnel Director, and Sherry Meador, Executive Director of Instructional Services & Accountability, will provide guidance and technical support for teachers, mentor teachers, principals, and assistant principals.*

- ➷ *Principals are expected to share school data and PLC notes with the central office team. Data meetings and discussions occur monthly at principal/cabinet meetings or one-on-one meetings with Ms. Jackson, Superintendent or with Mrs. Meador.*

- ➷ *Mrs. Robinson will collaborate with neighboring universities and selects strategic job fairs in order to access highly qualified teachers.*

- ➷ *Mrs. Robinson will also work with classified personnel and other applicants in getting the necessary credits and coursework.*

- ➷ *Mrs. Robinson and Ms. Jackson will work with principals throughout the year in regards to ensuring appropriate documentation and resources are occurring as it relates to staff performance and contracts.*

➢ PLANNING & OPERATIONAL EFFECTIVENESS

Resource Allocation

- **D1.02** *The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (5171)*

Facilities and Technology

- D2.01 ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology. (5173)
- **D2.04** *The LEA/School consistently implements a process to determine and to acquire necessary instructional technology. (5176)*

PCS Expectations and Intentions

- ❧ *The schools are allocated monies and resources based on State allotment and Federal Programs guidelines.*

- ❧ *Special attention is given to priority areas of need or concern (low performance status) or other school improvement needs.*

- ❧ *Grants and other fiscal supports are sought to supplement or provide needed resources or personnel that support school improvement plan goals and specifically targeted district goals.*

PAMLICO COUNTY SCHOOLS DISTRICT STRATEGIC PLAN NCSTAR INDICATORS 2018-2019

➢ **FAMILIES & COMMUNITY**

Family Engagement
- **E1.06**   The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (5182)
- E1.07   The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (5183)

Community Engagement
- E2.02   The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and consistently updated website. (5189)
- E2.04   The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school. (5191)

PCS Expectations and Intentions

❧ *PCS expects each school to communicate with the parents through weekly and/or homework folders, newsletters, social media, school website, telephone messaging, open houses, parent meetings, or home visits. Documentation is maintained at each school.*

❧ *School handbooks and website must include Parent Involvement guidelines, mission/vision statements, homework guidelines, and classroom visit procedures. Faculty/Staff handbooks must contain the same as well as personnel expectations, protocols, and procedures (safety, academic, and procedural/policy)*

❧ *PCS central office administration is expected to maintain visible presence at school events that include parents and community.*

❧ *Pamlico County Schools will continue to promote and "sell" our schools to our stakeholders. PCS will revisit our Vision/Mission/Motto.*

❧ *PCS will maintain advertisements, social media, and telephone messaging as ways to reach our stakeholders.*

❧ *PCS will continue to maintain community partnerships (e.g., Heartworks, GOTR, YAG, LIFT, YMCA & Camps, Early Childhood services, Parks & Rec, local churches, law enforcement, Rotary Club, local grant providers, et al…)*