

Comprehensive Progress Report

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

Vision: Our belief, “Missions Are Possible”, allows the faculty to create a collaborative educational setting that prepares our students for the 21st Century.

- Goals:**
- Tarboro High School will exceed growth as measured by end of year performance indicators.
 - Tarboro High School Math 1 students will achieve a 5 point increase in End-of-Year (EOY) READY Performance Indicators from 40% to a score of at least 45% by the end of the 2018-2019 school year.
 - By the end of the 2018-19 school year, Tarboro High School will increase performance on the ACT/Workkeys test by 5 percentage points from 45% to 50%.
 - Tarboro High School Biology students will achieve at least a 10 percentage point increase in End-of-Year (EOY) READY Performance Indicators from 13% to a score of 25% by the end of the 2018-2019 school year.
 - By the end of the 2018-19 school year, Tarboro High School will increase performance Math Course Rigor from 91.2% to at least 95%.
 - Tarboro High School English II students will achieve a 10 percentage point increase in End-of-Year (EOY) READY Performance Indicators from 27% to a score of at least 37% by the end of the 2018-19 school year.
 - By the end of the 2018-19 school year, Tarboro High School will increase 4 year cohort graduation rate by 5 percentage points, from 77% to 82%.



! = Past Due Objectives KEY = Key Indicator	
Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	High expectations for all staff and students

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<ul style="list-style-type: none"> • PBIS team is continually documenting monthly meetings. Data is analyzed, and this team ensures that all practices and decisions are directly aligned with the School Improvement Team. • Implementing effective use of discipline matrix. • Share PBIS matrix with students outlining expectations. Implementation reminders will be communicated and monitored by team and admin. • When conducting walkthroughs and formal observations, the administrative team is looking for a safe and orderly classroom environment, smooth transitions, high level of student engagement, and evidence of procedures to address student discipline. • Evaluation of disciplinary data: ODR reports are evaluated on a consistent basis during administrative PLCs, content PLCs, SIT meetings, and during whole staff monthly meetings. This information is readily available and is updated continually as referrals are processed. • Based on the consistent evaluation of disciplinary data, processes are continually considered for update. For example, cell phones and electronic devices (e.g., these items are no longer a violation unless hindering the instructional environment). 	Limited Development 11/06/2017			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	The administrative team continues to work with these chosen indicators because we feel that we need to developing in this area. Our school is still reacting rather than preventing behaviors. We have school-wide procedures and classroom rules and consequences posted. Many teachers started out the school year strong with teaching behaviors but as time goes by and new staff join the school, procedures become more lackadaisical. Looking at the impact that this one indicator could create for the student		Reggie Bess	06/09/2019	

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

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

The PBIS Team will ensure that the school wide expectations that have been placed on the PBIS matrix are posted in the classrooms and all common areas. Completed by 6/9/2019.

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

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

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

	We continue to strengthen the intervention strategies of Tier 2 and 3 based on student needs.			
Actions		0 of 3 (0%)		
11/6/17	Share and discuss school discipline plan. Present PBIS matrix.		Reggie Bess	06/09/2019
<i>Notes:</i>				
11/8/17	The school improvement team will review ODR data to address any needed areas of concern.		Craig Harris	06/09/2019
<i>Notes:</i> Data is displayed in the PLC room for all school stakeholders to look at trends and hot spots.				
10/24/18	Share and discuss school discipline plan. Present PBIS matrix		Reggie Bess	06/09/2019
<i>Notes:</i>				
Implementation:		05/16/2018		
Evidence	5/16/2018			
Experience	5/16/2018			
Sustainability	5/16/2018			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers will utilize lesson plans and pacing guides, provided from external sources (i.e., district, state, etc.) to enrich instructional practices. Pacing guides are in place for all classes, and the administrative team will continue to ensure that teacher's are aware of how to effectively access and use these provided resources.	Limited Development 10/04/2016		

	<p>Teacher lesson plans incorporate the five chosen teach like a champion methods. At this time, this is not a fully implemented initiative. New and beginning employees are still learning the process of this strategy. In addition to lesson plans, these methods can be found on the instructional rounds handouts, and are readily available for all staff members Teachers are using a common lesson plan with district pacing guides. Teacher will continue the use of Teach Like A Champion strategies in weekly classroom activities (No Opt Out / The Hook / Break It Down / Exit Ticket / Do Now). As we continue to seek opportunities to improve student learning, we plan, as able, to attend AP Symposiums and Training Courses to increase teacher effectiveness.</p> <p>Administration are reviewing lesson plans to look for instructional alignment during walkthroughs and formal observations. Consistent data notebook audits will be conducted as needed.</p>			
	<p>Priority Score: 2</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 4</p>	
<p>How it will look when fully met:</p>	<p>Teachers will reflect on the effectiveness of lesson plans and pacing guides, provided from external sources (i.e., district, state, etc.) to enrich instructional practices. The Administrative team will continue review on a consistent basis lesson plans and data notebooks from all teaching staff to ensure that pacing guides and unit plans are followed. Teacher lesson plans should reflect the incorporation of the five teach like a champion strategies.</p> <p>The administrative team will continue to monitor departmental PLC's to ensure the progression and implementation of common lesson plans, common assessments, and the incorporation of weekly strategies. We will continue to implement strategic data points in Professional Learning Communities and Faculty meetings in an effort to reteach, remediate, and/or enrich. We will identify students in danger of not graduating in 4 years. In addition, utilize Edgenuity to help students gain high school credits. Multiple teams will review and use ACT data to</p>		<p>Pippa Boyd</p>	<p>06/09/2019</p>

	remediate and enrich. In addition, the school will Implement tutorial (Help Sessions) to reteach and remediate.			
Actions		0 of 3 (0%)		
11/1/18	All staff has been provided with Teammates Matter. The content and ideas from this text will be continually discussed in an effort to grow professionally in the field.		Deneasha Strother	06/09/2019
<i>Notes:</i>				
11/10/16	Utilize school-wide Common Formative Assessments in each subject area and district benchmarks on a consistent basis and review data during weekly PLC's.		Pippa Boyd	09/09/2019
<i>Notes:</i> Minutes from PLC's should reflect the implementation of new strategies to improve students who are not meeting academic goals. Departments will use this data to amend instructional practices. Teachers are meeting weekly in PLC to align instruction.				
11/10/16	Implement strategies from Teach Like a Champion. Teach Like A Champion strategies will be highlighted in weekly newsletters to staff, and during monthly staff meetings. New staff will be provided with the Teach Like A Champion and Teach Like A Champion 2.0 texts.		Pippa Boyd	09/09/2019
<i>Notes:</i> During walkthroughs, administration should observe teacher implementing these strategies. Teachers have implemented No Opt Out strategy as discussed in PLC meetings				
Implementation:		03/02/2018		
Evidence	3/2/2018 PLC's meet weekly, Professional development scheduled based upon the needs of staff from in-school climate survey.			
Experience	3/2/2018 A schedule for PLC's was created. PLC's are hosted specifically for EOC courses and all other content areas. Established data protocols are used consistently to drive data conversations. School-wide professional development.			
Sustainability	3/2/2018 Consistently meeting with teachers on a weekly basis. Building culture of collaboration that fosters teacher-coaching with administration.			

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Tarboro high school works to develop, and implement, teacher action plans to align student achievement data with formal and informal staff evaluations. Tarboro high school works to develop, implement, and monitor student Personalized Education Plans (PEPs) Taroboro high school facilitates and operates an Intervention/Enrichment (I/E) daily to all students. Tarboro High School implements the strategic use of data in PLCs, Curriculum Councils, and faculty meetings in an effort to re-teach, remediate, and/or enrich.	Limited Development 10/04/2016			
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		All teachers will be using tiered assignments to differentiate instruction based on students individual needs. Teachers will use relevant data to address individual student academic needs so that students have the opportunity to experience a high level of success.		Andrew Harding	04/03/2019	
Actions			0 of 7 (0%)			
11/10/16		The administrative team will conduct frequent formal and informal observations and provide descriptive feedback for improvement. There is a detailed formal and information observation schedule that works on a rotation. Teachers are visited consistently, approximately once per week by one member of the administrative team.		Hillary Boutwell	06/01/2019	
<i>Notes:</i> Administration will provide feedback within a 24 hour window.						
11/8/17		Counselors will attend district meetings to address MTSS needs. At the school level, counselors will share this information via PLCs, committee meetings, and whole staff meetings.		Ms. Sharon Bailey	06/09/2019	
<i>Notes:</i>						

11/1/18	Teachers will write rigorous Intervention and Enrichment (I/E) goals and strategies into their weekly lesson plans.		Craig Harris	06/09/2019
<i>Notes:</i>				
11/1/18	As a Year One Opportunity Culture school, our MCLII will attend all required trainings/PD opportunities in an effort address established instructional needs of our Science Department.		Deneasha Strother	06/09/2019
<i>Notes:</i>				
11/1/18	Opportunities for student achievement, outside of the traditional instructional delivery approach (i.e., face-to-face during regular instructional hours) is available to students. This includes: a) Dual Enrollment; b) NCVPS; c) Edgenuity; and d) 22-credit program.		Pippa Boyd	06/09/2019
<i>Notes:</i>				
10/25/16	Implement strategic use of data in PLCs, Curriculum Councils, and faculty meetings in an effort to re-teach, remediate, and/or enrich. In addition, PLC groups will place particular focus on the SWD sub-group, as most recent data places THS on the TSI identified school list.		Pippa Boyd	06/09/2019
<i>Notes:</i>				
11/10/16	Create, administer, and review school-wide common formative assessments for each department.		Rebecca Sugg	06/17/2019
<i>Notes:</i>				
Implementation:		05/15/2018		
Evidence	5/15/2018 School Counselors successfully completed attending all meetings and to assist in their daily job functions.			
Experience	5/15/2018 School Counselors attended monthly Student Services meetings to gain additional training on a variety of topics and to complete PLC meetings with other School Counselors.			

Sustainability		5/15/2018 School Counselors will still need time to strategically implement information obtained in meetings. We would also like to see School Counselors share information at staff and PLC meetings.			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		School SSMT meetings occur at least monthly to discuss at-risk students while creating a plan of success for them. The guidance department will assist staff in identifying at-risk students and providing appropriate resources as needed. The counselors work with district personnel and outside agencies to provide students, staff, and families will additional support.	Limited Development 11/09/2016		
How it will look when fully met:		Teachers will communicate regularly with all parents and document parent contact log to ensure contact has been made. Students will utilize the THS mentor program for at-risk students for academics and behavior. Student services will provide needed supports to students, staff, and families.		Reggie Bess	06/09/2019
Actions			0 of 2 (0%)		
	11/8/17	School SSMT meetings will occur monthly to discuss at-risk students and to develop a plan to address their needs. As with other targeted committees, this information will be shared during PLCs and whole staff meetings. Identified at-risk students will receive one-on-one support as appropriate.		Rebecca Sugg	06/09/2019
<i>Notes:</i>					
	11/1/18	Teachers will maintain active parent contact logs in their data notebook. Data notebooks are to be easily accessible within the classroom when the administrative team enters the room for a formal or informal observation.		Rebecca Sugg	06/09/2019
<i>Notes:</i>					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>We have class meeting at the beginning of the year to provide an overview of specific requirements needed to transition to the next grade. Meetings with individual and groups to verify and discuss academic needs. Use of a format to track students academic requirements.</p> <p>Counselors and school staff collaborate with feeder middle school staff to prepare 8th grade students for the transition to high school. Counselors meet with 8th grade students and staff to discuss high school requirements and the scheduling process. Tours of the high school campus are conducted and 8th grade students are exposed to high school curriculum offerings.</p> <p>At this time, Tarboro High School uses additional College and Career ready personnel to prepare our emerging graduates with the resources successful as they transition into the next part of their lives. Our Career Development Coordinator (CDC), Mrs. Dawn Cuthrell, assists with internships and visits to local businesses. Our College and Career Coach, Mr. William Ellis, serves as the liaison between high school and college acceptance. He works to consistently meet with all senior students, and is available to lower grade students as needed. Finally, in partnership with the University of North Carolina Chapel Hill, we have a College Advisor, Ms. Huma Khursheed, who meet consistently with all upper classroom as they prepare for college acceptance.</p>	<p>Limited Development 11/06/2017</p>		
	<p>Priority Score: 2 Opportunity Score: 2</p>	<p>Index Score: 4</p>		
<p>How it will look when fully met:</p>	<p>Students will matriculate from grade level to grade level each year, having met all requirements.</p> <p>Tarboro High School has Spring Registration for all students. Students are given the opportunity to register for classes for the upcoming year. They have an opportunity to talk with the counselors about scheduling concerns and course requirements.</p>		<p>Rebecca Sugg</p>	<p>06/08/2019</p>

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

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

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

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

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

Students are given class syllabus outlining course content and requirements.

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

	<p>Teachers are encouraged to get to know their students the first week of school. Homeroom teachers go over the handbook with all students to reinforce the rules.</p> <p>Consistent engagement of our CDC, College Liaison, and College Advisor as students transition from high school to CCR.</p>			
Actions		0 of 8 (0%)		
11/1/18	Occupational Course of Study (OCS) students report daily to assigned work sites.		Linda Draughn	06/09/2019
<i>Notes:</i>				
11/1/18	College and Career Coach, Mr. William Ellis, is on campus multiple times per week to meet with students about college plans and steps to take toward graduation/higher education acceptable.		Sharon Bailey	06/09/2019
<i>Notes:</i>				
11/1/18	College Advisor, Ms. Huma Khursheed (UNC-CH), will meet consistently with all upper classroom as they prepare for college acceptance. She will also assist in fee waivers for college applications and college entrance testing opportunities. Ms. "K", in conjunction with other school supports, assists in college campus tours for students.		Sharon Bailey	06/09/2019
<i>Notes:</i>				
11/8/18	Work collaboratively with middle-school feeder schools to develop and sustain an effective mid-year promotion transition plan for 8th grade students.		Craig Harris	06/09/2019
<i>Notes:</i>				
11/8/17	Meetings at the feeder middle schools to discuss the scheduling process.		Rebecca Sugg	06/09/2019
<i>Notes:</i>				
11/8/17	8th grade tours conducted at the high school		Tynashia Whitaker	06/09/2019
<i>Notes:</i>				
11/1/18	THS Counselors, with support from our CDC, plan and implement a college fair annually.		Sharon Bailey	06/09/2019
<i>Notes:</i>				

11/1/18	Career Development Coordinator (CDC), Mrs. Dawn Cuthrell, assists with internships and visits to local businesses, college fairs, and opportunities for extension such as Workkeys Boot Camp.		Dawn Cuthrell	09/06/2019
<i>Notes:</i>				
Implementation:		04/10/2018		
Evidence	4/10/2018 4/10/2018- Transition activities for rising 9th graders have been completed. Students from both feeder schools completes tours and informational sessions. Dates for registrations have been secured for rising 9th graders as well as registration completed for sophomore, junior and senior promotions.			
Experience	4/10/2018 4/10/2018-Goal requires effective and timely communication between feeder schools. The district testing calendar for middle and high school presented some barriers to completing this goal to schedule meetings.			
Sustainability	4/10/2018 4/10/2018-Continue to plan transitions activities early in the year for effective communication with feeder schools using the district traditional and testing calendar.			

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		The District Improvement Team meets monthly to provide support to THS.	Limited Development 11/08/2017			
How it will look when fully met:		THS will receive support and guided feedback from the LEA that will lead school improvement.		Robert Batts	06/09/2019	
Actions			0 of 1 (0%)			

	11/8/17	The District Improvement Team will meet monthly to provide support.		Robert Batts	06/09/2019	
<i>Notes:</i>						
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Tarboro High School currently meets with leadership twice per month. During this time all department chairs and community stakeholders discuss imperative issues facing THS and actively work to formulate plans to improve current processes. This team establishes the vision and mission of the school and makes major decisions in moving the school forward.	Limited Development 11/09/2016		
<i>How it will look when fully met:</i>			The administrative team will meet with the leadership team to discuss instructional updates and needed areas of improvement. The leadership team will communicate with teachers the processes needed to reach intended goals. This team will share a common vision of student success and will work together effectively while being guided by a common purpose.		Craig Harris	06/09/2019
Actions				0 of 4 (0%)		
	11/1/18	The administrative team will conduct an in house climate survey, twice per year and use the results from the survey to address needed areas of improvement.		Craig Harris	04/30/2019	
<i>Notes:</i>						
	11/8/17	This team will monitor progress on each of the assessed indicators in NCSTAR.		Craig Harris	06/09/2019	
<i>Notes:</i>						
	11/8/17	The team will review data from the TWC survey and explore adjustments to the overall school environment as needed.		Hillary Boutwell	06/09/2019	
<i>Notes:</i>						

11/1/18	All meetings will be placed in NCStar to ensure progress monitoring and alignment with key indicators.		Hillary Boutwell	06/09/2019
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Tarboro High has professional learning committees that focus on rigorous curriculum, community relations, safe schools, continuous improvement and Teacher-Student relationships.	Limited Development 11/09/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Tarboro High School professional learning committees will meet regularly, formulate measurable goals, and actively work to strategically improve THS. We will utilize scheduled school events as a means of communication and relationship building with all community stakeholders. Committees will use the school improvement plan, parent contact logs, student/parent handbook, vision and mission statement, curriculum guides and guidance from community members as the foundation for establishing team structures.		Craig Harris	06/08/2019
Actions			0 of 4 (0%)		
11/8/17		During PLCs/instructional planning, teachers will be reviewing pacing, analyzing data to determine re-teaching, and updating plans for remediation/enrichment.		Donna Hunter	06/09/2019
<i>Notes:</i>					
11/8/17		Teachers will document all parent contacts in logs and keep an updated copy in their data notebooks.		Craig Harris	06/09/2019
<i>Notes:</i>					
11/1/18		A safe schools plan is developed and operational based upon school/district needs and guidelines.		Jackie Pearce	06/09/2019
<i>Notes:</i>					

11/1/18	The THS Master Schedule is developed prior to each school year with common planning as a critical need. Core subject departments are provided common planning daily (i.e., 90 minutes), while other departments (eg., CTE, arts education, physical education, etc.) are provided the same daily instructional planning time, but schedule additional time where all are able to attend.		Deneasha Strother	06/09/2019
<i>Notes:</i>				
Implementation:		11/29/2016		
Evidence	11/29/2016 Committees are established and meeting regularly. 11/29/2016 Committees are established and meeting regularly.			
Experience	11/29/2016 Great. These tasks are ongoing. We will continue to support committees and make changes if and when necessary. 11/29/2016 Great. These tasks are ongoing. We will continue to support committees and make changes if and when necessary.			
Sustainability	11/29/2016 Committee bi-weekly meetings. Administration support of initiatives created by committees. 11/29/2016 Committee bi-weekly meetings. Administration support of initiatives created by committees.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>Principal, in conjunction with the school leadership team, uses evaluation tools to provide feedback to teachers to further improve teacher learning and student learning. Information continually provided to educators throughout the building includes:</p> <ol style="list-style-type: none"> 1. Meaningful feedback on progress toward PDP goals. 2. Streamlines data collection, reporting and feedback to teachers and teams. 3. Supports teachers and leaders in critical areas of growth for not just themselves, but individual students, subgroups, content areas, and whole school. <p>In addition, THS staff participates in instructional rounds, known as "Observe Me" to provide meaningful feedback to fellow colleagues in various content areas.</p>	<p>Limited Development 11/09/2016</p>		
<p>How it will look when fully met:</p>	<p>Principal will conduct and document observations frequently and provide knowledgeable judgment of the quality of instructional practices observed during the evaluation. The administration will review samples of student work (i.e, classroom test, quizzes, homework assignments, individual and group projects) to check for comprehension of assigned content. Administration will promote effective engagement of all teaching staff, actively monitor and support school level PLC's, make changes to pacing(i.e, restructuring Intro Math I) and deliberately pair teachers for peer observations. In addition, "Observe Me" instructional rounds will continue, and teachers will be highly encouraged to complete at least one instructional round per month.</p>		<p>Rebecca Sugg</p>	<p>09/05/2019</p>
<p>Actions</p>		<p>0 of 8 (0%)</p>		
<p>11/18/16</p>	<p>Develop, and implement teacher action plans to align student achievement data with formal and informal staff evaluations.</p>		<p>Craig Harris</p>	<p>06/09/2019</p>
<p><i>Notes:</i></p>				
<p>11/18/16</p>	<p>Conduct frequent formal and informal observations using the walkthrough tool and TNL to communicate feedback to teachers.</p>		<p>Craig Harris</p>	<p>06/09/2019</p>
<p><i>Notes:</i></p>				

11/18/16	Research and provide data supported resources combined with professional development opportunities designed to increase student achievement rates in specified area. With an emphasis on the " Big Four" (Math I, Math III, English II & Biology).		Hillary Boutwell	06/09/2019
<i>Notes:</i>				
11/8/17	Teachers will develop PDP goals with at least one required goal related to instructional improvement in assigned area.		Craig Harris	06/09/2019
<i>Notes:</i>				
11/8/17	Instructional rounds will be conducted, giving teachers an opportunity to see instructional practices throughout the building. This is known as "Observe Me", and signs for each classroom are placed outside of their door.		Craig Harris	06/09/2019
<i>Notes:</i>				
11/8/17	Continue to monitor Lesson Plans, Pacing Guides, Data Notebooks and PLC Minutes.		Hillary Boutwell	06/09/2019
<i>Notes:</i> Created data notebook audit schedule.				
11/1/18	The administrative team, led by the school Principal, maintains high visibility throughout each instructional day in an effort to support teaching and learning for all staff members.		Craig Harris	06/09/2019
<i>Notes:</i>				
11/1/18	Maintain high levels of support, in conjunction with district-level mentors, for beginning teachers (BTs) in Year One, Year Two, or Year Three of their teaching careers. BTs will receive exemplar educators as school level mentors. Both BTs and Mentors will have administrative support on short-term and long-term instructional goals.		Andrew Harding/Donna Hunter	06/09/2019
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to	Implementation Status	Assigned To	Target Date

		make decisions about school improvement and professional development needs.(5159)			
Initial Assessment:		Tarboro High School administrative team reviews teacher evaluation feedback, THS provided school climate survey, walkthroughs (school, CISS, etc.), benchmarks, CTE data, EOC and NCFE data to review teacher performance. THS administration meets with teachers during PLCs (i.e., weekly) and privately (i.e., quarterly) to discuss areas of concern and opportunities for growth.	Limited Development 11/09/2016		
How it will look when fully met:		THS administrative team will develop and implement teacher action plans to align student achievement data with formal and informal staff evaluations. Teachers develop, implement and monitor student progress and is tracked in data notebook and in the established data room. Students will attend afternoon help sessions regularly. Teachers will contact parents of struggling students as needed. Teachers are using I/E time to address gaps in student learning. POWER Lunch implemented in specific departments.		Cassandra Conger	06/10/2019
Actions			0 of 5 (0%)		
	11/17/16	Implement strategic use of data in PLCs, individual teacher meetings, and faculty meetings in an effort to re-teach, remediate, and/or enrich.		Hillary Boutwell	01/05/2019
		<i>Notes:</i> Teachers continue to meet in PLC weekly to discuss data in our EOC tested areas and other contents. Recently on January 11th all EOC teachers had a meeting to create a school-wide EOC review plan. As a school we will run a assembly schedule. When students would normally attend an assembly they will be attending each core class Tuesday-Thursday to complete exam review. Teachers will also pull student that are in a EOC or CTE course during remediation time for intensive exam review. Teachers will facilitate instruction using the co-teaching model starting Tuesday January 16, 2018.			
	11/17/16	Create, administer, and review school-wide common formative assessments and benchmarks for each department. Discuss the effectiveness and efficiency of these assessments during PLC's		Pippa Boyd	01/05/2019

	and SIT team meetings.			
<i>Notes:</i> Schoolnet and Edgenuity data should be made available for administration review.				
11/8/17	Analyze all sources of school performance data, including sub group data and create intervention/enrichment plans to meet individual student needs.		Rebecca Sugg	06/09/2019
<i>Notes:</i>				
11/1/18	Consistently use district-supported programs which include, but are not limited to: a) Case21; and b) Mastery Connect.		Deneasha Strother	06/09/2019
<i>Notes:</i>				
11/1/18	Data will be continually monitored and assessed through the lens of accountability measures (i.e., MCR, CGR, ACT/Workkeys, etc.).		Craig Harris	06/09/2019
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		THS has certified vacancies. We will continue to work diligently to hire highly qualified teachers. Administration will continue to view TeacherMatch and East Carolina University graduate list to ensure we continue our search for teachers.	Limited Development 11/09/2016		
<i>How it will look when fully met:</i>		Administration will strive to select and employ highly qualified teachers and work to retain those individuals. Administration will actively support and provide appropriate training to meet their needs and the needs of students. THS will continue to support BT's by assigning those teachers with highly qualified mentors who are vested in the success of Tarboro High School. Real-time and post-observation coaching will be led by teacher leaders, the administrative team, and OC MCLII. THS will support beginning and veteran teachers by establishing programs to encourage, motivate and retain quality teachers throughout the building		Craig Harris	06/08/2019

	(e.g., star teacher of the month, celebrations, Purple Pals hospitality committee, etc.).			
Actions		0 of 6 (0%)		
11/18/16	Assess the school's climate using the Teacher Working Conditions Survey (school level developed and/or state level developed) to ensure that every classroom has the supportive environment necessary to help students achieve at high levels.		Donna Hunter	06/09/2019
<i>Notes:</i>				
11/18/16	Support district level BT initiatives.		Andrew Harding/Donna Hunter	06/09/2019
<i>Notes:</i>				
11/18/16	Implement an open door policy for administrators and support staff.		Craig Harris, Rebecca Sugg, Hillary Boutwell	06/09/2019
<i>Notes:</i>				
11/8/17	Use the NCEES system to evaluate teachers with fidelity and provide appropriate feedback as needed.		Craig Harris	06/09/2019
<i>Notes:</i>				
11/8/17	Develop action plans for teachers who have consistently demonstrated documented concerns on evaluation standards.		Craig Harris	06/09/2019
<i>Notes:</i> Plans will be developed as needed with guidance from HR.				
11/8/17	Administration will use a district approved walkthrough tool to evaluate teachers and provide immediate written feedback.		Craig Harris	06/09/2019
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Weekly ConnEd messages are sent home, informing parents of upcoming events, as well as school expectations. In addition, other programs such as Remind and S'more are used to communicate effectively across all stakeholders. School events are used as a means of communication and relationship building with the community. The school's marquee is being used daily to advertise events and accomplishments. Parent contact log for all teachers are located their data notebooks. The school's website is updated regularly with highlights of school information and announcements. Open parent-teacher conferences are held the first Wednesday of each month. The school also has a new Twitter account to keep the community informed of school events and information.	Limited Development 11/09/2016		
How it will look when fully met:	<p>Parents and community will receive school information in a timely manner. Feedback from parents and community will indicate that THS has an inviting school environment and information about school events and occurrences are easily accessible.</p> <ul style="list-style-type: none"> • ECPS Curriculum Guide • ECPS Calendar and its updates • School Improvement Plan posted on School website. • Parent invitations to School Improvement meetings. • Freshman Orientation • Open House • Open Parent-Teacher conferences • FASFA Night • Junior Night • Senior Night 		Pippa Boyd	06/09/2019
Actions		0 of 4 (0%)		
11/8/17	Send weekly Connect-Ed messages home with updated school information.		Craig Harris	06/09/2019
<i>Notes:</i>				
11/8/17	Update/inform parents on curriculum, attendance, graduation requirements, post graduation plans via webpage, Twitter, marquee, curriculum nights, and junior/senior nights.		Craig Harris	06/09/2019
<i>Notes:</i>				

11/8/17	Keep the school community informed of school information via Twitter.		Craig Harris	06/09/2019
<i>Notes:</i>				
11/1/18	Keep the school informed through the utilization of "Remind."		Hillary Boutwell	06/09/2019
<i>Notes:</i>				