

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

10/24/2016

D.C. Virgo Preparatory Academy NCES - na

New Hanover County Schools

Student Success Indicators

Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment

Curriculum and instructional alignment

Indicator	A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/23/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional teams are currently required to meet on a weekly basis. Each teacher is required to submit lesson plans that are aligned with state standards and requirements.	
Plan	Assigned to:	Connie Rogers	
	How it will look when fully met:	The school instructional team will review lessons plans weekly through the required lesson plan folder in the Google Drive. Upon review, specific reflective questions and comments will be posed based on common core standards and the Learning Focused Instructional Framework. By the end of the instructional school year, teachers will connect concrete student data to student performance and lesson planning.	
	Target Date:	06/20/2017	
	Tasks:		
	1. The school instructional team will meet weekly to discuss classroom instruction observed via walkthroughs and observations. The team will devise instructional patterns for the next week's observations and areas of concentration for the Instructional Coach.		
	Assigned to:	Sabrina Hill-Black	

	Added date:	10/18/2016
	Target Completion Date:	06/20/2017
	Frequency:	weekly
	Comments:	
	2. The school instructional team will review teacher lesson plans as they are submitted weekly via the required Google folder. 75% of lesson plans are based on the Learning Focused Instructional Framework with emphasis on the targeted areas of summarizing strategy, essential question, and engaging activities. Administration and the Instructional Coach will provide feedback and/or reflective questions for teachers to review/revise/consider.	
	Assigned to:	Connie Rogers
	Added date:	10/18/2016
	Target Completion Date:	12/19/2016
	Frequency:	twice monthly
	Comments:	
	3. Teacher teams - Reading and Math- (grade level or individual teacher and Instructional Coach) will meet to discuss lesson plan alignment to required Common Core standards as necessary based on Instructional Team feedback on lesson plans. Teachers will discuss standards-based lessons and their relevancy in the data derived through the Short Cycle Process and benchmark assessments.	
	Assigned to:	Connie Rogers
	Added date:	10/18/2016
	Target Completion Date:	03/20/2017
	Frequency:	twice monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
Indicator	A2.07 - ALL teachers include vocabulary development as learning objectives.(5097)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/18/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of	Learning Focus

	development:	
Plan	Assigned to:	Connie Rogers
	How it will look when fully met:	Teachers who have been trained in the Learning Focused Instructional Framework will explicitly teach key vocabulary through preview activities, within the lesson, and within the summarizing activities. Vocabulary is meant to engage students in word study throughout the lesson.
	Target Date:	06/20/2017
	Tasks:	
	1. Lesson plan monitoring will include a focus on key content vocabulary within the Learning Focused Acquisition Lesson Plan. Vocabulary should be explicitly taught with numerous practice opportunities. Classroom whiteboard essentials will include key lesson vocabulary. Summative and formative assessments should include vocabulary highlighted throughout the lesson.	
	Assigned to:	Connie Rogers
	Added date:	10/19/2016
	Target Completion Date:	06/20/2017
	Frequency:	weekly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Dimension A - Instructional Excellence and Alignment		
Student support services		
Indicator	A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	
Status	Tasks completed: 0 of 5 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/23/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The current MTSS implementation at Virgo models a tiered instructional system to ensure student needs are met across all tiers.
Plan	Assigned to:	Connie Rogers
	How it will look when fully met:	The goal of the current MTSS Implementation uses a tiered,

		differentiated intervention process to assign research-based interventions aligned to individual needs of identified students in reading, math, and behavior.
	Target Date:	06/20/2017
	Tasks:	
	1. Administration will establish a new MTSS team complete with a new School Psychologist, School Counselor and MTSS Lead Interventionist. This team will also include the school Social Worker, ISS Coordinator, Community in Schools Representative, Instructional Coach, and Blue Ribbon Commission Representative.	
	Assigned to:	Sabrina Hill-Black
	Added date:	10/18/2016
	Target Completion Date:	09/23/2016
	Comments:	
	2. The MTSS team will meet with teachers and parents of identified students to develop appropriate intervention paperwork for Tiers 2 and 3 to address necessary interventions in reading, math, and/or behavior. The plans will include in-class and additional intervention time (electives) strategies.	
	Assigned to:	Connie Rogers
	Added date:	10/18/2016
	Target Completion Date:	01/13/2017
	Frequency:	three times a year
	Comments:	This task will be evaluated quarterly to determine whether each identified student is receiving necessary interventions. It will be imperative that individual student data is reviewed quarterly.
	3. On a weekly basis, the MTSS team will meet to discuss student data, specific student progress in reading, math, and/or behavior. Tiered interventions may be evaluated to determine the effectiveness of the instruction. On a bi-weekly basis, the initial focus of every meeting will begin with discussions based on behavior needs and interventions.	
	Assigned to:	Syreeta Brown
	Added date:	10/18/2016
	Target Completion Date:	10/18/2016
	Frequency:	weekly
	Comments:	Utilize meeting agenda and notes.
	4. Representatives from the MTSS team will provide professional development as necessary through grade levels. The focus of these opportunities will be derived from student data, ABE referral data and discipline data, teacher inquiry, and walkthrough/observation data.	

	Assigned to:	Syreeta Brown	
	Added date:	10/18/2016	
	Target Completion Date:	03/17/2017	
	Frequency:	four times a year	
	Comments:	Documentation of grade level meetings with MTSS team member providing the PD. ISS Coordinator documentation regarding meeting with teachers/teams relative to behavior interventions. Tutor documentation relative to intervention practice in classes and during small group intervention time.	
5. The MTSS Team will collaborate to use student data to determine tiered supports based on the pyramid reflective of the desired percentages of the school population.			
	Assigned to:	Syreeta Brown	
	Added date:	10/18/2016	
	Target Completion Date:	01/13/2017	
	Frequency:	twice a year	
	Comments:	Use of universal screener data in conjunction with individual student data. Determine student movement into intervention classes at the middle and end of the year. Based on student data, re-evaluate intervention programs.	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)	
Indicator	A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/13/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	After the initial assessment it was determined that this is an area of focus for DC Virgo to ensure social and academic success for all students. The data reflects a need for additional strategies and professional development for current and new staff members. This is a high priority item that has a direct effect on many areas throughout the	

		school.
Plan	Assigned to:	Michelle Kornegay
	How it will look when fully met:	<p>We are currently working on an active PBIS (Positive Behavior Intervention Support) program. The program provides structures for setting up school-wide expectations, as well as, systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.</p> <p>The school counselor teaches classroom lessons on a continuous basis to address social and emotional needs of students based on data collected in student surveys.</p> <p>Students who are identified and are in need additional support are selected for small group and/or individualized sessions.</p>
	Target Date:	06/13/2016
	Tasks:	
	1. Assess social/emotional needs of students	
	Assigned to:	Shanda Walker
	Added date:	10/18/2016
	Target Completion Date:	09/30/2016
	Comments:	
	2. Develop PBIS Team and develop an active plan	
	Assigned to:	Michelle Kornegay
	Added date:	10/18/2016
	Target Completion Date:	09/13/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Dimension B - Leadership Capacity		
Strategic planning, mission, and vision		
Indicator	B1.01 - The LEA has an LEA Support & Improvement Team.(5135)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/23/2016
	Index:	6 (Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	DC Virgo has adopted a Pillar Model to drive the overall arching areas of school improvement in the building: School culture, Engagement, Community, and Technology. These pillars are also represented within the current Executive Summary.	
Plan	Assigned to:	Shemeka Shufford	
	How it will look when fully met:	<p>As a part of the district's commitment to DC Virgo , the following distributive leadership structure and LEA support relationships are identified and active in working toward student success indicators and school improvement.</p> <p>Dr. Tim Markley Dr. Lachawn Smith Mr. Al O'Brien Ms. Jakki Jethro Mrs. Sabra Robbins Wright Mrs. Syreeta Brown Mrs. Connie Rogers</p>	
	Target Date:	06/20/2017	
	Tasks:		
		1. On the first Monday of each month, the School Improvement/NCStar team will meet to review formative data for intervention based on the Executive Summary and selected indicators. The team will make decisions about the effectiveness of the strategies within the four major categories included in the Executive Summary.	
	Assigned to:	Shemeka Shufford	
	Added date:	10/18/2016	
	Target Completion Date:	06/20/2017	
	Frequency:	monthly	
	Comments:		
		2. On the first Wednesday of each month, the School Leadership team will meet to review and discuss the implementation of the four pillars. The team will utilize the meeting time to make correlations between the Executive Summary and School Improvement, the current NCStar indicators and the district vision. Pillar leaders will also participate in artifact collection and a monthly narrative via a physical notebook or google folder.	

	Assigned to:	Ken Davis	
	Added date:	10/18/2016	
	Target Completion Date:	06/20/2017	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Indicator	B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/23/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	DC Virgo follows processes in place by New Hanover County Schools	
Plan	Assigned to:	Sabrina Hill-Black	
	How it will look when fully met:	<p>Research over the past 30 years has found that effective principals can significantly improve various components of student achievement and learning. In addition, there are few examples of improving student achievement that were not led by an effective principal. Therefore, New Hanover County Schools selects school leaders based upon these turnaround competencies:</p> <p>DRIVING FOR RESULTS - Having a strong desire to achieve outstanding results and the task-oriented actions required for success.</p> <p>INFLUENCING FOR RESULTS - Motivating others and influencing their thinking and behavior to obtain results.</p> <p>SOLVING PROBLEMS - Analyzing data to inform decisions, making clear, logical plans that people can follow, and ensuring a strong connection between school learning goals and classroom activity.</p> <p>SHOWING CONFIDENCE TO LEAD - Staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.</p>	

		DC Virgo Preparatory Academy will continuously provide administrative leadership to staff and students throughout the school year. Principal Hill-Black was previously an Assistant Principal at DC Virgo Preparatory Academy prior to being named Principal for the 2016-2017 school year. After graduating from New Hanover High School, she received her Bachelor of Arts Degree from North Carolina Central University and enjoyed teaching and mentoring middle school students at Roland Grise, Williston, and DC Virgo. She has also taught in the Adult High School program at Cape Fear Community College. After much consideration, she eventually pursued a Master's Degree in Executive Leadership for School Administration from Gardner-Webb University, thus leading to the position she currently holds.
	Target Date:	10/14/2016
	Tasks:	
	1. Utilize New Hanover County School's recruitment, application, interviewing process to hired an Assistant Principal to begin the 2016-2017 school year.	
	Assigned to:	Sabrina Hill-Black
	Added date:	10/18/2016
	Target Completion Date:	08/05/2016
	Comments:	
	2. With an interview team, compare and select candidates while determining the specific turnaround leadership qualities the chosen candidate will bring to the school team. Consider supports, guidance, and/or resources necessary to prepare the candidate for success.	
	Assigned to:	Sabrina Hill-Black
	Added date:	10/18/2016
	Target Completion Date:	08/05/2016
	Comments:	Repeat the process as necessary if openings become available within the school year.
	3. Utilize Principal/Assistant Principal Professional Development Plan and observations to provide feedback of job performance and opportunities to provide mentoring and turnaround leadership tasks.	
	Assigned to:	Sabrina Hill-Black
	Added date:	10/18/2016
	Target Completion Date:	08/05/2016
	Comments:	Repeat as necessary based on new hires if applicable.
Implement	Percent Task Complete:	

Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
Indicator	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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/23/2016
	Evidence:	Evidence:
		Sustainability:

Dimension B - Leadership Capacity

Distributed leadership and collaboration

Indicator	B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/23/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Evidence: DC Virgo Schedule and Teams Staff Duties	
		Sustainability Strategies/Procedures:	
Plan	Assigned to:	Sabrina Hill-Black	
	How it will look when fully met:	DC Virgo Preparatory Academy's master schedule reflects one grade level team where classroom management, classroom instructional procedures, and learning skills necessary for student improvement are the guiding principles. Teachers will have individual duties on the team based in overall school improvement and instructional planning time is built in to the weekly schedule.	
	Target Date:	08/01/2016	
	Tasks:		

1. The School Improvement Team will reflect on the master schedule voted on at the end of the previous

	school year to determine appropriate instructional time, elective opportunities, and intervention protocols.		
	Assigned to:	Shemeka Shufford	
	Added date:	10/18/2016	
	Target Completion Date:	07/13/2016	
	Comments:	SIP minutes	
	2. The School Administrative Team will continuously reflect on the team structure of each grade level and work to prioritize communication efforts, instructional conversations, and daily interactions with both student and staff. Administration will be invited to grade level meetings for support and transparent conversations regarding school improvement, student performance, and student behavior.		
	Assigned to:	Ken Davis	
	Added date:	10/18/2016	
	Target Completion Date:	06/01/2017	
	Frequency:	twice monthly	
	Comments:	Agendas and minutes	
	3. Team meetings will occur weekly/bi-weekly. Meeting times will provide opportunities for each team member to present information from their unique leadership roles within the school: School Improvement/NCStar Team, Leadership Team, Team Manager, or Grade Level Chair. District staff will also collaborate with school staff and Instructional Coach during planning time to discuss student data and performance of standards-based instruction.		
	Assigned to:	Connie Rogers	
	Added date:	10/18/2016	
	Target Completion Date:	01/13/2017	
	Frequency:	twice monthly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
Dimension B - Leadership Capacity			
Monitoring instruction in school			
Indicator	B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/23/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	DC Virgo has adopted a Pillar Model to develop a team structure. This model will assist in ensuring we embrace a model that supports distributive leadership.	
Plan	Assigned to:	Connie Rogers	
	How it will look when fully met:	<p>A total amount was allotted to DC Virgo Preparatory Academy for SES based on the cost that was incurred from SES last year. This amount is based on approximately 45 days for a total of 90 hours for the year.</p> <p>It is the intent of the LEA that you utilize these funds to again extend the hours of instruction for your students this year. The iReady BOY, MOY, and EOY assessments will be used by the Title I Department to satisfy requirements and to monitor the performance of the students.</p>	
	Target Date:	05/30/2016	
	Tasks:		
	1. Host weekly MTSS Meeting		
	Assigned to:	Syreeta Brown	
	Added date:	10/18/2016	
	Target Completion Date:	09/13/2016	
	Frequency:	weekly	
	Comments:		
	2. Develop instructional and marketing plan for Intercession		
	Assigned to:	Connie Rogers	
	Added date:	10/18/2016	
	Target Completion Date:	04/01/2016	
	Frequency:	three times a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Indicator	B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)		

Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/23/2016	
	Evidence:	DC Virgo Administration has adopted the Artisan Teacher walkthrough model as a way to provide timely and constructive feedback to teachers.	
		Evidence: Sample walkthrough form	
		Sustainability:	
Dimension C - Professional Capacity			
Quality of professional development			
Indicator	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)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/23/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Evidence: SCA Meeting schedule Testing Coordinator meeting agenda and deliverables	
		Sustainability: Review data with leadership team Cross-curricular planning to address any student deficiencies	
Plan	Assigned to:	Shemeka Shufford	
	How it will look when fully met:	The LEA analyzes four types of school data to measure effectiveness at the school level and determine supportive next steps for school improvement and professional development. These types include: Demographic data describe the students, the school's staff, the school, and the surrounding community. Student learning data include a variety of measurements – state and	

		<p>county benchmark assessments, teacher-assigned grades, and authentic assessments—that show the impact of your education system on your students.</p> <p>Perceptions data—gathered through questionnaires, interviews, and observations—help you understand what students, parents, teachers, and the community think about the learning environment.</p> <p>School processes data include the school's programs, instructional strategies, assessment strategies, and classroom practices.</p>
	Target Date:	06/20/2017
	Tasks:	
	1. The School Administration Team will discuss with the staff the role of conducting walkthroughs and providing instructional feedback to staff. The team will review examples of previous walkthrough tools to determine effectiveness, revise, and utilize to schedule walkthroughs.	
	Assigned to:	Sabrina Hill-Black
	Added date:	10/18/2016
	Target Completion Date:	08/19/2016
	Comments:	Google forms versions of previous walkthroughs
	2. The Instructional Team will share results of walkthroughs during weekly meetings. The team will determine impact of Learning Focused Instructional Framework PD, areas of strength, areas for growth, and areas for additional PD.	
	Assigned to:	Ken Davis
	Added date:	10/18/2016
	Target Completion Date:	06/20/2017
	Frequency:	weekly
	Comments:	
	3. The principal will facilitate Professional Development opportunities based on areas of need as a result of walkthoug and observation data.	
	Assigned to:	Sabrina Hill-Black
	Added date:	10/18/2016
	Target Completion Date:	05/31/2017
	Comments:	
	4. The Instructional Leadership team will identify teachers with exemplary practices based on walkthrough results. The identified staff will deliver monthly "sharina" opportunities (PD) for all teachers in their	

classroom setting (and the location of the monthly staff meeting). The team may also utilize walkthrough results to identify teachers in need of more intensive coaching/PD.

	Assigned to:	Connie Rogers
	Added date:	10/18/2016
	Target Completion Date:	05/31/2017
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Dimension C - Professional Capacity

Talent recruitment and retention

Indicator	C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/23/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	DC Virgo under the leadership of Michelle Kornegay, Assistant Principal, is currently re-evaluating and revising the implementation of Positive Behavior Intervention System.	
Plan	Assigned to:	Michelle Kornegay	
	How it will look when fully met:	<p>We are diligent when we recruit, opting for Highly Qualified teachers for all of our schools. New Hanover County School System has made a concerted effort to employ only the highest quality teachers that can be found to work with all our children regardless of ethnicity or socio-economic status. The school system provides a lower student - teacher ratio at our low performing schools and provides incentive pay to teachers in these schools for their contributions to student achievement and their willingness to take on challenging assignments.</p> <p>Our schools system provides an online evaluation process in alignment with DPI through the North Carolina Educator Effectiveness System (NCEES) to evaluate the performance of our teachers. This system drives the contracts awarded to teachers and the direction our schools need to take for professional development.</p>	

The Human Resource Department monitors the attrition rate and works to maintain a balance of experienced teachers at all our schools. A strong mentoring program focuses on effective teacher induction that supports our beginning teachers in providing quality instructional presentations. Combined with opportunities for administration and teachers to receive intense, sustained, researched-based staff development, our LEA looks forward to providing all of our diverse learners with consistent high quality instruction to maximize achievement so that they are prepared for success in post secondary education and the work force.

Target Date: 05/02/2016

Tasks:

1. Develop a selection process for staff of the Month

Assigned to: Happy Olmstead
 Added date: 10/18/2016
 Target Completion Date: 08/01/2016
 Frequency: monthly
 Comments:

2. Develop a teacher observation and walkthrough Matrix

Assigned to: Sabrina Hill-Black
 Added date: 10/18/2016
 Target Completion Date: 10/18/2016
 Frequency: weekly
 Comments:

3. Utilize the weekly newsletter to highlight staff members who exhibit targeted positive school culture.

Assigned to: Sabrina Hill-Black
 Added date: 10/20/2016
 Target Completion Date: 04/14/2017
 Frequency: weekly
 Comments: Upload sample newsletters.

4. Establish and fulfill staff incentives relative to an adult model of Positive Behavior Intervention Systems.

	Assigned to:	Michelle Kornegay
	Added date:	10/20/2016
	Target Completion Date:	02/17/2017
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Dimension E - Families and Community

Family Engagement

Indicator **E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/23/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: DC Virgo has a systems of consistent communication in place for parents and guardians. Grade level teams create compacts to share each team's focus and curriculum insight.

Plan	Assigned to:	Ken Davis
	How it will look when fully met:	Messages from the principal providing information about upcoming events and other important news are shared using social media, school website, and Facebook. The media specialist creates a monthly calendar that is provided to parents on a monthly basis. DC Virgo will host Parent Nights,STEAM Nights and participate in pop-up fairs in the community. Parents remain informed on student progress and academic needs in on-going parent conferences.
	Target Date:	06/10/2016

Tasks:

1. Create a monthly newsletter summarizing events hosted by DC Virgo

Assigned to: Tempie Simons

	Added date:	10/18/2016	
	Target Completion Date:	09/01/2016	
	Frequency:	monthly	
	Comments:		
2. Communicate events to NHCS Public Relations Department			
	Assigned to:	Tempie Simons	
	Added date:	10/18/2016	
	Target Completion Date:	09/01/2016	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Dimension E - Families and Community			
Community Engagement			
Indicator	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)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/18/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Enrichment, US Corp of Engineers, etc.	
Plan	Assigned to:	Sabrina Hill-Black	
	How it will look when fully met:	Community volunteers will build relationships with students and staff and work to identify and/or provide additional resources. The Blue Ribbon Commission will provide support services to staff, students and families of DC Virgo Community partners will provide enrichment opportunities through weekly participation.	
	Target Date:	08/01/2016	
	Tasks:		

	1. Invite partnering organizations to adopt a grade level	
	Assigned to:	Sabrina Hill-Black
	Added date:	10/18/2016
	Target Completion Date:	07/18/2016
	Comments:	
	2. Schedule signing ceremony for an official partnership with the US Army Corp of Engineers	
	Assigned to:	Shemeka Shufford
	Added date:	10/18/2016
	Target Completion Date:	09/21/2016
	Comments:	
	3. Create a plan for the enrichment program and solicit organizations to facilitate sessions	
	Assigned to:	Shemeka Shufford
	Added date:	10/18/2016
	Target Completion Date:	07/28/2016
	Comments:	
	4. Create volunteer opportunities for community and parent volunteers. Staff creates a list of potential opportunities to provide volunteers options for working within and outside of the immediate classroom environment.	
	Assigned to:	Sabrina Hill-Black
	Added date:	10/18/2016
	Target Completion Date:	10/19/2016
	Comments:	Upload volunteer flyer and brochure.
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)