

# 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

Williston Middle 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

|                   |   |  |
|-------------------|---|--|
| <b>Indicator</b>  | <b>A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b> |  |
| <b>Status</b>     | <b>Full Implementation</b>  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Full Implementation</b> 04/04/2016   |
|                   | Evidence:   | Content area teachers meet weekly by grade level to develop standards-based lesson plans. Support staff collaborates with content area teachers to ensure all students' needs are met. Common planning time will be protected by Williston administration. |

### Dimension A - Instructional Excellence and Alignment

#### Student support services

|                   |   |  |
|-------------------|---|--|
| <b>Indicator</b>  | <b>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)</b> |  |
| <b>Status</b>     | <b>In Plan / No Tasks Created</b>   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 04/04/2016   |
|                   | 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:  | PBIS Team meets regularly, uses ABE to document. MTSS Team meets weekly, universal screening and google docs used to collect and maintain data.                |
| <b>Plan</b>       | Assigned to:  | Not yet assigned   |
| <b>Indicator</b>  | <b>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)</b>                |  |

|                   |  |   |  |
|-------------------|--|---|--|
| <b>Status</b>     | In Plan / No Tasks Created             |   |  |
| <b>Assessment</b> | Level of Development:                  | Initial: <b>Limited Development</b> 03/03/2016  |  |
|                   | 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: | <p>student/teacher mentor program.</p> <ol style="list-style-type: none"> <li>1. draft of mentor role - johnson to horton</li> <li>2. list of names from johnson - google doc be shared with mtss team</li> <li>3. focus on ROAR</li> <li>4. How can we track this? check-in through abe when NOT seeing a kid</li> </ol> |  |
| <b>Plan</b>       | Assigned to:                           | Not yet assigned  |  |

### Dimension B - Leadership Capacity

#### Strategic planning, mission, and vision

|                   |   |   |  |
|-------------------|---|---|--|
| <b>Indicator</b>  | <b>B1.01 - The LEA has an LEA Support &amp; Improvement Team.(5135)</b>   |   |  |
| <b>Status</b>     | <b>Full Implementation</b>  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Full Implementation</b> 04/04/2016  |  |
|                   | Evidence:   | In addition to our school improvement team, we have regular district involvement in the areas of curriculum development, behavioral support, student support services, MTSS, ESL, beginning teacher, EC, and administrative. Committees will continue to meet as scheduled and as requested. Continuity and communication with district office staff. |  |
| <b>Indicator</b>  | <b>B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)</b> |   |  |
| <b>Status</b>     | In Plan / No Tasks Created  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 04/04/2016  |  |
|                   | Index:  | 2   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 2   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 1   | (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   | It would require sweeping policy change at a county level to see this   |  |

|                   |   |   |
|-------------------|---|---|
|                   | development:  | type of change in our building.   |
| <b>Plan</b>       | Assigned to:  | Not yet assigned  |
| <b>Indicator</b>  | <b>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)</b> |   |
| <b>Status</b>     | <b>Full Implementation</b>  |   |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Full Implementation</b> 04/04/2016  |
|                   | Evidence:   | As well as a fully committed SIT that represents all grade levels and departments, the process manager is a member of many regular instructional team meetings that review and reflect on school practices. |

### Dimension B - Leadership Capacity

#### Distributed leadership and collaboration

|                   |   |   |  |
|-------------------|---|---|--|
| <b>Indicator</b>  | <b>B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b> |   |  |
| <b>Status</b>     | In Plan / No Tasks Created  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 05/02/2016  |  |
|                   | 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:  | Not all teachers plan with their content teams. Some content teams have strong leads, some content teams do not have a leader. Next year, under the new framework, it will be a priority to have a dedicated content planning in all content areas led by a coach or content chair. |  |
| <b>Plan</b>       | Assigned to:  | Not yet assigned  |  |

### Dimension B - Leadership Capacity

#### Monitoring instruction in school

|                   |   |   |                                       |
|-------------------|---|---|---------------------------------------|
| <b>Indicator</b>  | <b>B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)</b> |   |                                       |
| <b>Status</b>     | In Plan / No Tasks Created  |   |                                       |
| <b>Assessment</b> | Level of Development:   | Initial: <b>No development or Implementation</b> 05/02/2016 |                                       |
|                   | Index:  | 2   | (Priority Score x Opportunity Score)  |
|                   | Priority Score:   | 2   | (3 - highest, 2 - medium, 1 - lowest) |

|  |  |   |  |
|--|--|---|--|
|  | Opportunity Score:   | 1   | (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:   | Currently, students see core teachers 50 minutes a day. Administration and SIT is in discussion to increase core classes to 65 minutes for next year. (Including PD to incorporate framework to optimize new time, not just extend bell work, etc.)   |  |
| <b>Plan</b>                                | Assigned to:   | Not yet assigned  |  |
| <b>Indicator</b>                           | <b>B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>  |   |  |
| <b>Status</b>                              | In Plan / No Tasks Created   |   |  |
| <b>Assessment</b>                          | Level of Development:  | Initial: Limited Development 05/02/2016   |  |
|  | 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:   | Principals regularly complete formal evaluations and give comments and feedback. Mentors give regular feedback to beginning teachers. Peers observe one another and provide feedback quarterly. A priority for next year includes more informal feedback from admin and all instructional support staff. (Look into staff training on IPG from Doyle and Williams.) |  |
| <b>Plan</b>                                | Assigned to:   | Not yet assigned  |  |
| <b>Dimension C - Professional Capacity</b> |  |   |  |
| <b>Quality of professional development</b> |  |   |  |
| <b>Indicator</b>                           | <b>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)</b> |   |  |
| <b>Status</b>                              | In Plan / No Tasks Created   |   |  |
| <b>Assessment</b>                          | Level of Development:  | Initial: Limited Development 05/02/2016   |  |
|  | 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: | SIT team looks at EOG math and reading scores, but some school-wide PD decisions are made for us at the district level. Instructional leadership has some autonomy to develop implementation plan for school-wide PD. SIT looked at school wide behavior data to determine school wide classroom management PD (poverty sim.) and decided to implement in the fall. Teachers pursue individual PD based on content interests. |
| <b>Plan</b> | Assigned to:                           | Not yet assigned  |

### Dimension C - Professional Capacity

#### Talent recruitment and retention

|                   |  |   |
|-------------------|--|---|
| <b>Indicator</b>  | <b>C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b> |   |
| <b>Status</b>     | In Plan / No Tasks Created   |   |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 05/02/2016  |
|                   | Index:   | 3 (Priority Score x Opportunity Score)  |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:   | 1 (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:   | Williston currently offers few incentives to teachers seeking employment in a low performing, focus, priority school. The district does pay for teachers to seek National Board Certification, but that is not unique to our school. Next year, Williston will work with the district to pursue a possibility of "impact pay," an incentive pay for agreement to maintain a 3 year commitment to employment at Williston. |
| <b>Plan</b>       | Assigned to:   | Not yet assigned  |

### Dimension E - Families and Community

#### Family Engagement

|                   |   |  |
|-------------------|---|--|
| <b>Indicator</b>  | <b>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)</b> |  |
| <b>Status</b>     | In Plan / No Tasks Created  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 05/02/2016             |
|                   | 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 |

|             |  |   |
|-------------|--|---|
|             | Opportunity Score:                     | current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|             | Describe current level of development: | Teachers call home regularly to report on students behavior. Progress reports sent home mid-way through each grading period. Parents have 24/7 online access to students grades through powerschool. Title I curriculum night. ESI information night. Rock the Test Fest. |
| <b>Plan</b> | Assigned to:                           | Not yet assigned  |