| District Name: | | LEA Code: | Year: |
|---|---|---|---|
| Nash-Rocky Mount Public Schools | | 640 | 2015-2016 |
| **Superintendent Name (or Designee)** | Dr. Shelton Jefferies | **Superintendent (or Designee) Email** | |
| **District Mission** | The Nash-Rocky Mount Public School System will provide ALL students a rigorous and relevant educational program to ensure that each becomes a globally competitive, responsible and contributing member of society. | | |
| **District Vision** | Preparing ALL students for bright and prosperous futures by Deliberately and Intentionally providing Rigorous and Relevant instruction in every classroom, every day. | | |

Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)

**SEE THE NARRATIVE SUMMARY TAB FOR MORE DETAILED INFORMATION CONCERNING NRMPS**

**Data Sources:** End-of-Grade, End-of-Course, NCFE and Benchmark (at the district, school and teacher levels), goal summaries, Graduation rate trends (standard and extended), Lexile and Quantile by achievement bands, Nationally normed assessments (Plan, ACT and WorkKeys), attendance (student and staff), dropout, subgroup data trends and EVAAS growth data.

**Root Causes:** Transition to new curriculum, new and more strenuous assessments, adjustment to one-to-one technology implementation (student adjustment to having technology in hand and teacher adjustment to new paradigm) and multiple new initiatives being introduced simultaneously.

**What Was Learned:** NRMPS needs to be more intentional and focused on a day-to-day basis with consistent monitoring and necessary support.

**Attendance:** NRMPS has an expectation that both students and staff will be in attendance daily and ready to engage in meaningful learning experiences.  There will be processes and procedures in place to monitor and intercede as needed.

**Supporting Beginning Teachers:**  Currently 5 out of 13 low performing schools have 25% of their staff that are BTs versus 2 out of 11 non-low performing schools.

**Nash Rocky-Mount Public Schools  -  Narrative Summary**

**Snapshot of District**

Nash-Rocky Mount Public Schools is the 24th largest school system in the state, serving approximately 16,000 students.   NRMPS covers a 591 square mile area including all of Nash County and all of the city of Rocky Mount, which is comprised of a portion of Edgecombe County.  Nash County has a population of 94,357 and Rocky Mount has a population of 56,954.

Nash-Rocky Mount Public Schools consists of 16 elementary schools (three K-2, three 3-5, ten K-5), 6 middle schools, 4 traditional high schools, Tar River Academy Alternative, and NRMPS Early College High School.  Ten of the 16 elementary schools provide Pre-K services to the district's most at-risk students.  Pre-K sites include Bailey, Coopers, Cedar Grove, Fairview, Middlesex, Nashville, Spring Hope, Swift Creek, Williford, and Winstead.  Tar River Academy is an alternative setting that serves students in grades 6-12.  Tar River offers a 22 credit diploma and also hosts a day treatment facility in collaboration with One-to-One Youth support services.

The Nash-Rocky Mount Public Schools District is guided by its strategic plan built around the six district priorities listed below:

**DISTRICT PRIORITY 1.0:**  The NRMPSS will be a high-performing, technology-rich school district with leading-edge learning experiences that promote engagement.

**DISTRICT PRIORITY 2.0:**  The NRMPSS will maintain safe and orderly environments throughout the district.

**DISTRICT PRIORITY 3.0:** The NRMPSS will recruit, hire, and retain high quality 21st century professionals in order to provide a rigorous and relevant instructional process for ALL students.

**DISTRICT PRIORITY 4.0:**  The NRMPSS will use cutting edge technology to enhance instruction and promote innovation.
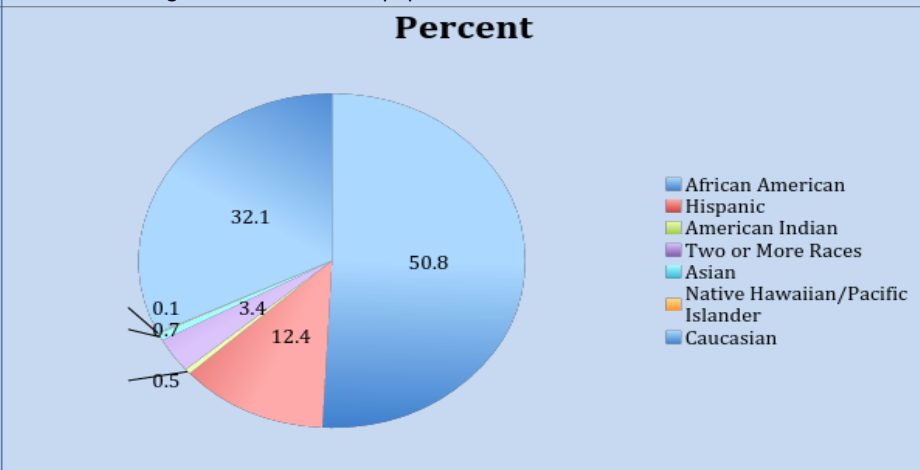
**DISTRICT PRIORITY 5.0:**  The NRMPSS will develop a transparent organizational culture and efficient use of resources exhibiting excellence in financial and facility planning, management, and stewardship.

**DISTRICT PRIORITY 6.0:**  The NRMPSS will engage families and the community to ensure open communication and opportunities to evaluate organizational effectiveness and customer satisfaction.
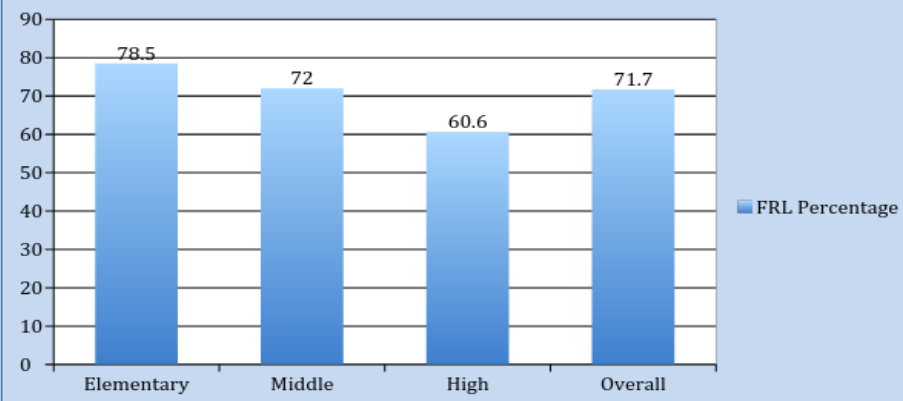
Addressed in the planning process are multiple programs including, but not limited to, the following:

- AIG (Academically/Intellectually Gifted Program)
- AVID (Advancement Via Individual Determination)
- Arts Programs (art, dance, music, and theater arts)
- CTE (Career and Technical Education Programs)
- ESL (English As A Second Language Program)
- EC (Exceptional Children Program)
- Extracurricular Programs: clubs, student organizations, service organizations, athletics
- IB (International Baccalaureate)
- K-12 Integrated Literacy Plan
- Migrant Program
- MTSS (Multi-Tiered Systems of Support)
- PBIS (Positive Behavior Interventions and Support)
- Preschool Services
- RTA (Read to Achieve)
- SIG (School Improvement Grant)
- Title I Services

The ethnic background of our student population is indicated in the chart below:



**Percent**

- 32.1
- 50.8
- 0.1
- 3.4
- 0.7
- 12.4
- 0.5

- African American
- Hispanic
- American Indian
- Two or More Races
- Asian
- Native Hawaiian/Pacific Islander
- Caucasian

The economically disadvantaged data for our district is indicated in the graph below.

Nash Rocky Mount Schools serves a very diverse student population, which also includes students from homes that speak 18 different languages.  We serve approximately 1,800 students whose home language is a language other than English.  750 of these students are identified LEP direct receiving English language acquisition services.

Nash Rocky Mount Schools has 2 Advancement Via Individual Determination (AVID) sites and one International Baccalaureate (IB) site.  Nash Central High School and NRMPS Early College High School both have embraced the AVID methodologies.  Rocky Mount High School is the host site for the International Baccalaureate Program.

**Academic Performance** - A summary of our 2014 – 2015 measureable academic performance is detailed in the charts below.

| Proficiency 2014 - 15 | Reading | Math |
|---|---|---|
| Grade  3 | 45.9 | 48.8 |
| Grade 4 | 47.5 | 37.7 |
| Grade 5 | 36.8 | 36.9 |
| Grade 6 | 43.9 | 32.6 |
| Grade 7 | 42.8 | 31.6 |
| Grade 8 | 23.9 | 39.4 |

**Proficiency Science 2014-15**

| 5th Grade | 52.0 |
|---|---|
| 8th Grade | 62.7 |

**Proficiency High School 2014-15**

| Math I | 42.0 |
|---|---|
| Biology | 30.4 |
| English II | 42.3 |

**Graduation Rate 2014-15**

| 4 Year | 81.1 |
|---|---|
| 5 Year | 79.9 |

**Math Course Rigor 2014-15**     88.0

**ACT 2014-15**                    43.9

**WorkKeys 2014-15**         59.7

**School Performance Grades - 2014-15**

| Grade | Percent |
|---|---|
| A | 0% |
| B | 4% |
| C | 25% |
| D | 54% |
| F | 17% |

**Growth Level - 2014-15**

| Level | Percent |
|---|---|
| Not Met | 38.0% |
| Met | 38.0% |
| Exceeds | 25.0% |

**Stakeholder & Community Involvement** - The Nash-Rocky School District know that it must have the support and involvement of parents, students, businesses, government agencies, and other key stakeholders in order to be successful.  The following information provides a snapshot of how the district and schools partner and collaborate with these important entities.

The Superintendent, District leadership and School level administrators have established and led advisory committees for parents, teachers, and students over the past several years.  These advisory committees enable us to hear from our stakeholders and to gather input from them as we set goals and strategies for district and school improvement.

Parenting Partners is a program that our district has adopted.  The program is used as a gateway to partner with our parents and guardians to provide a united and equitable education for the students that our district serves.  Currently, 15 of our Title I schools, have trained a team of educators to share the strategies of the Parenting Partners program with participating parents.  By the end of the 2015-2016 school year, all of the Title I Schools will have trained a school-based team to present the program.

Our ELL PAC committee hosts district-wide parental involvement events.  Our ELL PAC (English Language Learner Parent Advisory Committee) is a combination of parents representing our ESL and Migrant populations.  This group meets monthly with our parent liaison and migrant coordinator to exchange ideas and provide feedback in a stress-free and safe environment.  Additionally, based upon parent feedback, we annually provide several parent education sessions and community sponsored resource opportunities for families of these student populations.

Relationships have been built in the community with area businesses to provide relevant job training experiences for students identified with special needs.  One example of our community partnership is with the Harrison Family YMCA. For almost two years the Harrison Family YMCA and Nash-Rocky Mount Public Schools have partnered to provide vocational training for students with disabilities.

Additionally our district partners with several support agencies such as Golden Leaf, Strategic Twin-Counties Education Partnership, STEM East, Nash Community College, NC Wesleyan, ECU, NC State, Barton College, The Friday Institute, NC Center for Science and Math, Braswell Library, Imperial Arts Center, and several religious-based organizations.

**Employment** - The Nash-Rocky Mount School District understands that at the core of high student achievement is maintenance of high quality, 21st century professionals to instruct our students.  A summary of data surrounding our classroom teacher corps is as follows.

| **Total Number of Teachers** | **905** | |
| --- | --- | --- |

| **Racial Breakdown of Teachers** | **Number** | **Percent** |
| --- | --- | --- |
| White | 616 | 68% |
| Black | 263 | 29% |
| Hispanic | 15 | 1.7% |
| American Indian | 3 | .3% |
| Asian | 4 | .4% |
| Other Races | 4 | .4% |

| **Years of Experience Teaching** | **Number** | **Percent** |
| --- | --- | --- |
| 0 – 5 years | 230 | 25% |
| 6 – 10 years | 139 | 15% |
| 11+ years | 536 | 60% |

| **Teach for America** | **Number** |
| --- | --- |
| **Total** | **31** |
| Elementary | 16 |
| Middle School | 10 |
| High School | 5 |

| **Lateral Entry Teachers** | **54** |
| --- | --- |

The current average of BT 1's, 2's, and 3's in the district is 17 %.  Of the 28 schools in the district, eight have a BT rate of 20% or more and have been identified as low performing schools.  Our goal is to increase the current retention rate of BT's from 81.1% to 85%.  The district's historical retention rate from 2012-2015 ranged from 78.4% to 81.5%. The district's range is slightly below the state's average.

| District Name: | | LEA Code: | Year: |
|---|---|---|---|
| Nash-Rocky Mount Public Schools | | 640 | 2015-2016 |

| District Goal #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound) | *NRMPS will increase its performance composite from 31.6% to 41.6% and will increase the percentage of schools that exceed growth from 25% to 50% during the 2015-2016 school year.* | |
|---|---|---|
| | SBE Goal Alignment: | Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship. |
| | LEA Goal Alignment: | DISTRICT PRIORITY 1.0: The NRMPS District will be a high-performing, technology-rich school district with leading-edge learning experiences that promote engagement. |
| | Indistar Indicator: (if applicable) | |
| **Progress:** | Progress Monitoring Status: | Partially Implemented |
| District Goal #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound) | *By June 2016, NRMPS will reduce the number of incidences of out-of-school suspension by 10% district-wide , through the use of a framework of prevention and intervention strategies and programs,  in order to reduce the loss of instructional time as measured by  The Absences by Reason for Students Missing Twenty or More Days report (PowerSchool), (ODR) Office Discipline Reports (PBIS Monthly Report), and  End-of-Year Incident Summary report.* | |
| | SBE Goal Alignment: | Goal 1: Every student in the NC Public School System graduates from high school prepared for  work, further education and citizenship. |
| | LEA Goal Alignment: | DISTRICT PRIORITY 2.0:  The NRMPS District will maintain safe and orderly environments throughout the district. |
| | Indistar Indicator: (if applicable) | |
| **Progress:** | Progress Monitoring Status: | Partially Implemented |

| District Goal #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound) | *By June 2016, NRMPS will increase the teacher retention rate from 81.1% to 85.0%.* | |
|---|---|---|
| | SBE Goal Alignment: | Goal 3: Every student, every day has excellent educators. |
| | LEA Goal Alignment: | DISTRICT PRIORITY 3.0: The NRMPS will recruit, hire, and retain highly qualified 21st century professionals in order to provide a rigorous and relevant instructional process for ALL students. |
| | Indistar Indicator: (if applicable) | |
| Progress: | Progress Monitoring Status: | Partially Implemented |
| District Goal #4: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound) | *By the 17-18 school year, NRMPS ACT and WorkKeys composite will show a minimum of 5% increase for a total composite score of 46.1 and 62.7 respectfully through intentional and systemic approaches of increasing awareness. The Public Information and Technology Departments along with CTE, Secondary Ed, and Accountability will share resources with internal and external stakeholders to bring awareness and gain a better understanding of the importance of the ACT and WorkKeys Assessments. This initiative will focus upon the impact the assessments have on student achievement, postsecondary educational opportunities, and the high school accountability model.* | |
| | SBE Goal Alignment: | Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship. |
| | LEA Goal Alignment: | DISTRICT PRIORITY 1.0: THE NRMPS District will be a high-performing, technology-rich school district with leading-edge learning experiences that promote engagement. |
| | Indistar Indicator: (if applicable) | |
| Progress: | Progress Monitoring Status: | Has Begun |

| District Name: | | LEA Code: | Year: |
|---|---|---|---|
| Nash-Rocky Mount Public Schools | | 640 | 2015-2016 |

| District Goal #1: | *NRMPS will increase its performance composite from 31.6% to 41.6% and will increase the percentage of schools that exceed growth from 25% to 50% during the 2015-2016 school year.* |
|---|---|
| **Strategy #1: Describe the strategy that will support this goal** | *District Support Teams consisting of content specialists, an Instructional Technology coach, school psychologist, exceptional children's program specialist, and professional development specialist will be assigned to schools on a regular schedule to provide support in Professional Learning Communities (PLCs).* District personnel have been assigned to each school designated as low performing. These people will hold monthly meetings with administrators to review support team feedback. During that time, the functionality of professional learning communities within their schools will be reviewed. After reviewing the data, SMART goals will be developed or rewritten to allow for increased effectiveness within their school-based PLC's. Administrators will then share the feedback with their staff. *Additionally, the team will support schools through lesson planning and unit development, data analysis and research based interventions, implementing technology when it is appropriate based on the standard taught.* |

| Progress: | Progress Monitoring Status: | Has Begun | | |
|---|---|---|---|---|
| **Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.** | *1. Support Teams will meet with building level administrators to develop a plan of action for instructional support. The Support Team in conjunction with the school administrative team will define operational protocols for their PLCs. A feedback document will be utilized to evaluate the work of the team at the end of each support day and monitor progress towards school improvement. 2. The Technology department will maintain open communication with school support teams to efficiently remedy any technology issues that are impeding instructional progress. Efforts will be made to limit the amount of time without devices in the hands of students so that all resources are available. 3. Operations will ensure effective and efficient management of transportation and facility services so that these items do not impede instructional progress.* | | | |
| | Evidence: (Identify documents and artifacts) | Documents from PLC meetings, Daily Exit Report Document, Defined operational definition of highly effective PLCs | | |
| | Person(s) Responsible: | Content Specialists, IT Coaches, EC Program Specialists, School Psychologists, Technology, Finance, Operations | | |
| | Timeline: | October 26, 2015-May 23, 2016 | | |
| | Budget Amount:  (if applicable) | | Budget Source: (if applicable) | Title I, II, and Local Funding, State and Federal EC Funding |

| | |
|---|---|
| **Strategy #2:** Describe the strategy that will support this goal | *Elementary teachers will engage in iTransform (train the trainer model) professional development sessions focused on instructional strategies that will strengthen Tier I core instruction. English Language Arts teachers will focus on the Guided Reading model and how to best utilize district resources to deliver differentiated instruction within a Balanced Literacy Framework. iTransform professional development sessions for Math teachers will focus on the math practices using the book, <u>Principles to Actions: Ensuring Mathematical Success for All,</u> that teachers should employ to build a conceptual understanding of mathematic concepts. Science iTransformers will focus on a continuation of Formative Assessment probes, literacy integration, and Science, Technology, Engineering and Math (STEM).* |
| **Progress:** | Progress Monitoring Status: | Partially Implemented |

| | |
|---|---|
| **Tasks/Action Steps:** Describe the action steps that will be taken to support this strategy. | *1. Through the iTransform model, teacher leaders will be trained in highly effective instructional strategies. These teacher leaders will redeliver these strategies to their colleagues at their schools, allowing all employees in the district to be exposed to high yield instructional strategies. 2. Public Information will highlight the iTransform model of professional learning and how it is building teacher leadership capacity within our district.* |

| | | |
|---|---|---|
| Evidence: (Identify documents and artifacts) | Agendas, Sign In Sheets, Student Work Samples from non-iTransform participants | |
| Person(s) Responsible: | Content Specialists, Public Information, iTransform Designees and Public Information Contacts at each School Site, Operations | |
| Timeline: | September 2015-June 2016 | |
| Budget Amount: (if applicable) | | Budget Source: (if applicable) | Title I and II |

| Strategy #3: Describe the strategy that will support this goal | Secondary teachers will engage in iTransform professional development sessions focused on instructional strategies that will strengthen Tier 1 core instruction.  All secondary schools in the district have cohorts of 4 teachers (1 ELA, 1 Science, 1 Career and Technical Education (CTE), 1 Social Studies) engaged in Literacy Design Collaborative (LDC) Professional Development.  Two teachers from each site are engaged in the Math Design Collaborative (MDC) Professional Development.  LDC mini tasks and MDC formative assessment tasks will be shared with all teachers in the district via the iTransform professional development model. | | |
|---|---|---|---|
| **Progress:** | Progress Monitoring Status: | Partially Implemented | |
| **Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.** | 1. iTransform participants will learn to implement mini tasks into their curriculum.  Math iTransform participants will focus on the strategies covered in the book, *Principles to Actions: Ensuring Mathematical Success for All* . Strategies shared with iTransform participants will be redelivered to all secondary staff allowing us to scale up this initiative during the 2015-2016 school year. 2. Public Information will highlight the LDC and MDC professional learning that is occurring and how it is impacting instructional delivery. | | |
| | Evidence: (Identify documents and artifacts) | Agendas, Sign In Sheets, Student Work Samples from non-iTransform participants | |
| | Person(s) Responsible: | Content Specialists, Pubic Information,  iTransform Designees at each School Site, Operations | |
| | Timeline: | September 2015-June 2016 | |
| | Budget Amount:  (if applicable) | Budget Source: (if applicable) | Title I and II, Grant Funding via NC DPI |

| District Name: | | LEA Code: | Year: |
|---|---|---|---|
| Nash-Rocky Mount Public Schools | | 640 | 2015-2016 |

| District Goal #2: | *By June 2016, NRMPS will reduce the number of incidences of out-of-school suspension by 10% district-wide, through the use of a framework of prevention and intervention strategies and programs, in order to reduce the loss of instructional time as measured by The Absences by Reason for Students Missing Twenty or More Days report (PowerSchool), (ODR) Office Discipline Reports (PBIS Monthly Report), and End-of-Year Incident Summary report.* | | |
|---|---|---|---|
| Strategy #1: Describe the strategy that will support this goal | *NRMPS will utilize an all-Inclusive, district-wide Multi-Tiered Systems of Support (MTSS) Committee in order to support implementation of the initial goal around discipline and then expand to other topics affecting attendance over time.*<br>*(2014-15 4,878 incidences, # of days 19,432)*<br>*(2015-16 Target = 4,341 Suspensions, # of days = 17,488)* | | |
| Progress: | Progress Monitoring Status: | Partially Implemented | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | *1. Expand committee as needed in order to ensure all district and school levels are adequately represented*<br>*2. Maintain a district level sub-committee to monitor progress of goal implementation* | | |
| | Evidence: (Identify documents and artifacts) | Correspondence with potential Committee Members and Schools, Meeting Agendas, Sign-In Sheets, Minutes, and Developed Plans | |
| | Person(s) Responsible: | District office sub-committee & School Level Administration | |
| | Timeline: | Target Implementation = December 1, 2015<br>Meet monthly thereafter | |
| | Budget Amount: (if applicable) | | Budget Source: (if applicable) | |

| Strategy #2: Describe the strategy that will support this goal | *I. January of 2016 the new district lead for PBIS will undergo train-the-trainer professional development for PBIS.* <br> *II. Subsequently the district lead will execute training for all school-level PBIS coaches consisting of:* <br>    *A. PBIS process including ancillary training as needed.* <br>    *B. Problem-solving process training* <br>      *1. Target Date for Implementation is mid-February 2016* <br> *III. The school level coach is responsible for on-going collaboration with existing school PBIS Teams* <br> *IV. The District MTSS Team will receive monthly reports from the school-level PBIS teams inclusive of their data analysis and interpretation of the data.* <br> *V. The District MTSS Team will meet monthly to review data from ODR Reports, Attendance Reports, Suspension Reports, as well as information provided by school-level PBIS teams per the "Here's What, So What, Now What?" protocol (Weelman & Lipton, 2003).* <br>    *A. The District MTSS team will provide feedback to schools with suggestions for improvement.* <br>    *B. The schools would review feedback and determine if and how to implement recommendations from the District MTSS Team.* <br> *VI. The process will be repeated monthly* <br> *VII. Monitoring of effectiveness of process will be determined by continued analysis of monthly attendance and disciplinary reports as well as feedback provided by school-level PBIS Teams* |
|---|---|
| **Progress:** | **Progress Monitoring Status:**     Partially Implemented |
| **Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.** | *1. Monthly detailed analysis of discipline data for each school in order to determine patterns and trends resulting in out-of-school suspension by MTSS/Positive Behavior Intervention and Support (PBIS) Teams.* <br> *2. Utilize ODR Analysis Process* <br>    *- Identification of Tier 1, 2, 3 students based upon number of office referrals.* |

| | |
|---|---|
| Evidence: (Identify documents and artifacts) | PBIS Office Discipline Referral Report(ODR), Absences by Reason for Students Missing 20 or More Days, other related discipline reports using PowerSchool as the data source |
| Person(s) Responsible: | School MTSS/PBIS Committees, District MTSS Committee, & District Improvement Sub-Committee |
| Timeline: | Monthly |

| Budget Amount:  (if applicable) | | Budget Source: (if applicable) | |
|---|---|---|---|
| | | | |

| Strategy #3: Describe the strategy that will support this goal | The District MTSS Committee will support schools in development and implementation of behavioral support structures at all Tiers . | | |
|---|---|---|---|
| **Progress:** | Progress Monitoring Status: | Partially Implemented | |
| **Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.** | *Working within the MTSS framework, utilize the problem-solving model to:* <br> *1) Identify possible solutions at the tier one level.  (i.e.  Staff interaction with students, classroom management)  2) Identify possible solutions at the tier two and three levels (Student behavioral support programming / Collaboration of classroom and support services).  3) Public Information will highlight Tier 1, 2 and 3 PBIS strategies that are in place at schools within the district as a mechanism for sharing best practices.  Each site will develop and implement behavior support structures in order to meet each school's specific needs.* | | |
| | Evidence: (Identify documents and artifacts) | Support Team Feedback Form | |
| | Person(s) Responsible: | School-level MTSS/PBIS Teams, District-level Support Teams and Public Information | |
| | Timeline: | Monthly | |
| | Budget Amount:  (if applicable) | | Budget Source: (if applicable) | |

| District Name: | | School Code: | Year: |
|---|---|---|---|
| Nash-Rocky Mount Public Schools | | 640 | 2015-2016 |
| **District Goal #3:** | *By June 2016, NRMPS will increase the teacher retention rate from 81.1% to 85.0%.* | | |
| **Strategy #1: Describe the strategy that will support this goal** | *The Human Resources (HR) Department will work collaboratively with principals to recruit and contract highly qualified and effective retired teachers to serve as mentors in low performing schools in which 20% or more of the staff are Beginning Teachers (BTs). The HR staff will monitor the effectiveness of the mentor support through follow-up meetings and/or surveys. The Chief Finance Officer will provide oversight of the fiscal management required to implement this goal.* | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | |
| **Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.** | *Recruit and contract eight retired teachers to provide support as mentors. A cycle of monitoring will be developed based on survey data from BTs to be shared with the mentors.* | | |
| | Evidence: (Identify documents and artifacts) | Teacher Surveys, Minutes of meetings, Mentor logs, Data points (i.e.-discipline referrals, retention percentages, data results) | |
| | Person(s) Responsible: | HR, Finance, Assigned Mentors & BT Team | |
| | Timeline: | January 2016-April 2016 | |
| | Budget Amount: (if applicable) | | Budget Source: (if applicable) | Title I & II |

| Strategy #2: Describe the strategy that will support this goal | *Provide professional development support sessions that are focused on three areas that have been identified by survey results, mentor recommendations, and district data.  The support sessions will include lesson planning, classroom management, and Professional Learning Communities (PLC's).  The results of learning will be reflected through evaluations (formal and informal), walk-throughs, teacher effectiveness data, and induction coach feedback.* | | |
|---|---|---|---|
| **Progress:** | Progress Monitoring Status: | Partially Implemented | |
| **Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.** | *Director of Professional Development (PD) and assigned mentors will analyze feedback from the survey administered by HR and work collaboratively to provide targeted professional learning.* | | |
| | Evidence: (Identify documents and artifacts) | Classroom observations/contracted mentor logs and BT surveys--PD release days will include contracted mentors. | |
| | Person(s) Responsible: | Mentors, Principal, PD Director, BT Team, Contractors (if needed) | |
| | Timeline: | November 2015-May 2016 | |
| | Budget Amount:  (if applicable) | | Budget Source: (if applicable) | Title II |
| **Strategy #3: Describe the strategy that will support this goal** | *A BT Academy will be offered on two mandatory workdays at the end of the 15-16 school year.  The professional learning will focus on results defined from the teacher surveys, mentor and administrator recommendations. This is a sustainable support model to assist in retaining BTs.* | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | |
| **Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.** | *The BT team will assist in creating and analyzing the survey data from all support staff and plan professional learning sessions to address the concerns on the mandatory work days.* | | |
| | Evidence: (Identify documents and artifacts) | Survey Results, Mentor Logs, Support Team Weekly Exit Documents, PLC Minutes | |
| | Person(s) Responsible: | BT Team | |
| | Timeline: | June 8-9, 2016 | |
| | Budget Amount:  (if applicable) | | Budget Source: (if applicable) | Title II |

| | School Code: | Year: |
|---|---|---|
| Nash-Rocky Mount Public Schools | 640 | 2015-2016 |

| District Goal #4: | *By the 17-18 school year, NRMPS ACT and WorkKeys composite will show a minimum of 5% increase for a total composite score of 46.1 and 62.7 respectfully through intentional and systemic approaches of increasing awareness.  The Public Information and Technology Departments along with CTE, Secondary Ed, and Accountability will share resources with internal and external stakeholders to bring awareness and gain a better understanding of the importance of the ACT and WorkKeys Assessments.  This initiative will focus upon the impact the assessments have on student achievement, postsecondary educational opportunities, and the high school accountability model.* |
|---|---|
| **Strategy #1: Describe the strategy that will support this goal** | *The Public Information and Technology Departments along with the support of CTE, Secondary Education (grades 6-12) and Accountability,  will produce videos in-house and utilize pre-existing videos to share with all stakeholders with the ultimate intention of increasing student achievement on the ACT and WorkKeys assessments.* |
| **Progress:** | Progress Monitoring Status: | Has begun |

| **Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.** | *Create videos in-house and utilize pre-existing videos to share with all stakeholders.* | |
|---|---|---|
| | Evidence: (Identify documents and artifacts) | **How**: Student surveys with required feedback, Check sheets/signature sheets, on-site observations (e.g. during instructional day, at extracurricular events, district and school events) and surveys **Who**: Public Information, Technology, CTE, Secondary Education,  Curriculum and Instruction and Accountability and Testing |
| | Person(s) Responsible: | Public Information Officer, Chief Technology Officer, Executive Director of Secondary Education, Director of CTE, Director of Testing and Director of Accountability |
| | Timeline: | By December 18, 2015 |
| | Budget Amount:  (if applicable) | Budget Source: (if applicable) | |

| Strategy #2: Describe the strategy that will support this goal | *Plan a collaborative work session with school/district administrators focusing on the rigor of the assessments and the accountability implications that empowers those in attendance to confidently share or redeliver to any stakeholder.* | | |
|---|---|---|---|
| **Progress:** | Progress Monitoring Status: | Has Begun | |
| **Tasks/Action Steps:** Describe the action steps that will be taken to support this strategy. | *Plan and conduct collaborative work session with school/district administrators focusing on the rigor of the assessments and the accountability implications that empowers those in attendance to confidently share or re-deliver to any stakeholder.* <span style="color:red">***As a result of these sessions school level action plans for preparing students for these assessments, as well as promoting an awareness of the assessments will be implemented.***</span> | | |
| | Evidence: (Identify documents and artifacts) | **How**: Site-level walkthroughs, intentional and meaningful conversations with school-level administrators and staff <br> **Who**: Public Information, CTE, Secondary Education,  Curriculum and Instruction and Accountability and Testing | |
| | Person(s) Responsible: | Public Information Officer, Chief Technology Officer, Executive Director of Secondary Education, Director of CTE, Director of Testing and Director of Accountability | |
| | Timeline: | By November  30, 2015 | |
| | Budget Amount:  (if applicable) | N/A | Budget Source: (if applicable) |

| Strategy #3: Describe the strategy that will support this goal | Build and provide a district-wide accountability tool kit with available resources for the purpose of centralized access to materials with the intent that schools will utilize these resources to improve student achievement in ACT and WorkKeys assessments. | | |
|---|---|---|---|
| Progress: | Progress Monitoring Status: | Has Begun | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Build and provide a district-wide accountability tool kit with available resources for the purpose of centralized access to materials. | | |
| | Evidence: (Identify documents and artifacts) | **How**: Site-level walkthroughs, intentional and meaningful conversations with school-level administrators, guidance counselors and staff **Who**: Public Information, Technology, CTE, Secondary Education, Curriculum and Instruction and Accountability and Testing | |
| | Person(s) Responsible: | Public Information Officer, Chief Technology Officer, Executive Director of Secondary Education, Director of CTE, Director of Testing and Director of Accountability | |
| | Timeline: | By December 18, 2015 | |
| | Budget Amount: (if applicable) | N/A | Budget Source: (if applicable) |