NC
James W Smith Elementary (Craven County Schools)
150 Kooncetown Road
Cove City NC 28523
2525146466

Needs Assessment - School Self-Assessment

OVERVIEW

A comprehensive needs assessment is critical to the development of a high-quality school program. A systematic review of practices, processes, and systems within a school assists school leadership in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently guides the development of a meaningful school plan and suggests benchmarks for evaluation. Research supports that schools that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change.

TABLE OF CONTENTS

Data Collection & Analysis	**Page 1**
Using the DPI Rubric	**Page 2**
DIMENSION A: Instructional Excellence and Alignment	**Pages 3-6**
DIMENSION B: Leadership Capacity	**Pages 7-9**
DIMENSION C: Professional Capacity	**Pages 10-12**
DIMENSION D: Planning and Operational Effectiveness	**Pages 13-14**
DIMENSION E: Families and Communities	**Pages 15-16**

Student Achievement and Growth Data

Is proficiency for some grade levels and/or subjects higher or lower than others?
JWS Historial Data

School Performance Calculator

2021-2022

Vertically (year-to-year), Horizontally (across grade spans and content areas), Diagonally (same cohort of students)

Note: Growth is determined by initial EOG results, NOT summer retests. Summer results can improve a school's proficiency.

JWS 2021-2022 Trend Data

Based on the preliminary 2021-2022 proficiency data, there is a significant drop in performance results across all grade levels and subject areas comparative to the 2018-2019 school year when our current 6th graders took the End of grade assessment.

Our 2021-2022 students in 3rd will not have any comparative data at this time. We are awaiting BOG results.

Our 2021-2022 students in 4th grade had the following proficiency scores in 2020-2021 as 3rd graders. Thi cohort has the following BOG scores and EOG scores

BOG: 2020-2021. EOG: 2020-2021

Reading 29.3

Math 20.7

Our 2021-2022 students in 5th grade had proficiency scores in 2020-2021 as 4th graders. That cohort does not have EOG 3rd grade scores due to COVID-19 however they do have BOG results.

BOG: 2018-2019 EOG: 2020-2021

Reading 36.2

Math 30.4

In 2020-2021 our students missed a significant amount of instruction due to COVID-19. We contribute the loss of instructional time to our student's performance on the 2018-2019 performance assessment.

2021-2022

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JWS Proficiency Trend Data

Due to COVID-19 there were no performance results available for grades 3rd, 4th, and 5th grades in Reading and Math. The students did not take the 2019-2020 EOG assessments.

Based on the 2018-2019 proficiency data, there is a significant drop in performance results across all grade levels and subject areas comparative to the 2017-2018 results. We did have a small increase in the 5th grade reading results. This year our students missed a significant amount of instruction due to Hurricane Florence. We contribute the loss of instructional time to our student's performance on the 2018-2019 performance assessment.

Grade Level/Subject.	2017-2018	2018-2019	Difference
3rd Grade Reading	59.7	40.32	-19.38
3rd Grade Math	77.8	37.1	-40.7
4th Grade Reading	71.6	65.28	-6.32
4th Grade Math	60.5	59.72	-0.78
5th Grade Reading	59.7	61.25	1.55
5th Grade Math	72.2	61.25	-10.95
5th Grade Science	88.9	86.25	-2.65

Based on the 2017-2018 proficiency data, there is positive improvement in performance results across all grade levels and subject areas comparative to the 2016-2017 results.

Grade Level/Subject	2016-2017	2017-2018	Difference
3rd Grade Reading	58.2	59.7	1.5
3rd Grade Math	64.6	77.8	13.2
4th Grade Reading	52.0	71.6	19.6
4th Grade Math	50.7	60.5	9.8
5th Grade Reading	45.2	59.7	14.5
5th Grade Math	47.9	72.2	24.3
5th Grade Science	75.3	88.9	13.6

Based on the 2016-2017 proficiency data, there is positive improvement in performance results for both 3r and 4th grade in Reading and Math. Relative to 5th grade, this is the first year in multiple years that there has been a dip in performance results across Reading, Math and Science content areas.

Have there been increases or decreases in proficiency averages from one year to the next or within student cohorts?
JWS Historial Data

Based on the preliminary 2021-2022 proficiency data, JWS students made significant gains in math, reading and science because of limited interrupted instruction due to covid. All students were face to face and whe they were quarantined they were able to attend virtually. Areas of need appear to be AIG Math students (Did not Meet) and Hispanic students (Did not meet) in reading.

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3rd Grade

-Reading 2018-2019 40.32%

2017-2018: 59.7%

2016-2017: 58.2%

2015-2016:44.0%

-Math 2018-2019 37.1%

2017-2018: 77.8 %

2016-2017:64.6%

2015-2016:36.0%

4th Grade

-Reading 2018-2019 65.28%

2017-2018: 71.6 %

2016-2017: 52.0%

2015-2016: 40.6%

-Math 2018-2019 59.72%

2017-2018: 60.5 %

2016-2017: 50.7%

2015-2016: 43.5%

5th Grade

-Reading 2018-2019 61.25%

2017-2018: 59.7%

2016-2017: 45.2%

2015-2016: 58.2%

-Math 2018-2019 61.25%

2017-2018 72.2%

2016-2017: 47.9%

2015-2016: 58.2%

-Science 2018-2019 86.25%

2017-2018 88.9%

2016-2017: 75.3%

2015-2016: 80.6%

When comparing 2017-2018 NC End of Grade testing data among grade levels, there was an increase in proficiency averages in all grades levels in all subject areas. Our school not only increase in proficiency across all grade and subject areas but we also Exceeded growth based on EVAAS growth measures.

- 3rd Grade

  -Reading 59.7%

  2016-2017: 58.2%

  2015-2016:44.0%

  -Math 77.8 %

  2016-2017:64.6%

  2015-2016:36.0%

- 4th Grade

  -Reading: 71.6 %

  2016-2017: 52.0%

  2015-2016: 40.6%

  -Math: 60.5 %

  2016-2017: 50.7%

  2015-2016: 43.5%

- 5th Grade

  -Reading: 59.7%

  2016-2017: 45.2%

  2015-2016: 58.2%

-Math: 72.2%

2016-2017: 47.9%

2015-2016: 58.2%

-Science: 88.9%

2016-2017: 75.3%

2015-2016: 80.6%

When comparing 2015-2016 to 2016-2017 NC End-of-Grade testing data among grade levels, there are areas of growth, as well as, areas of opportunity.

- 3rd Grade
  - Reading (14.2%)
    - 2015-2016 - 44.0%
    - 2016-2017 - 58.2%
  - Math (28.6%)
    - 2015-2016 - 36.0%
    - 2016-2017 - 64.6%
- 4th Grade
  - Reading (11.4%)
    - 2015-2016 - 40.6%
    - 2016-2017 - 52.0%
  - Math (7.2%)
    - 2015-2016 - 43.5%
    - 2016-2017 - 50.7%
- 5th Grade
  - Reading (-13.0%)
    - 2015-2016 - 58.2%
    - 2016-2017 - 45.2%
  - Math (-10.3%)
    - 2015-2016 - 58.2%
    - 2016-2017 - 47.9%
  - Science (-5.3%)
    - 2015-2016 - 80.6%
    - 2016-2017 - 75.3%

When comparing cohorts of students beginning in the 2014-2015 school year with 3rd grade students, whil Reading proficiency is not at or above 70%, there is a positive trend in performance from year to year (38.5% to 40.6% to 45.2%). When following the same cohort relative to Math proficiency, there was a sligh dip in performance, but then an overall increase (44.8% to 43.5% to 47.9%). When following cohorts from 4th to 5th grade, there is the same positive pattern of performance.

Are there gaps between various subgroups of students (Subgroup > 30 students)?

When comparing groups of students amongst our 2021-2022 performance results to the previous school year there were gains because students had limited interruptions due to covid. December was our month with the most students out due to covid.

5th AIG students did not meet growth in Math.

3rd grade Hispanic students did not meet growth in Reading

When comparing subgroup data for the 2020-2021 performance results to the previous 2018-2019 school

year there is a significant drop in performance results across all grade levels, subject areas, and subgroups This year our students missed a significant amount of instruction due to COVID-19 restrictions. We contribute the interrupted instructional time to our student's performance on the 2020-2021 performance assessments. Our students were virtual under Plan C from August- October 19th. We transitioned to Plan B from October 19th-December 17th. Plan A began January 19th with all students in the building four days a week. These plans are for in person members only.

Our Craven Live students were virtual from August 24-May 28th. We did have students who transitioned between Virtual Craven Live to In person learning and back again throughout the year.

When comparing subgroup data for the 2018-2019 performance results to the previous 2017-2018 school year there is a significant drop in performance results across all grade levels, subject areas and subgroups comparative to the 2017-2018 results. This year our students missed a significant amount of instruction du to Hurricane Florence. We contribute the loss of instructional time to our student's performance on the 2018-2019 performance assessments.

When comparing subgroup data for the 2017-2018 performance results to the previous 2016-2017 school year there is an increase in each grade level and subject area. There are some subgroups in which there ar larger gaps.

Math Overall

-Females

2019- 57%

2018- 67% after retest 74%

2017 - 57.7%

2016 - 50%

-Males

2019- 51%

2018- 60% after retest 66%

2017 - 52.0%

2016 - 41.3%

- **Reading Overall**

-Females

2019- 57% after retest 63%

2018- 62% after retest 71%

2017 - 58.7%

2016 - 55.9%

-Males

2019- 48% after retest 52%

2018- 51% after retest 57%

2017 - 46.3%

2016 - 39.4%

When comparing subgroup data for the 2016-2017 performance results, there are some subgroups in which

there are larger gaps.

Across all grade levels it appears that the female subgroup in grades three through five are consistently outperforming the male subgroup population. However, the data also indicates that the gap between the two genders is closing while at the same time experiencing positive gains in overall performance results.

- Math Overall
  - Females
    - 2016 - 50%
    - 2017 - 57.7%
  - Males
    - 2016 - 41.3%
    - 2017 - 52.0%
- Reading Overall
  - Females
    - 2016 - 55.9%
    - 2017 - 58.7%
  - Males
    - 2016 - 39.4%
    - 2017 - 46.3%

Other subgroup areas where there is a significant achievement gap is in Reading and Math between the black (Reading-40.5% and Math-44.4%) and white (Reading-64.6% and Math-66.7%) subgroups. In reading, our Hispanic subgroup increased in proficiency from 29.6% (2016) to 43.5% (2017). Even though we are closing the gap between our Hispanic and White subgroups, an achievement gap still exists.

How many teachers met growth last year? How many teachers exceeded growth? Any noticeable strengths/weaknesses in grade levels? [Do not list names]
Based on 2021-2022 EVAAS for , teacher status for Reading Grades K-5:

teachers who exceeded growth expectations-

teachers who met growth expectations-

teachers who did not meet growth expectations-

There is no data Based on 2021 EVAAS for , teacher status for Math Grades K-5:

teachers who exceeded growth expectations-

teachers who met growth expectations-

teachers who did not meet growth expectations-

There is no data Based on 2020 EVAAS for , teacher status for Reading Grades K-5:

- # teachers who exceeded growth expectations-
- # teachers who met growth expectations-
- # teachers who did not meet growth expectations-

There is no data Based on 2020 EVAAS for , teacher status for Math Grades K-5:

- # teachers who exceeded growth expectations-
- # teachers who met growth expectations-
- # teachers who did not meet growth expectations-

Based on 2019 EVAAS Data, teacher status indicates the following for Reading Grades K-5:

- # teachers who exceeded growth expectations - 4
- # teachers who met growth expectations - 12
- # teachers who did not meet growth expectations - 3

Based on 2019 EVAAS Data, teacher status indicates the following for Math Grades 4-5:

- # teachers who exceeded growth expectations - 2
- # teachers who met growth expectations - 3
- # teachers who did not meet growth expectations - 2

Based on 2018 EVAAS Data, teacher status indicates the following for Reading Grades K-5:

- # teachers who exceeded growth expectations - 9
- # teachers who met growth expectations - 9
- # teachers who did not meet growth expectations - 1

Based on 2018 EVAAS Data, teacher status indicates the following for Math Grades 4-5:

- # teachers who exceeded growth expectations - 1
- # teachers who met growth expectations - 5
- # teachers who did not meet growth expectations - 0

Based on 2017 EVAAS Data, teacher status indicates the following for Reading Grades K-5:

- # teachers who exceeded growth expectations - 2
- # teachers who met growth expectations - 10
- # teachers who did not meet growth expectations - 1

Based on 2017 EVAAS Data, teacher status indicates the following for Math Grades 4-5:

- # teachers who exceeded growth expectations - 2
- # teachers who met growth expectations - 2
- # teachers who did not meet growth expectations - 0

Based on 2016-2017 EVAAS Data, teacher status indicates the following for Reading Grades K-5:

- # teachers who exceeded growth expectations - 0
- # teachers who met growth expectations - 16
- # teachers who did not meet growth expectations - 4

Based on 2016-2017 EVAAS Data, teacher status indicates the following for Math Grades 4-5:

- # teachers who exceeded growth expectations - 2
- # teachers who met growth expectations - 3
- # teachers who did not meet growth expectations - 0

Student Attendance, Discipline, Demographic and Retention Data

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What is the school's student attendance rate? Are there particular days/months/blocks in the school year during which there are increases or decreases in student attendance rates? How has attendance data changed from year to year?

JWS - Attendance Rate
2021-2022 School Year

Month	Enrollment Days Total	# of Days Present	Days Absent	Attendance Rate
Month 1	6,453	5,719	734	89%
Month 2	6,699	6,122	577	92%
Month 3	6,758	6,254	504	93%
Month 4	6,691	4,916	1,792	73%
Month 5	6,602	5,667	967	85%
Month 6	6,545	6,062	493	92%
Month 7	6,723	6,135	588	91%
Month 8	6,630	6,135	495	93%
Month 9	5,612	5,135	477	92%

2020-2021 **James W. Smith Comparative Attendance Data**

When looking at our monthly and annual attendance trends, the data reflects that James W. Smith students were unable to attend school for a period of time in both 2018-2019 due to Hurricane Florence and in 2019-2020 due to COVID-19 restrictions. In order to dig deeper into our students' attendance we tracked absences, tardies, early check outs, and students with multiple absences from September 2019-February 2020. Our students became virtual as of March 13th, 2020 and even-though we at school tracked attendance for our classes, attendance was not taken on PowerSchool.

Attendance & Discipline Data for 2019-2020

Based on the attendance data November showed our greatest amount of absences with 806 total absences across our student body. The remaining months September, October, December, January, and February averaged 415 total absences. The data also shows a significant amount of tardies and early checkouts over the six month time period. In the months of September, October, and February we had an average of 100 students with multiple absences. The causes of those absences varied in reasons. Our highest three months for students with multiple absences was November, December, and January. The majority of these reasons were due to sickness and/or doctor appointments.

2019-2020

Month.	Enrollment Days Total.	#of Days Present	Attendance Rate
Aug/Sept.	7565	7269	96%
October	7691	7311	95%
November	7758	7074	91%
December	7748	7010	90%
January	7647	7053	92%
February	7656	7271	95%
March	COVID-19	COVID-19	COVID-19
April	COVID-19	COVID-19	COVID-19
May/June	COVID-19	COVID-19	COVID-19
Totals	46,065	42,988	93%

2018-2019

Month.	Enrollment Days Total.	#of Days Present.	Attendance Rate
Aug/Sept.	8298	7897	95%
October	8139	7709	95%
November	7786	7346	94%
December	7247	6752	93%
January	7194.	6713.	93%
February	7255	6818	94%
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Aug/Sept.	7565	7269	96%
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November	7758	7074	91%
December	7748	7010	90%
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March	COVID-19	COVID-19	COVID-19
April	COVID-19	COVID-19	COVID-19
May/June	COVID-19	COVID-19	COVID-19
Totals	46,065	42,988	93%

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2016-2017 Attendance Trend Data

Month	Enrollment Days Total	# of Days Present	Attendance Rate
Aug./Sept.	8717	8370	96%
October	8660	8141	94%
November	8630	8188	95%
December	8542	8065	94%
January	8448	8085	96%
February	8455	8262	98%
March	8536	7997	94%
April	8604	8225	96%
May/June	6877	6512	95%
Totals			95%

2017-2018 Attendance Trend Data

Month	Enrollment Days Total	# of Days Present	Attendance Rate
Aug./Sept.	8745	8414	96%
October	8807	8445	96%
November	9209	8670	94%
December	7418	7008	94%
January	8308	7631	92%
February	8683	8224	95%
March	8661	8252	95%
April	8612	8150	95%
May/June	6420	6062	94%
Totals	74,863	70,856	95%

When analyzing discipline data (to include office referrals, in school suspensions, and out of school suspensions), do any trends exist when it comes to reason, location, grade levels and/or subgroups?

2021-2022

Educator's Handbook indicates that JWS has 115 office referrals and 170 minor offences for the school year. Common office referral were Fridays with a percentage of 30. Office referrals decreased 26% and minor offences decreased 39%. Teachers used the Second Step curriculum every day to reinforce social/emotional skills. Minor bus referrals decreased 43%. Bus office referrals decreased 23%. Bus referral were consistent with Friday referrals (30%). This school year, drivers continued to use Bus Bucks but included Class DoJo to inform parents of student behavior and continuous communication.

2020-2021

When looking at the Discipline Data from the 2019-2020 school year, of the 155 office referrals documented in Educators Handbook, the data reflects that the bus was the most common location for office referrals, much like the data from 2018-2019. In response to bus misbehavior being highest for office referrals in 2018-2019, the bus drivers created a Bus Buck PBIS system where students earned points, or bus bucks, for good behavior. The Bus Buck system aligned with our school's focus on PBIS. While the bus office referrals remained the highest in 2019-2020, even though we had no referrals after March 13, 2020 followin school closures as a result of COVID-19, it should be noted that of the 6 bus drivers JWS had in 2019-2020, 3 of those drivers were new. As a result, these 3 new drivers had to learn behavior management strategies, build relationships with our students, and learn how to teach students about expectations and rules for the bus. When looking at the data in Educators Handbook, thos 3 new drivers were the top 3 employees to report bus behavior as an office referral. This could attribute to why overall bus behavior remained an area for improvement in 2019-2020.

In terms of actions taken in response to the 155 office referrals, an Administrative Conference with Student was used for 60 incidents, Bus Suspension for 30 incidents, and OSS for 28 incidents. These 3 actions were used for 118 of the 155

incidents/office referrals, or 76% of them. The Administrative Conference with Student is typically used for the first referral to coach the student and try to get him/her back on track, hence why it is used the most.

For 2019-2020, a significant number of office referrals occurred at 3:00PM, and almost entirely on the bus or during dismissal. This shows that supports need to be put in place for students to deal with social emotional needs before getting on the bus, wher they are around more students than in a classroom and with only 1 adult who is also responsible for driving them home safely. Data from Educators Handbook also reveals that Wednesday was the highest day for office referrals, with a gradual increase at the beginning of the week, then a gradual decline for the end of the week. It should also be noted that a vast majority of these incidents were during a "non-instructional" time, which indicates that structure is needed during transitions, at recess, and especially on the bus.

Fourth grade students had nearly double the office referrals in 2019-2020 than the next grade level, which was first grade. Both of these grade levels include more students with significant social and emotional needs, as noted by the discipline data across th years following these two cohorts.

When looking at the Discipline Data from 2018-2019 school year, the data reflects that of the 171 office referrals documented in Educators Handbook from mid-October 2018 (when we started using Educators Handbook following our return to school from Hurricane Florence) to June 2019, most of those incidents occurred on the bus, with the classroom being second in terms of location. Just as in 2019-2020, non-instructional time was significantly the most common time for incidents to occur. This would indicate that less-structured times of the day can result in misbehaviors. Two buses in particular with experienced drivers had 52 of the 72 bus office referrals. As a result, those two drivers worked to change their bus behavior for the 2019-2020 school year, and they were integral in developing the Bus Bucks PBIS system for 2019-2020.

In terms of actions taken in response to the 171 office referrals, an Administrative Conference with Student was used for 85 incidents, Bus Suspension was used for 29 in incidents, and OSS was the action for 22 incidents. These 3 actions total 136 of the 171 office referrals, or 80% of them. The total number of suspensions was 51 of the 171 referrals, or 30%, which is significantly lower than in previous years. This could be attributed in part to a change in administration, with a stronger focus on coaching students and using other strategies to prevent students from missing instruction because of a suspension.

When looking at common days and times for incidents in 2018-2019, 3:00PM was the time when a majority of incidents occurred with arrival in the mornings and around lunch times being next. This shows that when transitioning between activities and locations during a less-structured part of the school day, students struggled with maintaining good behavior. In terms of the day for most referrals, Tuesdays were the highest day, with a gradual decline in referrals toward the end of the week.

Kindergarten students had the most office referrals, though it should be noted that 39 of the 59 referrals for kindergarten students were for the same 3 students. Third grade was a close second with 54 referrals. Both of these grade levels include numerous students with significant social and emotional needs, and one can see that this trend for these 2 cohorts of students continued in 2019-2020.

When looking at the Discipline Data from the 2017-2018 school year, the data reflects that out of the 123 incidents, or office referrals, 115 resulted in suspensions, either off the bus or out of school. 65 of the 123 incidents, or 53%, occurred on the bus, and 39 of the 123, or 32%, were in the classroom. This is the first year that bus referrals dominated the discipline data. This could be attributed to the fact that we lost a driver mid-year and had to go from 7 buses to 6 buses at JWS. This led to more students riding each bus, oftentimes sitting 3 students to a seat. This can lead to frustration and issues when students can't have some room to move, and our bus routes last 60-90 minutes.

When disaggregating the discipline data, 89 office referrals were written for male students, with 34 for females. In terms of race, 45 referrals were for white students, 62 for black students, and 13 for students in the Multi subgroup. EC students comprised 25 of the 123 referrals. In regards to grade levels, 2nd grade had the most referrals at 38, followed by 5th grade at 28, 4th grade with 24, and 1st grade with 23. Notice that the 2nd grade students in 2017-2018 is the same cohort in 2018-2019 and 2019-202 that comprised a large number of office referrals.

Since we did not start using Educators Handbook until 2018-2019, the data does not indicate time of day or day of the week frequency for office referrals.

How has student demographic data shifted through the years (including socio-economic composition)?

Our Demographic Breakdown

2021-2022 Our current enrollment for this school is as follows. We are comparing our enrollment to the enc of the 2020-2021 school year to see how our demographics and attendance has changed.

Ethnicity.	# of students on 1st Day of School	# of students on last day of school
American Indian	1	
Asian.	0	
Black	84	
White	146	
Hispanic	56	
Multi.	11	
Kindergarten.	53	
1st Grade.	47	
2nd Grade.	39	
3rd Grade.	45	
4th Grade.	53	
5th Grade	61	

2020-2021 Our current enrollment for this school year is as follows. We are comparing our enrollment to th end of the 2019-2020 school year to see how our demographics and attendance has changed. Our enrollment has changed significantly over the last two years due to not only Hurricane Florence, COVID-19, but also the option for those students in the JT Barber school district no longer had the option to change schools.

Ethnicity	# of students on 1st Day of School (EOY 2019 includes Family Literacy)	# of students on last day of school
American Indian	1 (1-EOY 2019)	maintained
Asian	1 (19-EOY 2019)	difference of 18 students
Black	88 (130 EOY 2019)	difference of 42 students
White	160 (221 EOY 2019)	difference of 61 students
Hispanic	48 (67 EOY 2019)	difference of 19 students
Multi	16 (25 EOY 2019)	difference of 9 students

2019-2020 Student demographic data for the 2019-2020 school year comparative to the 2018-2019 schoc

year changed quite a bit. We contribute some of those changes to the families having to move due to damage attained during Hurricane Florence and effects from COVID-19 starting in March 2020. Another factor to consider is students were given a choice if they were in the JT Barber district to choose another non-year round school site to attend as long as they provided transportation.

Ethnicity.	# of students on 1st Day of School (Does not include Family Literacy)	# of students on last day of school (Includes Family Literacy)
American Indian	1 (0-2018)	1 (1-2018)
Asian	1 (2-2018)	19 (15-2018)
Black	102 (122-2018)	130 (163-218)
White.	196 (196-2018)	221 (222-2018)
Hispanic	50 (55-2018)	67 (73-2018)
Multi	17 (34-2018)	25 (30-2018)
Total	**367**	**463 (increase of 96 students)**

2018-2019 Student demographic data for the 2018-2019 school year comparative to the 2017-2018 schoo stayed fairly consistent among our demographic groups.

Ethnicity	# of students on 1st Day of School. (Does not include Family Literacy)	# of students on last day of school (Includes Family Literacy)
American Indian.	0 (1-2017)	1 (0-2017)
Asian	2 (3-2017)	15 (10-2017)
Black	122 (143-2017)	133 (163-2017)
White	215 (196-2017)	220 (222-2017)
Hispanic	55 (55-2017)	82 (73-2017)
Multi	27 (34-2017)	27 (30-2017)
Total	**421**	**478 (Increase of 57 students)**

2017-2018 Student demographic data for the 2017-2018 school year is as follows...

Ethnicity.	#of students on 1st Day of school. (Does not include Family Literacy)	# of students on last day of school (Includes Family Literacy)
American Indian.	1	0
Asian	3	10
Black	143	163
White	196	222
Hispanic	55	73
Multi	34	30
Total	**432**	**498 (Increase of 66 students)**

2016-2017 Student demographic data has remained fairly consistent across the years. Even with the redistricting of attendance lines that was conducted by the Craven County Board of Education which caused a decrease of approximately 200 students within the James W. Smith Elementary School attendance zone, this did not create a large change. There is a small percentage of students that are quite transient and

move within the district area schools throughout the year.

Are there grade levels and/or subgroups that experience higher retention rates?
EOY 2021-2022

K-1; 1-2; 2-3; 3-0; 4-0; 5-0

EOY 2020-2021 K-4, 1-1, 2-2 , 3-0, 4-0, 5-0

Looking at a three-year trend among grade levels the data reflects the following:

EOY 2019-2020 5 students were retained

K - 4, 1 - 0, 2 - 0, 3 - 1, 4 - 0

5 - 02018-2019 7 Students were retained

K - 4, 1 - 1, 2 - 1, 3 - 0, 4 - 0, 5 - 1

2017- 11 students were retained

K - 6, 1 - 1, 2 - 1, 3 - 2, 4 - 1, 5 - 0

2016-2017

Looking at a three-year trend among grade levels the data reflects the following:

* Kindergarten and First Grade retentions have declined.

* Second Grade retentions have remained consistent.

* Retentions in grades three-five are at a minimum.

Prior to the redistricting (2014-2015), the number of students in our sub-groups were considerably larger, which is reflected in the data below. It should also be noted that ten of the twenty-four retained students ir 2014-2015 relocated to another school or district. Sub-group data leveled out in the following two years.

Retention Trend 2014-2015

Grade	# of students	Gender	Race	SWD	ESL
Kindergarten	9 students	8 Males 1 Female	6 Black 3 White 0 Hispanic	1	0
1st Grade	12 students	8 Males 4 Females	6 Black 2 White 3 Hispanic 1 Multi.	2	3
2nd Grade	3 students	1 Male 2 Female	2 Black 0 White 1 Hispanic	0	1
3rd Grade	0 students	0	0	0	0
4th Grade	0 students	0	0	0	0

Retention Trend 2014-2015

Grade	# of students	Gender	Race	SWD	ESL
5th Grade	0 students	0	0	0	0
Total	24 students	17 Males 7 Females	14 Black 5 White 4 Hispanic 1 Mult.	3	4

Retention Trend 2015-2016

* First year after redistricting

Grade	# of students	Gender	Race	SWD	ESL
Kindergarten	5 students	3 Females 2 Males	2 Black 1 White 2 Hispanic	1	2
1st Grade	4 students	1 Female 3 Males	2 Black 2 White 0 Hispanic	0	0
2nd Grade	4 students	2 Female 2 Males	2 Black 1 White 1 Hispanic	0	1
3rd-5th Grades	0 students	0	0	0	0
Total Retentions	13	6 Females 7 Males	6 Black 4 White 3 Hispanic	1	3

Retention Trend 2016-2017

Grade	# of students	Gender	Race	SWD	ESL
Kindergarten	2 students	1 Female 1 Male	1 Black 1 White 0 Hispanic	1	0
1st Grade	0 students	0	0	0	0
2nd Grade	3 students	2 Females 1 Male	0 Black 2 White 1 Hispanic	0	1
3rd Grade	0 student	0	0	0	0
4th Grade	1 student	1 Male	1 Black	0	0
5th Grade	1 student	1 Male	1 White	0	0
			2 Black		

Retention Trend 2016-2017

Grade	# of students	Gender	Race	SWD	ESL
Total	7 students	3 Females 4 Males	4 White 1 Hispanic	1	1

Teacher Recruitment, Retention, & Attendance Data

How many beginning teachers (BT1, BT2, and BT3) are there at your school? (Please indicate a number for each)?
2022-23 As of August 2022, Beginning Teacher data is as follows for James W. Smith Elementary school:

- BT 2: 1 Teacher
- BT 3: 2 Teachers

2021-2022 As of August 2021, Beginning Teacher data is as follows for James W. Smith Elementary school:

- BT1-1 teachers
- BT2- 2 teachers
- BT3-4 teachers
- 1 teacher pending

2020-2021 As of August 2020, Beginning Teacher data is as follows for James W. Smith Elementary school:

- BT1-3 teachers
- BT2-5 teachers
- BT3-3 teachers

2019-2020 As of August 2019, Beginning Teacher data is as follows for James W. Smith Elementary school:

- BT1-3 teachers
- BT2-4 teachers
- BT3- 0 teachers

2018-2019 As of August 2018, Beginning Teacher data is as follows for James W. Smith Elementary school:

- BT1- 7 teachers
- BT2- 0 teacher
- BT3- 1 teacher

As of October 2017, Beginning Teacher data is as follows for James W. Smith Elementary School:

- BT1 - 1 teacher
- BT2 - 1 teacher
- BT3 - 3 teachers

What is the teacher turnover rate? Did it increase or decrease from previous year? Is it specific to a grade level or subject?
Starting the 2022-2023 school year currently we have 1 position that is a classroom reduction. As of March 2022 we had an EC teacher retire and Media Coordinator retire; 6 teachers resigned; 3 teachers transferred

to other Craven County Schools. This turnover increased significantly from the previous year. Teachers resigned for various reasons that included; leaving the teaching profession, staying home with their children, transferring to a school closer to their home, and relocating to a school in the county they reside in. The entire second grade team left JWS.

2021-2022 Currently we have 1 position that has to be filled under classroom reduction. As of March 2021 until current we lost 3 teachers. Two of these positions were left vacant due to transfers out of state.

2020-2021 As of March 2020 we lost 4 teachers. Currently we have 2 positions that have had to be filled due to teacher resignations. 1 of the 2 resignations positions left education profession, 1 position that was due to a transfer within the district, and 2 position due to transfer out of state.

2019-2020 The teacher turnover data for James W. Smith Elementary School for this time frame is indicate by the 5 teacher positions that were left vacant either throughout the year or at the end of the school year. Of those positions 1 teacher resigned in November, 2 teaching positions were left vacant due to teachers relocating either back to their family home locations or due to their spouse's work assignments changing, and 2 positions were left vacant due to transfers within the district.

2018-2019 The teacher turnover data for James W. Smith Elementary School for this time frame is indicate by the 9 teacher positions that were left vacant throughout the school year or at the end of the school year. Of those nine positions 4 teachers transferred within the school year either to other schools with in the district or to an adjoining county. 5 teaching positions were vacant due to teachers relocating either back to their family home location or due to their spouse's work assignment changing.

2017-2018 The teacher turnover data for James W. Smith Elementary School is at 7.0% for the 2017-2018 time period. This is below the state (12.5%) and district (18%) averages. In comparison with the previous year's data, there is a decrease in teacher turnover. Based on the data, there were 4 teachers who moved outside our district to another state for family relocations. 1 teacher transferred with in the county and 1 teacher decided to stay at home with her personal children.

2016-2017: The teacher turnover data for James W. Smith Elementary School is at 18% for the time period of March 2016-March 2017. This is above both the state (13.62%) and district (17.52%) averages. In comparison with the previous year's data, there is a slight decrease of less than 1%. Based on the data, there were six teachers that made up the 18% turnover rate and five of the positions were due to teachers relocating either back to their family home location or due to their spouse's work assignment changing. The remaining position was one in which a retired teacher assumed an interim position for part of the school year.

Does the school have difficulties finding teachers for a particular subject or grade level?
This remains the same. Due to the rural location of the school, James W. Smith Elementary School does experience a greater level of difficulty in finding certified teachers who wish to work in a rural, high poverty school. The distance of our school from town makes it difficult for teachers who have preschool and school age students which depend on childcare. While there is no specific data to support that the turnover is only specific to one individual grade level, there is evidence that many times the increased turnover is due to family changes that are outside of the school's control (i.e. spouse's job relocating work assignment, teacher moving back closer to their family home, or transferring to a school closer to town, etc.).

What is the school's teacher attendance rate? Are there particular days/months/blocks in the school year during which there are increases or decreases in teacher attendance rates? How has attendance data changed from year to year?
2021-2022

2020-2021

2019-2020

2018-2019

2017-2018

Based on 2016-2017 May Teacher Attendance Data which calculates actual absence days, 31 teachers were included in the data.

- 1-5 absences - 8
- 6-10 absences - 10
- 11-15 absences - 9
- 16 or more absences - 4

In deeper analysis of attendance data, three staff members had higher absenteeism due to maternity leave while there were two staff members who had extended medical leave due to unforeseen surgeries which required them to be away from school. This attendance data also includes Curriculum Alignment training days (3 for each teacher) which were provided as part of multiple goals within the School Improvement Plan. District data indicates that Mondays and Fridays have higher absenteeism than other days of the week.

Due to the young age of most staff members at James W. Smith Elementary School, there is an increase in absenteeism as they expand their personal families and care for their minor dependents.

There is a plan in place to monitor attendance data for the 2017-2018 school year at both the district and school level.

Perception Data

According to the Teacher Working Conditions Survey what areas did teachers indicate the highest percentage of "Strongly agree"?
2022-2023 Teacher Working Conditions Survey (Strongly Agree for the following):

School Leadership; Professional Learning Opportunities; Instructional Practices & Support; Retention; Equity; Safety; New Teacher Support

2021-2022 Teacher Working Condition Survey

When analyzing the North Carolina Teacher Working Conditions survey data, the analysis was completed based on the categories:

When analyzing the North Carolina Teacher Working Conditions survey data, the analysis was completed based on the categories: Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, School Leadership, Professional Development, and Instructional Practices and Support.

2019-2020 Analysis At James W. Smith we had 87.5% (28/32 teachers) participate in the survey. The following shows areas that scored the highest percentage of Strongly agree/agree in each category.

Time:

Q2.1

-Scoring at 60% James W. Smith Teachers stated they are protected from duties that interfere with their essential role of educating students.

-Scoring at 58% James W. Smith teachers stated that class sizes are reasonable such that teachers have th time available to meet the needs of all students.

Facilities and Resources:

- Scoring 92% James W. Smith teachers have sufficient access to instructional technology, including computers, devices, printers, software, and internet access.

- We had three questions that scored 88% where James W. Smith teachers indicated that

1. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.
2. Teachers have adequate space to work productively.
3. The physical environment of classrooms in this school supports teaching and learning.

Community Support and Involvement:

-100% of James W. Smith teachers indicated they strongly agree/agree that they provide parenting/guardians with useful information about student learning.

- 92% of James W. Smith teachers indicated they strongly agree/agree the community we serve is supportive of our school.

Managing Student Conduct:

- 96% of James W. Smith teachers indicated they strongly agree/agree that teachers consistently enforce rules for student conduct.

Teacher Leadership:

- 92% of James W. Smith teachers indicated they strongly agree/agree that teachers are effective leaders i our school.

-88% of James W. Smith teachers indicated they strongly agree/agree that teachers are encouraged to participate in school leadership roles.

School Leadership:

-92% of James W. Smith teachers indicated they strongly agree/agree that teachers are held to high professional standards for delivering instruction.

-92% of James W. Smith teacher indicated they strongly agree/agree that the school leadership facilitates using data to improve student learning.

Professional Learning Opportunities:

There are three areas that scored 92% of teachers strongly agreeing/agreeing.

1. Teachers are encouraged to reflect on their own practice.

2. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.

3. Professional development enhances teachers' abilities to improve student learning.

Instructional Practices and Supports:

-100% of James W. Smith teacher indicated they strongly agree/agree that teachers work in professional learning communities to develop and align instructional practices.

-100% of James W. Smith teacher indicated they strongly agree/agree that teachers collaborate to achieve consistency on how student work is assessed.

-100% of James W. Smith teacher indicated they strongly agree/agree that teachers know what students learn in each of their classes.

-100% of James W. Smith teacher indicated they strongly agree/agree that teachers use digital content and resources in their instruction.

-96% of James W. Smith teacher indicated they strongly agree/agree that the curriculum taught in this school is aligned with the NCSCOS.

-92% of James W. Smith teacher indicated they strongly agree/agree that local assessment data are available in time to impact instructional practices.

Overall:

- 63% of James W. Smith teacher indicated they strongly agree/agree that in our school, we use the results of the NC TWC for school improvement planning.

New Teacher:

- 71% of James W. Smith teacher indicated they strongly agree/agree that overall, the additional support I received as a new teacher improved my instructional practice.

- 71% of James W. Smith teacher indicated they strongly agree/agree that overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.

Equity:

- 81% of James W. Smith teacher indicated they strongly agree/agree that our school emphasizes showing respect for all students' cultural beliefs and practices.

-81% of James W. Smith teacher indicated they strongly agree/agree that our school provides instructional materials that reflect the diverse background of our students and community.

School Safety:

-96% of James W. Smith teachers indicated they strongly agree/agree that that this problem rarely occur a our school: student possession of weapons.

-92% of James W. Smith teachers strongly agree/agree that cyberbullying is not a frequent problem among students at our school.

- 85% of James W. Smith teacher indicated they strongly agree/agree that at this school, students are not bullied about their religion.

-All four areas of this questions scored above 96% of teachers strongly agree/agree that at this school, staf are not bullied about their race, ethnicity, cultural background, and/or religion.

-The remaining questions for the Teacher Working conditions survey scored above 85% of teachers strongly agree/agree that..

1. Students at this school are comfortable reporting a bullying incident to a teacher or other staff. (88%)

2. Teachers in this school know what to do if there is an emergency (96%)

3. This school has a written plan that describes procedures to be performed in active shooter situations or lock-down situations. (96%)

4. This school has a written plan that clearly describes procedures to be performed in natural disasters. (100%)

5. This school provides effective and on-going training in safety procedures to staff. (85%)

2018-2019 Advanced Ed Survey Results

2017-2018 Analysis

2016-2017 Analysis

Relative to the "Time" category, the highest percentage of teachers who "strongly agree" is on item Q2.1g, with 40% of the school's teachers strongly agreeing that they are protected from extra duties that could interfere with their essential role of educating students. (It should be noted that 46% "agreed" with the above mentioned statement, for a total of 86% in agreement.)

In the category of "Facilities and Resources," 70% of the teachers at James W. Smith Elementary "strongly agree" that the physical environment of the classrooms supports teaching and learning (Q3.1i), with 27% agreeing for a total of 97% in agreement. Item Q3.1c indicates that 68% of the teachers "strongly agree," and 30% "agree" that teachers have sufficient access to technology. Item Q3.1d indicates that 68% of the teachers "strongly agree," and 27% "agree" that teachers have reliable communication technology.

In regards to "Community Support and Involvement," 84% of the school's teachers "strongly agree" that th school encourages parent/guardian involvement (Q4.1c), with 16% agreeing for a total of 100% of the teachers in agreement. Likewise, 73% of the teachers at James W. Smith Elementary "strongly agree" that the school maintains clear, two-way communication with the community (Q4.1b), with 27% agreeing for a total of 100% of teachers in agreement.

In "Managing Student Conduct," the highest rated item reveals that 70% of the teachers "strongly agree" they work in a safe environment (Q5.1g), with 30% agreeing. In this same category 59% of the teachers "strongly agree" that policies and procedures regarding student conduct are clearly understood by the faculty (Q5.1c) with 41% agreeing. Both of these items reveal 100% agreement from teachers.

For the "School Leadership" category, 78% of the school's teachers "strongly agree" that school leaders facilitate using data to improve student learning (Q7.1e) with 22% agreeing. Furthermore, 76% of the teachers "strongly agree" that they are held to high professional standards for delivering instruction (Q7.1d with 24% agreeing. Items e and d indicate 100% agreement from teachers. In this school, 59% of the teachers "strongly agree" they are recognized for the accomplishments (Q7.1j) with 32% agreeing, and 57% "strongly agree" that there is an atmosphere of trust and mutual respect at James W. Smith Elementary (Q7.1a) with 35% agreeing.

Regarding "Professional Development," 57% of the school's teachers "strongly agree" that they are encouraged to reflect on their own practice (Q8.1h) with 41% agreeing.

For "Instructional Practices and Support," the highest rated item reveals that 78% of the teachers at James W. Smith Elementary School "strongly agree" they require the students to work hard (Q9.1f) and 19% agree. It is also important to note that in item Q9.1g, 68% of teachers "strongly agree" that they collaborate to achieve consistency on how student work is assessed, with 27% agreeing with this statement.

According to the Teacher Working Conditions Survey what areas did teachers indicate the highest percentage of "Strongly disagree"?
2022-2023 TWC Strongly Disagree Results:

Teachers regularly assign homework that requires access to the internet to complete.

2021-2022 Strongly Disagree Results:

When analyzing the North Carolina Teacher Working Conditions survey data, the analysis was completed based on the categories: Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, School Leadership, Professional Development, and Instructional Practices and Support.

At James W. Smith we had 87.5% (28/32 teachers) participate in the survey. The following shows areas tha scored the lowest percentage of Strongly disagree/disagree in each category.

Time:

-35% of James W. Smith teachers indicated they strongly disagree/disagree that teachers are allowed to focus on educating students with minimal interruptions.

-31% of James W. Smith teachers indicated they strongly disagree/disagree that the non-instructional time provided for teachers in my school is sufficient.

-19% of James W. Smith teachers indicated they strongly disagree/disagree that efforts are made to minimize the amount of routine paperwork teachers are required to do.

Facilities and Resources:

-58% of James W. Smith teachers indicated they strongly disagree/disagree that teachers have sufficient access to a broad range of professional support personnel.

-58% of James W. Smith teachers indicated they strongly disagree/disagree that the reliability and speed o the internet connections in this school are sufficient to support instructional practices.

-50% of James W. Smith teachers indicated they strongly disagree/disagree that the school environment is clean and well maintained.

Community Support and Involvement:

-35% of James W. Smith teachers indicated they strongly disagree/disagree that parents/guardians are influential decision makers in this school.

Managing Student Conduct:

-19% of James W. Smith teachers indicated they strongly disagree/disagree that students at our school follow rules of conduct.

-16% of James W. Smith teachers indicated they strongly disagree/disagree that school administrators consistently enforce rules for student conduct.

-16% of James W. Smith teachers indicated they strongly disagree/disagree that school administrators support teachers' efforts to maintain discipline in the classroom.

-32% of James W. Smith teachers indicated they strongly disagree/disagree that teachers have an appropriate level of influence on decision making in this school.

School Leadership:

-28% of James W. Smith teachers indicated they strongly disagree/disagree that there is an atmosphere of trust and mutual respect in this school.

-19% of James W. Smith teachers indicated they strongly disagree/disagree that teachers feel comfortable raising issues and concerns that are important to them.

-36% of James W. Smith teachers indicated they strongly disagree/disagree that the school leadership consistently supports teachers.

Professional Learning Opportunities:

-35% of James W. Smith teachers indicated they strongly disagree/disagree that professional development is differentiated to meet the individual needs of teachers.

Instructional Practices and Supports:

-46% of James W. Smith teachers indicated they strongly disagree/disagree that teachers are encouraged t observe other teachers within their school/district.

-38% of James W. Smith teachers indicated they strongly disagree/disagree that teachers regularly assign homework that requires access to the internet to complete.

-29% of James W. Smith teachers indicated they strongly disagree/disagree that teachers regularly assign homework that requires access to a digital device to complete.

New Teacher:

-67% of James W. Smith teachers indicated they strongly disagree/disagree that the additional support I received as a new teacher has helped me to impact my students' learning.

Equity:

-35% of James W. Smith teachers indicated they strongly disagree/disagree that school rules are applied equitably to all students.

School Safety:

-38% of James W. Smith teachers indicated they strongly disagree/disagree that physical conflicts among students rarely occur at this school.

-35% of James W. Smith teachers indicated they strongly disagree/disagree that bullying is not a frequent problem at our school.

-46% of James W. Smith teachers indicated they strongly disagree/disagree that at this school, students ar not bullied about their race.

2019-2020 Analysis

2018-2019 Advanced Ed Survey Results

2017-2018 Analysis

2016-2017 Analysis

Relative to the "Time" category, the highest percentage of teachers who "strongly disagree" is on item Q2.1d, with 11% of the school's teachers strongly disagreeing that the non-instructional time provided in school is sufficient. (It should be noted that 39% "disagreed" with the above mentioned statement, for a total of 50%.)

In the categories of "Facilities and Resources" and "Community Support and Involvement," no items indicat greater than 3% of the teachers "strongly disagree" with the statements.

In "Managing Student Conduct," while there were no items indicating greater than 3% of the teachers strongly disagreeing with the statements, Q5.1b indicates that 24% of the teachers disagree that students at this school follow rules of conduct.

For the "School Leadership" category, 5% of teachers "strongly disagree" that teachers feel comfortable raising issues and concerns that are important to them (Q7.1b), with 19% disagreeing.

Regarding "Professional Development," 11% of the school's teachers "strongly disagree" that professional development is differentiated to meet the individual needs of teachers (Q8.1e).

For "Instructional Practices and Support," 18% "strongly disagree" that state assessments accurately gauge students' understanding of standards (Q9.1c), with 29% disagreeing.

If the school administers parent surveys, to which areas did parents respond most positively and in which areas did they indicate concerns?

Parent surveys are solicited on a yearly basis across the school district to gain imput on a variety of differer topics. Below are some surveys we asked our families to give us feedback on. In 2019-2020 we primarily focused on Virtual Instructional and what changes the families needed in order to sustain our student's eduction during our time away from school.

Blue Jay Virtual Learning Survey

Staff feedback from Parent Survey

4/20/2020 Remote Learning Parent Survey Results

Advanced Ed Parent Survey Links

During the 2016-2017 school year, Craven County Schools went through District Accreditation with AdvancED and part of the accreditation process involved getting feedback from parents. The parent survey through AdvancED focused within five standards: Purpose and Direction, Governance and Leadership, Teaching and Assessing of Learning, Resources and Support Systems, and Using Results for Continuous Improvement.

Based on these results, our parents appear confident that James W. Smith Elementary School is creating a culture based on strong values and beliefs about teaching and learning. Parents also believe our school has high expectations for students in all classes (93.45%). Parents feel our school is clearly focused on student success and that we communicate effectively about the school's goals and activities (92.77%). Furthermore, parents believe our school provides a safe learning environment (94%). Within the parent survey, there were only two questions that were rated below 80%. The specific areas were:

- 79.16% - Q28 - Our school provides excellent support services (e.g., counseling, and/or career planning).
- 78.13% - Q31 - Our school ensures the effective use of financial resources.

If the school administers student surveys, to which areas did students respond most positively and in which areas did they indicate concerns?
In 2019-2020 our school collected feedback from families regarding our Virtual Learning. We asked families a variety of questions to see what areas were working and what areas we as a school needed to address in our COVID-19 restrictive educational format.

Student surveys are solicited on a yearly basis across the school district to 4th grade students at the elementary level.

Student surveys are solicited on a yearly basis across the school district to 4th grade students at the elementary level. During the 2016-2017 school year, Craven County Schools went through District Accreditation with AdvancED and part of the accreditation process involved getting feedback from elementary students in grades 3-5. The student survey through AdvancED focused within five standards: Purpose and Direction, Governance and Leadership, Teaching and Assessing of Learning, Resources and Support Systems, and Using Results for Continuous Improvement.

Three areas were above 85% agreement, those being: Purpose and Direction (92.08%), Teaching and Assessing for Learning (86.16%), and Resources and Support Systems (85.99%). Governance and Leadership at 77.92% agreement and Using Results for Continuous Improvement at 78.64% were areas that indicated opportunities for improvement, although they were still close to eighty percent approval.

Accurate self-reflection and self-assessment are critical to the school improvement process. Using a self-assessment tool, such as the rubric below can assist a school in identifying areas of strength and areas for improvement. This data can then be used to create or revise the current improvement plan housed within NCStar.

Using the DPI Rubric to Accurately Self-Assess

The DPI rubric below has been divided into sections (A1 - E2) in order to help you in the selection process of NCStar indicators. All aspects of the rubric are underpinned by one essential question - "What is the impact on students?"

It is recommended that School Improvement Teams (SIT) use the rubric as a guide for discussion of its current state and that ratings/judgments be determined by the team.

Structure

Underneath each section is a bulleted list of questions. These questions can be used to guide the school improvement team in in discussions to give themselves judgments or ratings. However, the team should not feel obligated to answer these questions or restricted to these questions, they are only a guide.

Ratings/Judgments

Below the guiding questions is the rubric for that particular section and it is categorized by 4 possible ratings/judgments. The ratings/judgments are Lacking, Emerging, Embedded, and Leading. The SIT should discuss the rubric and determine the school's rating/judgment. Ratings/judgments must be based on evidence; team members should be prepared to share evidence that supports the rating/judgment they support.

When sharing evidence and ultimately determining ratings/judgments team members should ALWAYS consider the impact on students. Any initiative, strategy, program, practice, or behavior can have one of three impacts - a positive impact, a negative, impact, or no impact at all. For example, the rubric often uses words that denote frequency of a practice. However, it is also important to consider the impact. More specifically, one indicator reads "Teachers regularly integrate student use of technology resources into classroom instruction across the curriculum." It is important the team not only consider if this is occurring and the frequency with which it is occurring, they must also ask "What impact do we see it having on student learning?"

- *Lacking:* Practices may be in place but they are not having a significant impact on students or few good practices are demonstrated. Any examples of effectiveness are outliers. There are some strengths but they are overshadowed by weaknesses.
- *Emerging:* There are some effective practices in place and the he school is seeing "green shoots" in terms of impact on students. This means that positive things are beginning to grow from effective practices and they have an impact on students. The school demonstrates effective practices, but inconsistently or in pockets.
- *Embedded:* Good and effective practices that mostly have a positive impact on students are consistently demonstrated throughout the school. Any examples of ineffectiveness are few and therefore outliers. Examples of ineffectiveness are addressed.
- *Leading:* Innovative, highly effective practices that have a significant impact on students and result in positive outcomes are occurring throughout the school. Examples of ineffectiveness are rare and short-lived because they are addressed quickly and effectively through a research-based process.

Using Ratings/Judgments to Determine Needs

At the bottom of each rubric section is a "Total". Once you have completed the entire rubric, give each section a total by adding each corresponding row. Sections that have the lowest percentages (Sum of Points/Max Total) should become areas of focus. The 105 indicators found in NCStar are divided by these sections (A1 - E2) to help you easily locate the ones you wish to include in your plan as objectives.

DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning
A1. High Expectations Communicated to All Teachers and Students

Guiding Questions

- How does the school administration model high expectations?

- How does the school create a culture for both faculty and students in which high expectations can be met?
- How does the school consistently maintain and communicate high expectations for students?
- How do teachers help students understand the quality of work necessary to meet these high expectations?
- How does the school ensure consistency within the school and subject area/departments on what constitutes "high-quality" work?
- How does the use of instructional time in the classroom reflect high expectations and curriculum alignment?

Rubric

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
The school:	**The school:**	**The school:**	**The school:**	
Exemplifies and models a culture of high expectations at all times.	Frequently exemplifies and models a culture of high expectations.	Sometimes exemplifies and models a culture of high expectations.	Rarely exemplifies and models a culture of high expectations.	3
Has developed, implemented, and frequently utilizes a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study	**Has developed, implemented, and regularly utilizes a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study.**	**Has developed, implemented, and inconsistently utilizes a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study.**	**Has not developed, implemented, or utilized a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study.**	4
Benchmarks expectations for student work that frequently incorporate national and state standards for all students.	Benchmarks expectations for student work that regularly incorporate national and state standards for all students.	Benchmarks expectations for student work that sometimes incorporate national and state standards for all students.	Benchmarks expectations for student work that rarely incorporate national and state standards for some students.	3
Frequently develops and utilizes rubrics and exemplars of high quality student work to ensure teachers, students, and families understand the expectations for assignments.	**Regularly utilizes rubrics and exemplars of high quality student work to ensure teachers and students understand the expectations for assignments.**	**Inconsistently utilizes rubrics and exemplars for assessing student work to ensure teachers and students understand the expectations for assignments.**	**Rarely or never utilizes rubrics or exemplars for assessing student work to ensure teachers and students understand the expectations for assignments.**	3
Fully utilizes instructional time for optimal learning opportunities.	Regularly utilizes instructional time for optimal learning opportunities.	Inconsistently utilizes instructional time for optimal learning opportunities.	Rarely utilizes instructional time for optimal learning opportunities.	4
			A1 Total	17
		A1 % =	**(A1 Total/20) x 100**	85

DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning
A2. Curriculum and Instructional Alignment

Guiding Questions

- What practices ensure all students are taught a rigorous, relevant core curriculum, enabling them to

compete in the global community?
- What practices are utilized to ensure the curriculum is appropriately implemented in the classroom?
- What practices and training ensure the alignment of the written (NC Standard Course of Study), taught, and tested curriculum?
- How is technology integrated into the delivery of instruction?
- What programs are available to support continuous learning and career readiness of all students?

Rubric

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
The school consistently provides opportunities and support for all students to engage in rigorous coursework to be prepared for the global community.	The school provides opportunities and support for most students to engage in rigorous coursework to be prepared for the global community.	The school provides limited opportunities and support for some students to engage in rigorous coursework to be prepared for the global community.	The school provides no to limited opportunities for few students to engage in rigorous coursework to be prepared for the global community.	3
School leadership engages in frequent, ongoing professional dialogue with teachers to ensure the curriculum is appropriately implemented.	**School leadership regularly engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.**	**School leadership occasionally engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.**	**School leadership rarely engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.**	3
School administration frequently provides opportunities for collaboration among teachers and other professional colleagues to align instruction and assessment to the North Carolina Standard Course of Study and district, state, and national standards.	School administration regularly assists teachers in alignment of instruction and assessment to the North Carolina Standard Course of Study and district, state, and national standards.	School administration occasionally assists teachers in alignment of instruction and assessment to the North Carolina Standard Course of Study.	School administration rarely or never assists teachers in alignment of instruction and assessment to the North Carolina Standard Course of Study.	3
Teachers frequently administer and use both summative and ongoing formative assessment to align and inform instruction.	**Teachers regularly administer both summative and ongoing formative assessment aligned with instruction.**	**Teachers administer summative assessments and occasionally formative assessment aligned with instruction.**	**Teachers administer summative assessments inconsistently aligned with instruction.**	4
Teachers frequently integrate student use of technology resources into classroom instruction across the curriculum.	Teachers regularly integrate student use of technology resources into classroom instruction across the curriculum.	Teachers occasionally integrate technology resources into classroom instruction only for selected students or in limited curriculum areas.	Teachers and students rarely use technology resources in the classroom that link to curriculum.	4
			A2 Total	17
		A2 % =	**(A2 Total/20) x 100**	85

DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement
A3. Data Analysis and Instructional Planning

Guiding Questions

Collection and Dissemination of Data

- What practices ensure that teachers receive data in a timely manner?
- What systems are in place for collecting and using student test data and formative assessment data for the modification of instruction to improve student achievement?Subgroups
- What are the most effective practices/programs the school implements to increase student achievement across subgroups?
- Which subgroups are particular foci for improvement at this time?
- What practices are being used to identify students who are experiencing difficulty, and what is being done to assist them?
- What processes are in place to identify underrepresented student groups in advanced classes (e.g., AIG, Honors, AP)?
- What opportunities are available to meet the needs of high-achieving students (e.g., skipping grades, earning college transfer credits)?

Subgroups

- What are the most effective practices/programs the school implements to increase student achievement across subgroups?
- Which subgroups are particular foci for improvement at this time?
- What practices are being used to identify students who are experiencing difficulty, and what is being done to assist them?
- What processes are in place to identify underrepresented student groups in advanced classes (e.g., AIG, Honors, AP)?
- What opportunities are available to meet the needs of high-achieving students (e.g., skipping grades, earning college transfer credits)?

Attendance

- What are the most effective practices/programs the school implements to increase student achievement across subgroups?
- Which subgroups are particular foci for improvement at this time?
- What practices are being used to identify students who are experiencing difficulty, and what is being done to assist them?
- What processes are in place to identify underrepresented student groups in advanced classes (e.g., AIG, Honors, AP)?
- What opportunities are available to meet the needs of high-achieving students (e.g., skipping grades, earning college transfer credits)?

Retention/Promotion/Graduation Rates

- How are issues that keep students from advancing to the next grade level or graduating identified and addressed?
- How does the promotion/graduation/retention rate vary across different student subgroups?
- How is the responsibility for promotion and graduation shared among all core and non-core subject area teachers?

Rubric

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
School leadership:	**School leadership:**	**School leadership:**	**School leadership:**	
Shares and discusses data in an understandable format in a timely and effective manner.	Disseminates data in a user-friendly format in a timely manner.	Disseminates data in a format that may not be easily understood.	Disseminates minimal data.	3
Effectively manages a	**Manages a process for**	**Manages a process for**	**Provides several types**	

shared process for data collection and analysis that informs instructional planning.	**data collection and analysis that informs most instructional planning.**	**data collection and analysis that informs some instructional planning.**	**of data without a clear for analysis that informs instructional planning.**	3
Effectively facilitates a systematic process for including all staff members in data analysis in a timely and effective manner.	Facilitates a systematic process for including the school improvement team in data analysis in a timely manner.	Facilitates a process for including the school improvement team in data analysis in a timely manner.	Includes no to few staff in data analysis to inform school improvement decisions.	3
Frequently evaluates the effectiveness of implemented practices/programs to improve student achievement across all subgroups.	**Regularly evaluates the effectiveness of implemented practices/programs effectiveness to improve student achievement across all subgroups.**	**Inconsistently evaluates the effectiveness of practices/programs effectiveness in improving student achievement across targeted subgroups.**	**Seldom/never evaluates the effectiveness of implemented practices/programs to improve student achievement.**	3
Frequently provides focused support to all subgroups and accelerates the progress of all subgroups with responsive support plans.	Regularly provides focused support most subgroups and accelerates the progress of targeted subgroups with responsive support plans.	Provides some focused support for remediation of some subgroups.	Provides little support for the performance of subgroups.	3
Has an effective process in place to identify and provide extensive support to students experiencing difficulty meeting standards.	**Has an established process to identify and provide support to students experiencing difficulty meeting standards.**	**Inconsistently identifies and provides limited targeted support to students experiencing difficulty meeting standards.**	**Has no formal process in place to identify and does not provide support to students experiencing difficulty meeting standards.**	3
Frequently monitors the participation of underrepresented groups in advanced classes and aggressively recruits students.	Regularly monitors the participation of underrepresented groups in advanced classes and deliberately recruits students.	Inconsistently monitors participation of underrepresented groups in advanced classes with limited student recruitment.	Rarely monitors the participation of underrepresented groups in advanced classes.	3
Offers consistent, high-quality opportunities that extend learning for high-performing students.	**Offers a variety of opportunities that extend learning for high-performing students.**	**Offers limited opportunities that extend learning for high-performing students.**	**Offers no opportunities that extend learning for high- performing students.**	2
Systematically monitors attendance, dropout rates, and promotion/graduation rates to identify trends.	Frequently monitors attendance, dropout rates, and promotion/graduation rates.	Occasionally monitors attendance, dropout rates, and promotion/graduation rates.	Rarely or never monitors attendance, dropout rates, and promotion/graduation rates.	3
Frequently and systematically facilitates the early identification of students with attendance problems and provides support	**Regularly facilitates the early identification of students with attendance problems and provides some support for both**	**Occasionally facilitates the early identification of students with attendance problems and rarely provides support for families**	**Rarely or never facilitates the early identification of students with attendance problems and provides no support for families**	2

for both families and students.	**families and students.**	**and students.**	**support for families and students.**	
Provides consistent and intensive intervention strategies before, during, and after school for students who are at-risk for not meeting grade-level benchmarks or graduation requirements.	Provides intervention strategies before, during, and after school for students who are at-risk for not meeting grade-level benchmarks or graduation requirements.	Provides some intervention strategies during and/or after school for students who are at-risk for not meeting grade level benchmarks or graduation requirements.	Provides few interventions for students who are at-risk for not meeting grade-level benchmarks or graduation requirements.	3
Consistently implements a comprehensive plan to assure that the needs of students of differing cultures, abilities, and primary languages are taken into account in class placement.	**Engages in strategies to assure that the needs of students of differing cultures, abilities, and primary languages are taken into account in class placement.**	**Has tracking practices that exist in the school, yet some efforts are in place to ensure equity in class placement.**	**Has tracking practices that exist in the school, and there are no efforts to ensure equity in class placement.**	3
Systematically monitors promotion and graduation rates and identifies trends.	Regularly monitors promotion and graduation rates.	Occasionally monitors promotion and graduation rates.	Rarely or never monitors promotion and graduation rates.	3
Implements a plan that includes all core and non-core teachers in supporting students at-risk of retention or not meeting graduation requirements.	**Has a plan that includes most teachers in supporting students at-risk of retention or not meeting graduation requirements.**	**Has a plan that includes a few teachers in supporting students at-risk of retention or not meeting graduation requirements.**	**Has no defined plan for involving teachers in supporting students at-risk of retention or not meeting graduation requirements.**	3
			A3 Total	40
		A3 % =	**(A3 Total/56) x 100**	71.4

DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement
A4. Student Support Services

Guiding Questions

Student Support Services

- How does the school meet the social and emotional needs of students?
- How is the time of school counselor(s) utilized to support students?
- What process does the school have for academic advisement?
- How does the school ensure student nutrition and health?
- How is character education taught and reinforced?
- What strategies exist for helping students make the transition from the preschool setting to the elementary setting, from grade to grade, and/or from grade span to grade span?
- What strategies support student transitions year to year?
- What strategies support families as students transition?
- What strategies support student transitions to higher education or careers?

RUBRIC

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores

The school:	**The school:**	**The school:**	**The school:**	
Implements a systematic, effective, and developmentally appropriate program supporting the social and emotional needs of all students.	Implements an effective and developmentally appropriate program supporting the social and emotional needs of most students.	Provides inconsistent support for the social and emotional needs of some students. transitions.	Provides minimal support for the social and emotional needs of students.	3
Consistently utilizes the time of counselors for appropriate direct work with all students.	**Often utilizes the time of counselors for appropriate direct work with all students.**	**Uses counselors in some roles that limits time for appropriate direct work with students.**	**Uses counselors in roles that minimize time for appropriate direct work with students.**	3
Implements an effective, systematic process for academic advisement.	Implements a regular process for academic advisement.	Provides some academic advisement for students.	Provides little or no academic advisement for students.	3
Supports student nutrition and health through effectively operating processes and programs.	**Supports student nutrition and health through processes and programs.**	**Offers some programs to support student nutrition and health.**	**Offers limited support for student nutrition and health.**	3
Frequently utilizes an integrated process for teaching and reinforcing character education through curricular and extracurricular activities.	Regularly teaches and reinforces character education through curricular and extracurricular activities.	Provides minimal teaching of character education.	Does not directly teach character education.	3
Develops and implements consistent, intentional, ongoing plans to support student transitions from grade to grade and level to level.	**Develops and implements adequate plans to support student transitions from grade to grade and level to level.**	**Implements minimal plans to support student transitions from grade to grade and level to level.**	**Has no intentional plan to support student transitions from grade to grade and level to level.**	3
Develops and frequently implements effective plans that facilitate vertical articulation and transitions.	Regularly implements plans that facilitate regular vertical articulation and transitions.	Inconsistently implements some plans that facilitate vertical articulation and transitions.	Provides no clear plans to facilitate vertical articulation and transitions.	3
Utilizes a consistent, ongoing process to support family understanding and involvement as students transition from grade to grade and level to level.	**Maintains an ongoing process to support family understanding and involvement as students transition from grade to grade and level to level.**	**Inconsistently provides some activities for family understanding and involvement as students transition from grade to grade and level to level.**	**Provides no activities to support family understanding and involvement as students transition from grade to grade and level to level.**	3
Utilizes an effective, systematic process that supports students' transition to higher education or careers.	Uses an established process that supports students' transition to higher education or careers.	Inconsistently provides some support for students' transition to higher education or careers.	Provides little to no support for students' transition to higher education or careers.	3
The school collaborates with the community to provide	**The school collaborates with the community to provide**	**The school collaborates with the community to provide**	**The school collaborates with the community to provide**	

opportunities for all students to know and experience potential career choices.	**opportunities for most students to know and experience potential career choices.**	**some opportunities for some students to learn about potential career choices.**	**minimal opportunities for few students to learn about potential career choices.**	3
			A4 Total	30
		A4 % =	**(A4 Total/40) x 100**	75

DIMENSION B: Leadership Capacity
B1. Strategic Planning, Mission, and Vision

Guiding Questions

- Who participates in the development of the School Improvement Plan (SIP)?
- What structures are in place to meet the diverse needs of students?
- How does administrative and departmental/grade-level leadership facilitate the collaborative development of annual school improvement plans to realize strategic goals and objectives?
- What processes provide for periodic review and revision of the school's vision, mission, and strategic goals by all school stakeholders?
- How does the school communicate its vision, goals, and priorities to appropriate stakeholders?
- What processes are in place to evaluate the progress toward achieving these goals?
- What strategies are in place to create a culture and climate conducive to learning?
- What plans support the safety of all students and staff?
- How does school leadership specifically address the issues raised by the NC Teacher Working Conditions (NC TWC) survey?

RUBRIC

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
Leadership:	**Leadership:**	**Leadership:**	**Leadership:**	
Effectively involves all stakeholder groups and uses all available data in developing the School Improvement Plan.	Involves many stakeholders in using data from several sources in developing the School Improvement Plan.	Involves select stakeholders in using data in developing the School Improvement Plan.	Does not involve stakeholders in developing the School Improvement Plan.	3
Customizes structures and strategies to meet the needs of all student populations.	**Facilitates structures and strategies to meet the needs of most student populations.**	**Provides some oversight for structures and strategies to meet the needs of some student populations.**	**Provides little to no oversight for strategies implemented to address the needs of its student populations.**	3
Consistently facilitates a successful process for monitoring, revising, and implementing the School Improvement Plan with shared responsibilities for all stakeholder groups.	Facilitates a process for monitoring, revising, and implementing the School Improvement Plan with primary responsibility shared with the school improvement team.	Informs staff of necessary changes in the School Improvement Plan with little collaboration to ensure support.	Provides no clear system for ensuring support for school changes as outlined in the School Improvement Plan.	3
Maintains a consistent process for ensuring that the school's vision and mission drive decisions and inform the culture of	**Maintains a process for periodically reviewing the school's vision and mission to drive decisions.**	**Maintains a process for periodically reviewing the school's vision and mission.**	**Has no process for reviewing the school's vision and mission.**	3

the school.				
Effectively utilizes the School Improvement Plan to drive the change process and ensure continual support with shared responsibility for all stakeholder groups.	Utilizes the School Improvement Plan to drive the change process and ensure continual support with shared responsibility for most staff.	Provides periodic review and revision of the School Improvement Plan with shared responsibility for limited staff.	Has no process for annual review of the School Improvement Plan.	3
Effectively utilizes appropriate data to evaluate program effectiveness and to inform and prioritized action plans.	**Utilizes appropriate data to evaluate program effectiveness and to inform and prioritize action plans.**	**Utilizes some data other than summative state assessments to inform school action plans.**	**Limits data sources and bases decisions primarily on state assessment outcomes.**	3
Facilitates a comprehensive plan for building a school culture and climate conducive to learning based on collaboration, egalitarianism, and collegiality.	Has developed a comprehensive plan for building a school culture and climate conducive to learning.	Has developed some plans for building a school culture and climate conducive to learning.	Has no clear plan for building a school culture and climate conducive to learning.	3
Consistently implements a thorough safety plan approved by the school board and local safety units.	**Implements an appropriate safety plan approved by the school board.**	**Implements a safety plan that addresses most school needs.**	**Implements an inadequate safety plan.**	4
Has a clearly developed plan to address issues raised by the NC TWC survey and collaborates with all staff and other appropriate stakeholders to address them.	Has a plan to address issues raised by the NC TWC survey and shares responsibility of implementing plans with all staff.	Develops a plan to address issues raised by the NC TWC survey and informs all staff and/or appropriate stakeholders.	Addresses issues raised by the NC TWC survey in an inconsistent or informal way.	3
			B1 Total	28
		B1 % =	**(B1 Total/36) x 100**	77.7

DIMENSION B: Leadership Capacity
B2. Distributed Leadership and Collaboration

Guiding Questions

- How are the different roles and responsibilities of the school staff delineated and maintained?
- What processes are implemented that encourage collaboration between the administration and faculty?
- In what ways is leadership developed and distributed in the school?
- How does school leadership foster an atmosphere of trust and mutual respect within the school?
- What strategies are in place to build a sense of efficacy, empowerment, and collaboration among all staff to develop the ability to meet educational challenges?

RUBRIC

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
School administration provides a well-defined	School administration			

process for shared leadership among all staff for monitoring student achievement and aligning strategies and activities to meet student needs.	monitors student achievement data along with selected school leadership and uses results to revise school strategies and initiatives.	School administration monitors student achievement results with limited shared responsibility for staff.	School administration has no clearly defined process for monitoring student achievement data.	3
School administration has well- established, effective, ongoing processes for collaboration with the faculty.	**School administration has regular processes for collaboration with the faculty.**	**School administration has some processes for collaboration with the faculty.**	**School administration has few processes for collaboration.**	4
The development and distribution of leadership is clearly understood, equitable, and transparent.	The development and distribution of leadership is mostly understood, equitable, and transparent.	The development and distribution of leadership is somewhat understood, equitable, and transparent.	The development and distribution of leadership at the school is unclear.	3
School administration frequently models expectations set for staff and students.	**School administration regularly models expectations set for staff and students.**	**School administration occasionally models expectations set for staff and students.**	**School administration does not model expectations set for staff and students.**	4
There is a well-developed and implemented plan to build a sense of efficacy, empowerment, and collaboration among staff.	There is a plan to build a sense of efficacy, empowerment, and collaboration for most staff.	There is a plan to build a sense of efficacy, empowerment, and collaboration for a limited number of staff.	There is no defined plan to encourage collaboration or to empower staff.	3
			B2 Total	17
		B2 % =	**(B2 Total/20) x 100**	85

DIMENSION B: Leadership Capacity
B3. Monitoring Instruction in School

Guiding Questions

- What strategies ensure that leadership is visible in all classrooms, and how is that informal observation used to foster student and teacher growth?
- What practices are in place to ensure classroom observations are used to support improved instruction?
- What practices do administrative and departmental leadership use to support change?
- How does administrative and departmental leadership model the importance of continued adult learning?

RUBRIC

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
Leadership:	**Leadership:**	**Leadership:**	**Leadership:**	
Frequently maintains high visibility within the school and among school staff with a systematic process for providing feedback to improve teaching and learning.	Conducts both formal and informal classroom visits with a process for providing developmental feedback to teachers.	Occasionally visits classrooms for purposes beyond staff evaluation with inconsistent or limited feedback to teachers.	Visits classrooms for evaluation of staff only.	3
Consistently implements an	**Regularly implements an ongoing system of**	**Occasionally uses a system of teacher**	**Utilizes state or district mandated**	

ongoing system of teacher observation that fosters dialogue about effective instructional practice.	**an ongoing system of teacher observation that fosters dialogue about effective instructional practice.**	**system of teacher observation that fosters dialogue about effective instructional practice.**	**teacher observation practices, with little/no dialogue about instructional practices.**	3
Effectively communicates the need for change in an understandable and transparent way.	Communicates the need for change so that it is mostly understandable and transparent.	Communicates the need for change that is somewhat understandable.	Is unclear in communicating the need for change.	3
Frequently models continued learning on educational issues to improve job-related skills.	**Regularly models continued learning on educational issues to improve job-related skills.**	**Occasionally models continued learning by attending mandatory and some self-selected workshops and conferences on educational topics.**	**Rarely or never models continued learning by attending only mandatory professional development offerings.**	3
			B3 Total	12
		B3 % =	**(B3 Total/16) x 100**	75

DIMENSION C: Professional Capacity
C1. Teacher Quality and Experience

Guiding Questions

- How are appropriately certified teachers selected and placed in every curricular area?
- How are teachers selected?
- In what areas (grade levels/subject areas) does the school lack effective teachers?
- How are teacher weaknesses identified and addressed?
- How do teachers demonstrate leadership by:
    - Establishing a respectful environment for a diverse population of students?
    - Knowing the content they teach?
    - Facilitating learning for their students?
    - Reflecting on their practice?

RUBRIC

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
Teachers:	**Teachers:**	**Teachers:**	**Teachers:**	
Are certified at a rate of 100% and teaching in their curricular/grade area.	Are certified at a rate of 70-99% and certified staff are teaching in their curricular/grade area.	Are certified at a rate of 51-69% and those certified are teaching in their curricular/grade area.	Are certified at a rate of less than 50% with those that are certified teaching in their curricular area/grade level.	3
Are collaboratively involved in a systemic process for identifying ineffectiveness and developing plans for improvement.	**Engage in a systemic process for identifying ineffectiveness and plan for improvement is collaboratively decided.**	**Engage in a process for identifying ineffectiveness and plan for improvement is administratively decided.**	**Engage in no clearly established process for identifying ineffectiveness or have no plan for improvement.**	4
Consistently demonstrate respect for the diverse populations through modifying content and instruction for their students, according to	Regularly demonstrate respect for the diverse populations through modifying content and instruction for their students, according to	Occasionally demonstrate respect for the diverse populations through modifying content and instruction for their students, according to	Seldom demonstrate respect for the diverse populations through modifying content and instruction for their students, according to	3

student needs.	student needs.	student needs.	student needs.	
Consistently facilitate student learning of accurate and appropriate content.	**Often facilitate student learning of accurate and appropriate content.**	Occasionally facilitate student learning of accurate and appropriate content.	**Rarely facilitate student learning of accurate and appropriate content.**	4
Are engaged in a consistent process for reflecting on classroom practices and student achievement in an effort to improve their effectiveness.	Regularly reflect on their classroom practices and student achievement in an effort to improve their effectiveness.	Occasionally reflect on their classroom practices and student achievement in an effort to improve their effectiveness.	Seldom reflect on their classroom practices and student achievement in an effort to improve their effectiveness.	4
			C1 Total	
		C1 % =	**(C1 Total/20) x 100**	90

DIMENSION C: Professional Capacity
C2. Quality of Professional Development

Guiding Questions

- How are professional development programs and offerings differentiated based on student achievement data and school needs?
- How is professional development for staff aligned with the school improvement plan?
- How are professional development offerings aligned, selected, and sustained?
- How are teachers supported in taking and implementing high-quality professional development?
- What professional development offerings prepare staff to support global education?
- To what extent does professional development exemplify the NC Professional Learning Standards?
- How does the school ensure that teachers are attending the appropriate professional development to improve their instruction?
- What professional development has the principal participated in during the last two years? How was it selected?

RUBRIC

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
Professional development offerings:	**Professional development offerings:**	**Professional development offerings:**	**Professional development offerings:**	
Frequently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.	Regularly model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.	Inconsistently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.	Do not reflect scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school.	3
Are strategically and collaboratively selected, sustained, and consistently monitored for fidelity of implementation aligned with the School Improvement	**Are selected based on identified needs aligned with the School Improvement Plan and Growth Plan and plans are sometimes sustained and monitored for**	**Are selected based on identified needs aligned with the School Improvement Plan and Personal Growth Plan but are not monitored for fidelity of**	**Are generally selected by individuals with no clear alignment with the School Improvement Plan or Personal Growth Plans**	3

Plan and Personal Growth Plans.	**fidelity of implementation.**	**fidelity of implementation.**	**Plans.**	
Are frequently, strategically implemented and collaboratively designed, shared, and evaluated.	Are regularly developed utilizing processes and schedules that facilitate the collaborative design, sharing, and evaluation of professional growth opportunities.	Are inconsistently developed utilizing some processes or schedules that facilitate some collaboration or sharing of professional growth opportunities with little or no evaluation.	Are rarely developed utilizing processes and schedules that facilitate the collaboration, design, sharing, and evaluation of professional growth opportunities.	3
Consistently exemplify the NC Professional Learning Standards.	**Frequently exemplify the NC Professional Learning Standards.**	**Minimally exemplify the NC Professional Learning Standards.**	**Are not aligned with the NC Professional Learning Standards.**	4
			C2 Total	11
		C2 % =	**(C2 Total/16) x 100**	81.25

DIMENSION C: Professional Capacity
C3. Talent Recruitment and Retention

Guiding Questions

- What school recruitment strategies are in place to attract highly-qualified staff to the school?
- How are high-performing teachers recognized and rewarded?
- What patterns emerge from teacher exit interviews?
- What support is in place for newly hired, Initially Licensed (ILT), and lateral entry teachers?
- How are teachers on action plans supported and coached?
- What processes and support structures are in place for all teachers to improve performance (e.g. curricular coaching, study groups)?
- What training and supports are in place to ensure effective professional learning communities at the school?
- What is the teacher supplement? What other extra-pay structures are in place?
- How does teacher turnover impact the school's instructional program?

RUBRIC

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
The school:	**The school:**	**The school:**	**The school:**	
Effectively utilizes district and school resources and seeks other resources to recruit, retain, and reward highly-qualified and effective staff.	Effectively utilizes both district and school resources to recruit, retain, and reward highly-qualified and effective staff.	Utilizes district resources and existing programs to recruit, retain, and reward highly-qualified and effective staff.	Utilizes only existing district resources to recruit, retain, and reward highly-qualified and effective staff.	3
Frequently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.	**Regularly guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.**	**Inconsistently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.**	**Lacks a process for guiding and supporting continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.**	3
Utilizes effective processes to help all teachers improve	Utilizes regular or defined processes to help teachers improve	Has limited processes in place to help teachers improve effectiveness of	Lacks necessary processes to help teachers improve	3

effectiveness of teaching and learning.	effectiveness of teaching and learning.	improve effectiveness of teaching and learning.	effectiveness of teaching and learning.	
Professional learning communities promote professional dialogue and inform instruction.	**Professional learning communities occur, promote professional dialogue, and inform instruction in some classrooms.**	**Professional learning communities occur and promote professional dialogue, but do not inform instruction.**	**Professional learning communities occur but do not promote professional dialogue or inform instruction.**	3
			C3 Total	12
		C3 % =	**(C3 Total/16) x 100**	75

DIMENSION D: Planning and Operational Effectiveness
D1. Resource Allocation

Guiding Questions

- How are budgeting decisions made, and who is involved in making those decisions?
- What processes have been created to provide for an aligned operational budget for school programs and activities?
- In what areas is the school experiencing shortages, and what actions have been taken to address the shortages?
- What external sources of funding are available to the school (e.g., through booster clubs, grants, community/corporate partnerships)?
- What processes are in place to determine how teachers are assigned to specific courses/classes?
- How does the school ensure maximum instructional time for students?
- What systems are in place for developing master schedules based on specific school needs?

RUBRIC

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
School leadership:	**School leadership:**	**School leadership:**	**School leadership:**	
Consistently collaborates with appropriate stakeholders in making budgetary decisions.	Frequently collaborates with appropriate stakeholders in making budgetary decisions.	Occasionally collaborates with appropriate stakeholders in making budgetary decisions.	Does not collaborate with stakeholders in making budgetary decisions.	3
Establishes a systematic and transparent process for reviewing and allocating resources to most effectively support school needs.	**Establishes a systematic process for reviewing and allocating resources to support school needs.**	**Has a plan for reviewing and/or allocating resources but does not systematically utilize the plan to support school needs.**	**Has no clearly-developed system for reviewing and allocating resources from year to year.**	4
Strategically coordinates and monitors spending of required and discretionary funds to align with identified student needs.	Coordinates spending of required and discretionary funds to align with identified student needs.	Coordinates spending of required funds to align with student needs.	Lacks coordination of required and discretionary funds to best meet student needs.	4
Aggressively seeks funding in addition to base local and state allocations.	**Seeks funding in addition to base local and state allocations.**	**Occasionally seeks funding in addition to base and state allocations.**	**Does not actively seek funding beyond base local and state allocations.**	4
Consistently allocates teachers based on changing student needs.	Allocates teachers based on current student needs.	Allocates teachers considering some but not all student needs.	Allocates teachers based on teacher preference as opposed to student needs.	3

			needs.	
Maximizes instructional time and quality instruction to support the mission of the school.	**Effectively aligns instructional time with student needs across grades and departments.**	**Aligns instructional time with student needs in some but not all grade levels or departments.**	**Lacks alignment of instructional time with student needs.**	4
Regularly utilizes comprehensive data analysis that is clearly reflected in all schedules and plans.	Regularly utilizes data analysis that is reflected in all schedules and plans.	Inconsistently utilizes data analysis in schedules and plans.	Lacks collection and analysis of data as basis of planning and scheduling.	4
			D1 Total	26
		D1 % =	**(D1 Total/28) x 100**	92.8

DIMENSION D: Planning and Operational Effectiveness
D2. Facilities and Technology

Guiding Questions

- How is the physical condition of the school maintained?
- How does the school ensure that teachers and students have sufficient access to instructional technology, including computers, printers, software, and internet access?
- To what extent are the reliability and speed of internet connections in this school sufficient to support the integration of 21st century instructional practices?
- What activities and training support teachers in fully utilizing and integrating instructional technology?

RUBRIC

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
School leadership:	**School leadership:**	**School leadership:**	**School leadership:**	
Ensures that the school and grounds are exceptionally clean, well maintained, and safe.	Ensures that the school and grounds are clean, well maintained, and safe.	Ensures that some areas of the school and grounds are clean, well maintained, and safe.	Does not ensure that the school and grounds are clean, well maintained, and safe.	3
Consistently implements a process to determine and acquire necessary instructional technology to support 21st century instructional practices.	**Determines and acquires adequate instructional technology to support 21st century instructional practices.**	**Acquires some instructional technology to support 21st century instructional practices.**	**Has no plan to acquire instructional technology to support 21st century instructional practices.**	3
Provides a system of sustained professional development for staff in the innovative application of technology for planning, instructional delivery, record keeping, and communications.	Provides ongoing professional development for staff in the application of technology for planning, instructional delivery, record keeping, and communications.	Provides some professional development for staff in the basic applications of technology.	Provides little to no professional development for staff in the innovative application of technology.	3
			D2 Total	9
		D2 % =	**(D2 Total/12) x 100**	75

DIMENSION E: Families and Communities

E1. Family Engagement

Guiding Questions

- How does the school create an inviting and welcoming environment when families visit the campus?
- In what ways does the school establish and maintain positive, collaborative relationships with families and involve them in shared decision making?
- How are clear expectations for school and student achievement communicated to families? How does the school ensure that these are received and understood?
- What specific strategies have been implemented to increase familial involvement based on the identified areas of need?
- How does the school measure the effectiveness of family involvement efforts?

RUBRIC

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
The school:	**The school:**	**The school:**	**The school:**	
Creates a welcoming environment where all families and visitors are greeted and assisted.	Creates an environment where most families and visitors feel welcome.	Has a designated welcoming area for families and visitors and creates an environment where some families feel welcome.	Has no welcoming area nor makes any effort to welcome families or visitors.	4
Proactively requests familial feedback and incorporates feedback into school decisions.	**Provides opportunities to collect familial feedback/input on school instruction and operations with some consideration for school decisions.**	**Provides family engagement activities mostly limited to large school events, family/teacher conferences, and teacher phone calls home.**	**Provides little to no family engagement.**	3
Provides a broad spectrum of forums for two-way communication with families through school report cards, meetings, announcements, newsletters, and a consistently updated website.	Provides opportunities for timely, two-way communication with families through school report cards, newsletters, and a frequently updated website.	Communicates with families by newsletters, school report card, and an occasionally updated website.	Has no clear system to provide families with required school report card information or other timely communication such as newsletters.	4
Maintains clear policies and processes for researching and applying best practice, familial engagement strategies and activities.	**Has developed policies and procedures for engaging families in student academic performance and school operations.**	**Infrequently engages in discussions with families regarding student academic performance and/or school operations.**	**Practices ad hoc planning of familial engagement programs/ workshops.**	3
			E1 Total	14
		E1 % =	**(E1 Total/16) x 100**	87.5

DIMENSION E: Families and Communities
E2. Community Engagement

Guiding Questions

- In what ways does the school establish and maintain positive relationships with businesses and nonprofit organizations?
- How are clear expectations for school and student achievement communicated to the community at large?
- How does the school work with community partners to establish supplemental programming such as after-school programs or tutoring?
- How does the school receive and use feedback from the community?

RUBRIC

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
The school:	**The school:**	**The school:**	**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.	Regularly implements strategies for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.	Develops plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or plan is not clearly aligned to the needs of the school.	Lacks established strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.	4
Provides a broad spectrum of forums for two-way communication opportunities with the community through newspapers, school report cards, meetings, announcements, and a consistently updated website.	**Provides opportunities for timely, two-way communication with the community through announcements, school status reports, and a frequently updated website.**	**Infrequently communicates with the community through a website and other media.**	**Has no clear system for ongoing communication with the community.**	4
Effectively devotes appropriate financial resources and personnel to community partnership efforts.	Devotes financial resources and part- time personnel resources to community engagement efforts.	Devotes limited financial and no personnel resources to community engagement efforts.	Lacks devoted financial and/or human resources for community engagement efforts.	4
Frequently monitors effectiveness of community engagement efforts and uses results to improve future school improvement efforts.	**Regularly monitors effectiveness of community engagement efforts with some results incorporated into school improvement efforts.**	**Informally collects community feedback and monitors effectiveness of community engagement efforts.**	**Has no process in place for collecting community feedback or monitoring community engagement effort.**	3
			E2 Total	15
		E2 % =	**(E2 Total/16) x 100**	93.75