

Curriculum and Instruction Handbook

2018-2019

Curriculum & Instruction

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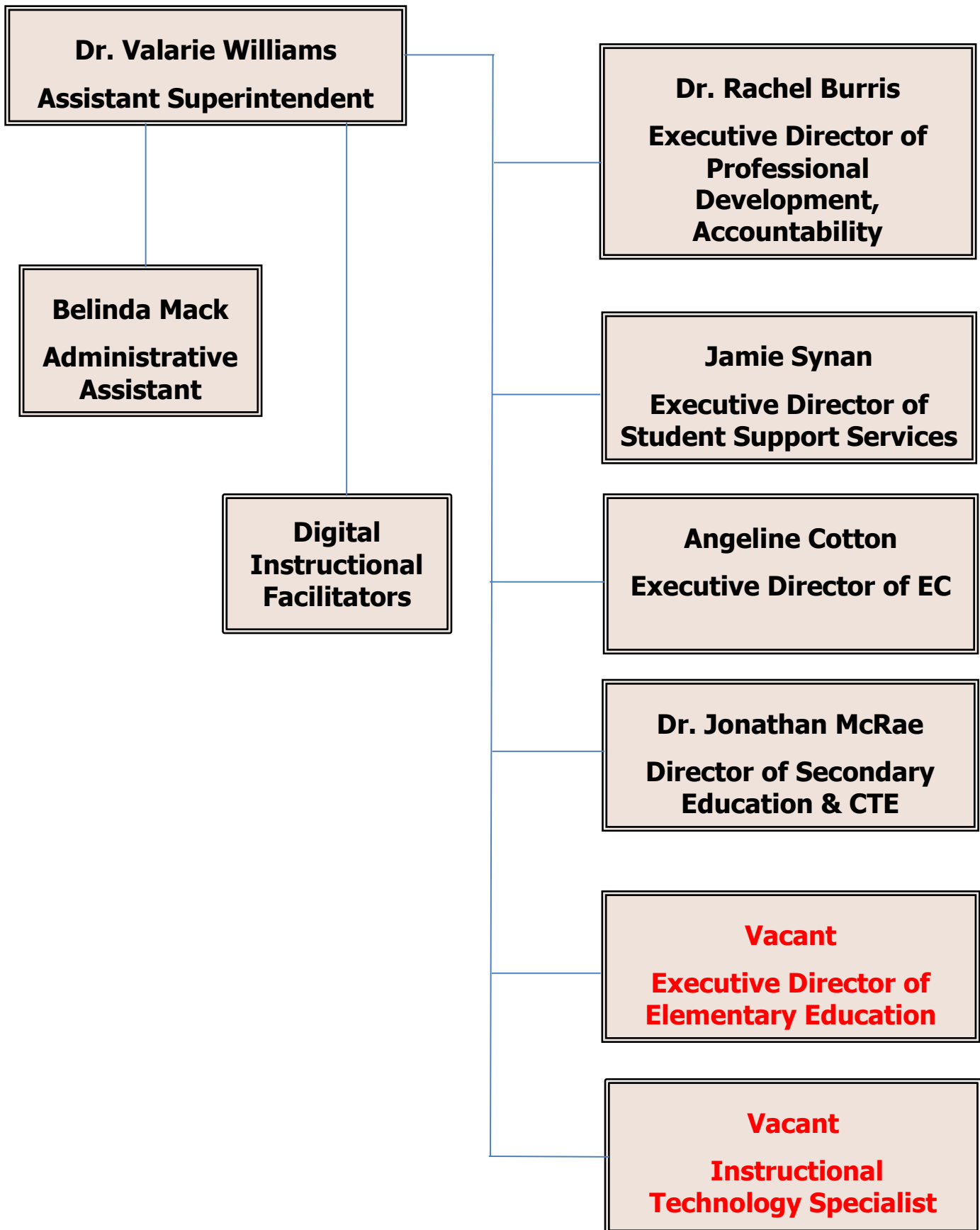
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Curriculum & Instruction Department



TOP 10 RESEARCH-BASED
INSTRUCTIONAL NON-NEGOTIABLES!!!!

***When planning and delivering your lessons, the following strategies
must be implemented in your classroom DAILY!

ALL LESSONS MUST HAVE:

1. An **ESSENTIAL QUESTION**, what is the intended goal of the lesson? What do you expect your students to know by the conclusion of the lesson? (Remember—**one** essential question per acquisition lesson, students must be able to answer this question by the conclusion of the lesson.)
2. An **ACTIVATING STRATEGY**, something that gets students actively thinking or making a connection with the material being presented for that day. (Make a connection to the content or to the outside world to see how much the students already know or remember.)
3. **RELEVANT VOCABULARY** must be present in your lesson. Keep your vocabulary limited to what your students are able to handle and make sure that it is actively used in context throughout the lesson. (Refer to and use the word frequently. Also, have your students interactively use the word during the lesson.)
4. There should be **LIMITED LECTURE**, after 12-15 minutes of lecture; students should be engaged in some type of activity, even if it's only for a few minutes. (1's talk to 2's..... draw a picture....., write a few sentences summarizing or describing....., within your groups... What questions do you have about...?)
5. Use of a **GRAPHIC ORGANIZER**, allows students to visually categorize new information or review old information. (Have students present information in colorful charts in their notebooks or create a foldable to move away from pages and pages of note-taking).
6. **ADDRESSING ALL LEARNING STYLES** is a must. Students need to HEAR, SEE, CREATE AND BE MOBILE at some point during the lesson to ensure *active* engagement. (Working in small groups, collaborative pairs, rotation stations, 4 corners, gallery walk, quick talks, story boards etc.)
7. Be sure to present your students with at least **3 HIGHER ORDER THINKING QUESTIONS** during the lesson. This is "proof" that you are presenting your students with challenging work and meeting the needs of your advanced learners! (These questions should come from the back of your critical thinking wheels)
8. A way to **SUMMARIZE** or bring the lesson to a close. This is where you are able to assess your students' ability to effectively answer the essential question and find out whether you need to extend or refine the skill.
9. Lessons must be **RIGOROUS**. The activities should be challenging and move at a "brisk-pace." There should be no opportunities during the block where students get "bored" or have nothing to do because the entire lesson is an ACTIVE-LESSON!
10. Your entire lesson should be **STUDENT-CENTERED!** Remember, you do all the planning, and your students do all of the working! It is a partnership- **If you effectively and successfully plan; your students will effectively and successfully work and learn!!!**

WHO TO ASK?



Curriculum and Instructions Department

We welcome your requests for assistance, your questions, and comments. You may reach Dr. Williams at 276-1138, ext. 324 or email me (valarie.williams@scotland.k12.nc.us) at any time about any curriculum and instructional issues. The chart below lists contacts for specific areas in our department.

We look forward to working with you.

(All emails are @ scotland.k12.nc.us)

Area	Contact	Ext.	email
504	Jamie Synan	380	jsynan@
ACT WorkKeys	Jonathan McRae	322	jmcrac@
AIG Instructional and Cluster Model	Rachel Burris	336	rjones@
AIG Testing	Rachel Burris	336	rjones@
Alternative Education	Jonathan McRae	322	jmcrac@
Arts Education	Rachel Burris	336	rjones@
Benchmarks Administration & Scoring	Rachel Burris	336	rjones@
Benchmarks Grades 3-5 Analysis	Rachel Burris	336	rjones@
Benchmarks Grades 6-12 Analysis	Jonathan McRae	322	jmcrac@
CEU Approval for Curriculum and Instruction	Rachel Burris	322	rjones@
Career Cruising (Course Registration)	Jonathan McRae	322	jmcrac@
Career & College Promise (CCP)	Jonathan McRae	322	jmcrac@
Career & Technical Education (CTE)	Jonathan McRae	322	jmcrac@
Curriculum & Instruction K-12	Valarie Williams	324	valarie.williams@
Daily 5	Valarie Williams	324	valarie.williams@
Digital Instructional Facilitators	Valarie Williams	324	valarie.williams@
Early College	Jonathan McRae	322	jmcrac@
Elementary Curriculum & Instruction K-5	Valarie Williams	324	valarie.williams@
ESL	Rachel Burris	336	rjones@
Exceptional Children	Angeline Cotton	361	acotton@
Exceptional Children Coordinator	Brenda Coronato	323	bcoronato@
Field Trips - Forms & General Questions	Belinda Mack	319	bmack@
Field Trips – Approvals	Valarie Williams	324	valarie.williams@
Healthful Living	Jamie Synan	380	jsynan@
High School Curriculum & Instruction 9-12	Jonathan McRae	322	jmcrac@
Homebound (EC)	Brenda Coronato	323	bcoronato@
Homebound (Medical)	Belinda Mack	319	bmack@
Homebound (Medical) Approvals	Valarie Williams	324	valarie.williams@
Homebound Teacher	Cynthia Johnson	355	cjohnson@
Indian Education	Barbara Adams	372	badams@
Instructional Technology K-12	Vacant		
K-2 Assessments	Rachel Burris	336	rjones@
Leadership Planning Topics	Valarie Williams	324	valarie.williams@

Learning Focused	Valarie Williams	324	valarie.williams@
MClass	Rachel Burris	335	rjones@
Method Test Prep (ACT/SAT Prep)	Jonathan McRae	322	jmcrac@
Middle Curriculum & Instruction 6-8	Jonathan McRae	322	jmcrac@
MSP Grant	Jonathan McRae	322	jmcrac@
MTSS/RtI/PBIS	Jamie Synan	380	jsynan@
NC Star	Valarie Williams	324	valarie.williams@
Power School	Melissa Ward	315	mward@
Pre-K Curriculum and Instruction	Barbara Adams	372	badams2@
Professional Development	Rachel Burris	336	rjones@
Read to Achieve	Rachel Burris	336	rjones@
Report Cards	Melissa Ward	315	mward@
Report Card Covers	Belinda Mack	319	bmack@
STEM	Jonathan McRae	322	jmcrac@
STEM Mobile Classroom	Amber Hutchins	359	ahutchins@
Study Island/Edmentum/Plato	Kevin Combs	SHS	kcombs@
Technology	Rick Delaunay	382	rdelaunay@
Testing and Accountability	Rachel Burris	336	rjones@
Textbooks	Belinda Mack	319	bmack@
Title I, II, and all other Federal Programs	Barbara Adams	372	badams@
Workforce & Innovations Opportunity Act (WIOA)	Vondia Caple	Shaw	vcaple@
Writing Instruction K-5	Valarie Williams	324	valarie.williams@
Writing Instruction 6-12	Jonathan McRae	322	jmcrac@

Important Dates

SIP Reviews

- Beginning of Year – November 2017
- Mid-Year - February 2018
- End of Year – May 2018

TRADITIONAL CALENDAR DATES

Master Calendar Dates

- Report Cards
 - 1st Quarter Report Card: November 11, 2018
 - 2nd Quarter Report Card: January 23, 2019
 - 3rd Quarter Report Card: March 27, 2019
 - 4th Quarter Report Cards: Elementary – June 7, 2019

Middle – June 7, 2019 (mailed)
High School – June 7, 2019 (mailed)

Master Calendar Dates

- Progress Reports
 - 1st Quarter Interim: October 3, 2018
 - 2nd Quarter Interim: December 5, 2018
 - 3rd Quarter Interim: March 20, 2019
 - 4th Quarter Interim: May 1, 2019
- Benchmarks
 - 1st Quarter: October 24, 2018 – November 2, 2018
 - 2nd Quarter: January 9 – 18, 2019
 - 3rd Quarter: March 13 – 21, 2019

- Scotland High and Shaw Academy EOC, Final Exam, CTE:
 - January 14 – 18, 2019
 - June 3 – 7, 2019

- Elementary and Middle Schools EOG and Final Exams
 - May 24 - June 7, 2019

- Common Assessments
 - December 3 – 5, 2018
 - February 13 – 15, 2019
 - April 30, 2019 – May 2, 2019

SEarCH CALENDAR DATES

- Report Cards
 - 1st Quarter Report Card: October 26, 2018
 - 2nd Quarter Report Card: January 11, 2019
 - 3rd Quarter Report Card: March 22, 2019
 - 4th Quarter Report Cards: May 31, 2019 (mailed)

- Progress Reports
 - 1st Quarter Interim: September 13, 2018
 - 2nd Quarter Interim: November 9, 2018
 - 3rd Quarter Interim: February 1, 2019
 - 4th Quarter Interim: April 5, 2019

- Benchmarks
 - 1st Quarter: October 3 - October 12, 2018
 - 3rd Quarter: March 1 – 18, 2019

- EOC
 - Fall - December 13 – 19, 2018
 - Spring - May 13 – 17, 2019

Full District PD Days (Times TBA)

- August 21, 2018 – Full Day
- September 14, 2018 – 2 Hour Delay
- October 5, 2018 – Full Day
- December 7, 2018 – ½ Day AM
- February 22, 2019 – Full Day
- March 15, 2019 – 2 Hour Delay
- April 12, 2019 – ½ Day AM

Role of the Digital Instructional Facilitators

Digital Instructional Facilitators	School	Principal	Contact Phone Number
Susan Tucker	Covington Street	Amy Sloop	910-277-4312
Tonya McLean	I. Ellis Johnson	LaTonya McLean	910-277-4308
Betsy Tyner	Laurel Hill	Kesha Hood	910-462-2111
Angela Gallagher	Laurel Hill	Kesha Hood	910-468-2111
Dale Ann High	South Scotland	Laura Bailey	910-277-4356
Kim Brown Shannon Brayboy	Sycamore Lane	Fannie Mason	910-277-4350
Bridget Ward	Wagram	Bobbie Mills	910-369-2252
Nakia McDougald	Carver	Mary Hemphill	910-462-4669
Estella Johnson	Spring Hill	Pam Lewis	910-369-0590
Charmona Whitfield	Shaw	Brent Smith	910-276-0611
Kamina Fitzgerald Elizabeth Spangler	SHS	Brian Edkins	910-276-7370
Charmona Whitfield	SEarCH	Patrick Peed	910-277-3951

Standard I: Digital Instructional Facilitators Demonstrate Leadership

- a. Digital Instructional Facilitators lead in their schools** - Digital Instructional Facilitators demonstrate leadership by taking responsibility for the progress of teachers to ensure that they provide teachers with continuous coaching and professional development in order to assist students in graduating from high school so that students are globally competitive for work and postsecondary education and are prepared for life in the 21st century. Digital Instructional Facilitators clearly communicate this vision to the teachers. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the teachers and students. Digital Instructional Facilitators use various types of assessment data during the school year to evaluate

student progress and to make adjustments to the instructional leadership process as is needed. They establish a safe, orderly environment, and create a culture that empowers teachers to collaborate and become lifelong learners.

- b. Digital Instructional Facilitators demonstrate leadership in the school.** Digital Instructional Facilitators work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Digital Instructional Facilitators provide input in determining the school budget and in the selection of professional development that meets the needs of students, teachers and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.
- c. Digital Instructional Facilitators lead the teaching profession.** Digital Instructional Facilitators strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Digital Instructional Facilitators promote professional growth for all educators and collaborate with their colleagues to improve the profession.
- d. Digital Instructional Facilitators advocate for schools, teachers and students.** Digital Instructional Facilitators advocate for positive change in policies and practices affecting teaching and student learning. They participate in the implementation of initiatives to improve the education of students.
- e. Digital Instructional Facilitators demonstrate high ethical standards.** Digital Instructional Facilitators demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. They uphold the *Code of Ethics for North Carolina Educators (effective June 1, 1997)* and the *Standards for Professional Conduct adopted April 1, 1998*. (www.ncptsc.org)

Standard II: Digital Instructional Facilitators establish a respectful environment for a diverse population of students and teachers.

- a. Digital Instructional Facilitators provide an environment in which all teachers have a positive, nurturing coaching experience.** Digital Instructional Facilitators encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.
- b. Digital Instructional Facilitators embrace diversity in the school community and in the world.** Digital Instructional Facilitators demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively research and select materials used to develop activities and projects that counteract stereotypes and incorporate histories and contributions of all cultures. Digital Instructional Facilitators recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's instructional environment, which can impact a student's development and personality. Digital Instructional Facilitators strive to understand how a student and teacher's culture and background may influence his or her school performance and what that means for instruction. Digital Instructional Facilitators consider and incorporate different points of view in their coaching and modeling practices.
- c. Digital Instructional Facilitators treat students and teachers as individuals.** Digital Instructional Facilitators maintain high expectations, including graduation from high school, for students of all

backgrounds. Digital Instructional Facilitators appreciate the differences and value the contributions of each teacher member in the learning environment by building positive, appropriate relationships.

- d. **Digital Instructional Facilitators adapt their coaching for the benefit of teachers and students with special needs.** Digital Instructional Facilitators collaborate with the range of support specialists to help meet the instructional needs of all teachers and students. Through coaching, demonstration lessons and other models of effective practice, Digital Instructional Facilitators engage teachers to ensure that student needs are met.
- e. **Digital Instructional Facilitators work collaboratively with the families and significant adults in the lives of students.** Digital Instructional Facilitators recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Digital Instructional Facilitators assist teachers to improve communication and collaboration between the school, home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Digital Instructional Facilitators seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of students. Digital Instructional Facilitators assist teachers to facilitate this communication.

Standard III: Digital Instructional Facilitators are masters of strategies of the content taught by teachers

- a. **Digital Instructional Facilitators align their instruction and strategies shared with teachers with the *North Carolina Standard Course of Study*.** In order to enhance the *North Carolina Standard Course of Study*, Digital Instructional Facilitators investigate the content standards developed by professional organizations in their specialty area. They develop and apply research based strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary Digital Instructional Facilitators have explicit and thorough preparation in literacy instruction. Middle and high school Digital Instructional Facilitators incorporate literacy instruction within the content area or discipline.
- b. **Digital Instructional Facilitators are knowledgeable of research-based strategies to enhance the content taught by all teachers.** Digital Instructional Facilitators bring a richness and depth of understanding to classrooms by being knowledgeable of strategies that enhance teachers' lessons beyond the content they are expected to teach and by directing teacher natural curiosity into an interest in continued learning. Elementary, Middle and High school Digital Instructional Facilitators have broad knowledge across disciplines. Digital Instructional Facilitators at each level will connect teachers with resources and materials that will support and enhance their content knowledge.
- c. **Digital Instructional Facilitators recognize the interconnectedness of content areas/disciplines.** Digital Instructional Facilitators know the links and vertical alignment of the grades and subjects they lead and the *North Carolina Standard Course of Study* that applies. Digital Instructional Facilitators understand how the content they lead relates to other disciplines in order to deepen understanding and connect learning for teachers. Digital Instructional Facilitators promote global awareness and its relevance to subjects they lead.
- d. **Digital Instructional Facilitators make instructional practices relevant to teachers.** Digital Instructional Facilitators incorporate 21st century life skills into their instructional leadership deliberately, strategically and broadly. These skills include leadership, ethics, accountability,

adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Digital Instructional Facilitators help the teachers understand the relationship between the *North Carolina Standard Course of Study* and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

Standard IV: Digital Instructional Facilitators facilitate learning for teachers

- a. Digital Instructional Facilitators know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students and the teachers who leads them.** Digital Instructional Facilitators know how students think and learn, and can lead teachers in knowing the same. Digital Instructional Facilitators understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Digital Instructional Facilitators keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of students, and share this with teachers.
- b. Digital Instructional Facilitators assist teachers with planning instruction appropriate for students.** Digital Instructional Facilitators collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Digital Instructional Facilitators understand that instructional plans must be consistently monitored and modified to enhance and accelerate learning. Digital Instructional Facilitators make the curriculum responsive to cultural differences and individual learning needs, and encourage and coach teachers on how to do the same for students.
- c. Digital Instructional Facilitators use a variety of instructional methods.** Digital Instructional Facilitators choose the methods and techniques that are most effective in meeting the needs of teachers as they strive to eliminate achievement gaps for students. Digital Instructional Facilitators employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.
- d. Digital Instructional Facilitators integrate and utilize technology in their instructional leadership.** Digital Instructional Facilitators know when and how to effectively use technology to maximize learning. Digital Instructional Facilitators assist teachers on how to integrate technology to enhance content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.
- e. Digital Instructional Facilitators help teachers develop critical-thinking and problem-solving lessons for students.** Digital Instructional Facilitators encourage teachers to ask higher order thinking questions; think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help teachers exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.
- f. Digital Instructional Facilitators help teachers work in teams and PLCS in order to develop leadership qualities.** Digital Instructional Facilitators teach and model the importance of cooperation and collaboration. They organize learning teams in order to help teachers define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.
- g. Digital Instructional Facilitators communicate effectively.** Digital Instructional Facilitators communicate in ways that are clearly understood by the teachers. They are perceptive listeners

and are able to communicate with teachers in a variety of ways. Digital Instructional Facilitators help teachers' articulate thoughts and ideas clearly and effectively.

- h. Digital Instructional Facilitators use a variety of methods to review what teachers are implementing.** Digital Instructional Facilitators coach teachers and share multiple indicators, including formative and summative assessments that could be used in order to evaluate student progress and teacher effectiveness as they strive to eliminate achievement gaps. Digital Instructional Facilitators provide opportunities, methods, feedback, and tools for teachers to assess themselves and each other. Digital Instructional Facilitators use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions, and how that evidence is displayed in the classroom

Standard V: Digital Instructional Facilitators reflect on their practice

- a. Digital Instructional Facilitators analyze student and teacher needs.** Digital Instructional Facilitators think systematically and critically about student and teacher learning in their schools: why learning happens and what can be done to improve achievement for students and effective teaching practices for teachers. Digital Instructional Facilitators collect and analyze student and teacher performance data to improve school and classroom effectiveness.
- b. Digital Instructional Facilitators adapt their practice based on research and data to best meet the needs of teachers and students.**
- c. Digital Instructional Facilitators link professional growth to their professional goals.** Digital Instructional Facilitators participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of their school, teachers and their own professional growth.
- d. Digital Instructional Facilitators function effectively in a complex, dynamic environment.** Understanding that change is constant, Digital Instructional Facilitators actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of teachers and students.

Excerpts from ACADEMIC POLICY HANDBOOK

Purpose

The purpose of this handbook is to outline the academic policies and expectations of Scotland County Schools that will be followed by all Scotland County School teachers.

ELEMENTARY (GRADES 3-5)

Grading Scales

- In each course, the academic grade a student earns shall reflect the student's mastery of NCSCOS content objectives and satisfaction of attendance requirements. The content grade should *not* reflect the student's conduct or social habits. Students should not be graded on student and parent behaviors (i.e. progress report signatures, student talking during a quiz, etc.).

Academic Grading Scale for Grades 3 – 12

A	=	90 – 100	Superior Mastery
B	=	89 – 80	Mastery
C	=	79 – 70	Progress Toward Mastery
D	=	69 – 60	Partial Mastery
F	=	Below 60 or excessive absences	Not yet Mastered

*Mastery is synonymous with “proficiency”; thus, a student mastering 80% of objective-based work is deemed proficient in that content area.

Grading Criteria

- Standard Level Courses
 - o 10% Homework
 - o 40% Class work (includes class work, quizzes, etc.)
 - o 50% Tests (includes unit tests, projects, common assessments, essays, etc.)
 - o Teachers shall not assign group grades. Teachers shall assess the work and contributions of each individual student when grading collaborative assignments.
 - o Attendance, effort, volunteering in class, lateness to class and other student compliance behaviors or disciplinary actions shall not be considered when calculating student grades unless the behaviors are specifically outlined in the student's IEP. Student behaviors shall only be reflected in the comments that teachers make on the progress reports, report cards, communicated to parents via phone calls, conferences or written communication, or handled through the school's disciplinary policies and procedures.

No Zero Policy

- For clarification purposes the following grading will be required:
 - o The grade that the student receives should be entered initially; thus, entering a grade of a 50 at the end of the nine weeks report card grade. Progress reports should reflect the actual average at that point in the quarter.
 - o If a student still has an opportunity to submit make-up work, missing assignments should be left as blanks, as opposed to 0s.
 - If the student is not required to complete the assignment, click “Exempt” on the “Enter Marks/Comments” page.

- Teachers are required to utilize the automated comments in PowerSchool to indicate whether an assignment was “not submitted”, “not yet mastered”, etc.

Test Retakes

- Philosophy
 - The purpose of an assessment is to measure a student’s mastery of an objective. While pre-determined dates are set for all assessments, it is unrealistic to believe that *every* student will master the given material in the same amount of time; however, the demands of a pacing guide require us to have a timely structure in place. Therefore, after a student takes an initial test where mastery is not yet obtained, more time may be needed to complete the mastery learning process. In this case, the student must engage in an intervention prior to re-taking a test to show mastery. Therefore, the goal of re-taking a test is not only the improved grade, but mastery of the concepts and skills.
- Opportunity
 - In re-taking tests, there is a great opportunity for both teachers and students. Teachers have the opportunity to explore more creative ways to teach content and to address misunderstandings. Students have the opportunity to take ownership for their learning to fill a gap in understanding. Students will be able to re-take a test only once.
- Guidelines
 - Evidence of Intervention
 - This process should be led by the teacher, but owned by the student. Intervention can take many different forms depending on the circumstances. The following interventions include, but are not limited to:
 - If less than 80% of a class has “not yet mastered” an objective, **TIER I interventions should be documented.**
 - Logistics
 - Re-takes should be administered within approximately 10 days of the original test and after the **RTI process** has occurred. Barriers that exist to a student being able to re-take a test should be removed. Thus, if a student is unable to stay after-school to re-take a test, teachers should make arrangements to allow the student to re-take the test before school, during class time, or during lunch. When applicable, re-takes should be provided to the majority of the class if the majority of the class has not reached “mastery”.
 - Grading
 - For any re-take, a student will receive the grade of their greatest mastery. In other words, if they initially received a “54” and then scored a “75” on the re-take, the highest grade will be entered into PowerSchool, not the average. **(Highest grade received on a test retake of 80)**

Homework

- Policy
 - Homework assignments shall be meaningful and aligned to standards being taught. They shall be directly related to the course outcomes, rigorous and differentiated based on individual students’ needs.
 - Homework should be used to prepare students for subsequent lessons.
 - Homework should be used as practice or review to strengthen concepts and skill development.
 - Homework should be used to evaluate what students know by applying, extending or refining their knowledge and understanding through projects or other assignments.

- **Amount**

- The amount of homework should be appropriate to the students’ needs and abilities; moreover, the total amount of homework from all the students’ classes should be reasonable. In calculating a reasonable amount of homework, use the Ten-Minute Rule (Cooper, 2006). This rule states that a student should have approximately 10 minutes of homework per grade level. For example, a first grader should have no more than 10 minutes worth of homework; a sixth grader should have no more than 60 minutes, etc. This rule should be used as a guideline and not interpreted as policy.
- Assigning collaborative or group projects for homework can be problematic for students. Teachers who assign collaborative or group projects for homework shall do so with discretion and the knowledge of the inherent obstacles that such homework can present for our students and families. Teachers should adjust their expectations accordingly to reflect the best interest of all students involved.

Pass the Final Exam and Fail the Course

- Any student who passes the final exam and still has a failing grade must go in front a committee and prove that he/she has mastered at least 70% of the material as pre-determined by the content area teachers.
- The committee will be made up of the administration and teachers.

MIDDLE / HIGH SCHOOL

Grading Scales

- In each course, the academic grade a student earns shall reflect the student's mastery of NCSCOS content objectives and satisfaction of attendance requirements. The content grade should not reflect the student’s conduct or social habits. Students should not be graded on student and parent behaviors (i.e. progress report signatures, student talking during a quiz, bringing needed materials for the class etc.).

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Grading Criteria

- Standard Level Courses
 - 10% Homework
 - 40% Class work (includes class work, quizzes, etc.)
 - 50% Tests (includes unit tests, projects, common assessments, essays, etc.)
- Advanced Placement & Honors Courses
 - 10% Homework
 - 30% Class work (includes class work, quizzes, etc.)
 - 60% Tests (includes unit tests, projects, common assessments, essays, etc.)

- Teachers shall not assign group grades. Teachers shall assess the work and contributions of each individual student when grading collaborative assignments.
- Attendance, effort, volunteering in class, lateness to class and other student compliance behaviors or disciplinary actions shall not be considered when calculating student grades unless the behaviors are specifically outlined in the student’s IEP. Student behaviors shall only be reflected in the comments that teachers make on the progress reports, report cards, communicated to parents via phone calls, conferences or written communication, or handled through the school’s disciplinary policies and procedures.

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Test Retakes

- Philosophy
 - The purpose of an assessment is to measure a student’s mastery of an objective. While pre-determined dates are set for all assessments, it is unrealistic to believe that *every* student will master the given material in the same amount of time; however, the demands of a pacing guide require us to have a timely structure in place. Therefore, after a student takes an initial test where mastery is not yet obtained, more time may be needed to complete the mastery learning process. In this case, the student must engage in an intervention prior to re-taking a test to show mastery. Therefore, the goal of re-taking a test is not only the improved grade, but mastery of the concepts and skills.
- Opportunity
 - In re-taking tests, there is a great opportunity for both teachers and students. Teachers have the opportunity to explore more creative ways to teach content and to address misunderstandings. Students have the opportunity to take ownership for their learning to fill a gap in understanding. Students will be able to re-take a test only once.
- Guidelines
 - Evidence of Intervention
 - This process should be led by the teacher, but owned by the student. Intervention can take many different forms depending on the circumstances. The following interventions include, but are not limited to:
 - If less than 80% of a class has “not yet mastered” an objective, **TIER I interventions should be documented**
 - Logistics
 - Re-takes should be administered within approximately 10 days of the original test and after the RtI process has occurred. Barriers that exist to a student being able to re-take a test should be removed. Thus, if a student is unable to stay after-school to re-take a test, teachers should make arrangements to allow the student to re-take the test before school, during class time, or during lunch. When applicable, re-takes should be provided

- to the majority of the class if the majority of the class has not reached “mastery”.
- Grading
 - For any re-take, a student will receive the grade of their greatest mastery (think SAT, EOC, EOG scoring). In other words, if they initially received a “54” and then scored a “75” on the re-take, the highest grade will be entered into PowerSchool, not the average. **Highest grade received on a test retake of 80**

Homework

- Policy
 - Homework assignments shall be meaningful and aligned to standards being taught. They shall be directly related to the course outcomes, rigorous and differentiated based on individual students’ needs.
 - Homework should be used to prepare students for subsequent lessons.
 - Homework should be used as practice or review to strengthen concepts and skill development.
 - Homework should be used to evaluate what students know by applying, extending or refining their knowledge and understanding through projects or other assignments.
- Amount
 - The amount of homework should be appropriate to the students’ needs and abilities; moreover, the total amount of homework from all the students’ classes should be reasonable. In calculating a reasonable amount of homework, use the Ten-Minute Rule (Cooper, 2006). This rule states that a student should have approximately 10 minutes of homework per grade level. For example, a first grader should have no more than 10 minutes worth of homework; a sixth grader should have no more than 60 minutes, etc. This rule should be used as a guideline and not interpreted as policy.
 - Assigning collaborative or group projects for homework can be problematic for students. Teachers who assign collaborative or group projects for homework shall do so with discretion and the knowledge of the inherent obstacles that such homework can present for our students and families for example, lack of technology or internet access at home. Teacher should adjust their expectations accordingly to reflect the best interest of all students involved.

Pass the Final Exam and Fail the Course

- Any student who passes the final exam and still has a failing grade must go in front a committee and prove that he/she has mastered at least 70% of the material as pre-determined by the content area teachers.

The committees will be made up of the administration and teachers.

Curriculum Purchase Approval Procedures & Resources for K-12

Elementary Education

K-5 Curriculum

Section Head: Dr. Valarie Williams

Email: valarie.williams@scotland.k12.nc.us

Phone: 276-1138 EXT 324

- **Curriculum Purchase Approval Procedures**

- All curriculum resources need to be approved by Dr. Valarie Williams before a purchase can be made. Principals need to complete the purchase request form located at https://docs.google.com/forms/d/15UtVcJb4wfW9TAmWp-AZ1yHe7OWgmirQFze0y2zT6c/viewform?usp=send_form. If the purchase will be funded through Title I, Barbara Adams will also need to be notified as well as receive her approval. Upon completion of the purchase request, Dr. Williams will email the principal and Barbara Adams the approval or disapproval of the purchase.
- All technology purchases, either HARDWARE or SOFTWARE, must follow the same purchase approval process as stated above. In addition to the form listed above, principals must complete the following survey. Dr. Williams will not grant approval of any software purchase until both forms are completed.
- Any purchase requests of \$5,000 or more should go through Cabinet approval.

- **K-5 Curriculum Resources**

- All pacing guides, assessments, and resources for the core subject areas K-5 are located on the SCS website under Faculty and Staff link under the Curriculum Resources Tab.

Secondary Curriculum

Section Head: Dr. Jonathan McRae

Email: jmcrae@scotland.k12.nc.us

Phone: 276-1138 EXT 322

- **Curriculum Purchase Approval Procedures**

- All curriculum resources need to be approved by Dr. Jonathan McRae before a purchase can be made. Principals need to complete the purchase request form located at https://docs.google.com/forms/d/15UtVcJb4wfW9TAmWp-AZ1yHe7OWgmirQFze0y2zT6c/viewform?usp=send_form. If the purchase will be funded through Title I, Barbara Adams will also need to be notified as well as receive her approval. Upon completion of the purchase request, Dr. McRae will email the principal and Barbara Adams the approval or disapproval of the purchase.
- All technology purchases, either HARDWARE or SOFTWARE, must follow the same purchase approval process as stated above. In addition to the form listed above, principals must complete the following survey. Dr. McRae will not grant approval of any software purchase until both forms are completed.
- Any purchase requests of \$5,000 or more should go through Cabinet approval.

- **Secondary Curriculum Resources**

- All pacing guides, assessments, and resources for the core subject areas 6-12 are located on the SCS website under Faculty and Staff link under the Curriculum Resources Tab.

Elementary FAQs

What assessments are required at the elementary level?

K-2 Math Assessment

Given quarterly to K-2 students to:

- Provide information about the progress of each student for instructional adaptations and early interventions.
- Support teachers in making instructional decisions about individual students, small groups of students, or the class as a whole.

Kindergarten Entry Assessment (State)

The KEA Assessment is ongoing. It provides a snapshot of a child’s development and is used to assess the five essential domains of school readiness: language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional knowledge. In accordance with state law (G.S. 115C-83.5), the KEA is: administered at the classroom level; aligned to North Carolina’s standards; and is reliable, valid and appropriate for use with all children.

M-CLASS 3-D (State)

Reading 3D is a diagnostic and formative assessment intended to be used to inform instruction to meet the needs of young readers. It is a state assessment that is administered 3 times a year to all K-3 students. As required by State Board policy, the Reading 3D Home Connect Letter should be sent home 3 times a year, after benchmarking, to inform parents of reading progress.

Beginning of Grade 3 (BOG3) Assessment

Students take the BOG3 assessment between instructional days 11 and 15. The BOG3 is administered in paper and-pencil format only. Schools administer the BOG3 in one school day (except for administrations involving students with documented special needs requiring accommodations, such as Multiple Testing Sessions.)

Benchmarks/NC Check-ins (District/State)

Benchmarks are administered at the end of each quarter. **They are not to be used as a part of the student’s grade.** They provide information to teachers about the instruction delivered.

End of Grade (State)

Every student grades K-8 in North Carolina Public Schools is required to take an EOG in ELA, Math, Science (Grade 5 and 8). An alternative assessment (NC Extend I) is required of students who are instructed with the NC Extend I standards. These assessments are administered the last 10 days of school.

What is the process when schools are considering retention of students?

Student retention should only be considered in extreme situations.

All efforts must be made to support student growth, prior to discussing retention. Schools must use the MTSS process to guide and ensure success for all students. If a school is considering retaining a student they should ensure that multiple conversations and interventions have been documented. There should be clear documentation of multiple conversations with parents about the specific lack of progress for a student and specific documentation of interventions tied to address issues. Prior to

having the meeting with the parent or guardian to inform them of possible retention there must be a meeting with the Elementary Director to discuss any student on the retention list. **The meeting with the Director should take place no later than 10 days into the second semester of school.**

*All end of year student retention lists should be given to the Elementary Director no later than May 1.

What is expected of Principals in terms of walk-throughs in their buildings?

As the instructional leader/leader of learning in the school building, the principal must ensure that he or she knows what is going on in classrooms daily. For this to happen, administrative teams' members must make sure they are visiting classrooms, and engaging in conversations with teachers and students about instruction. There is no set number of walk-through classroom visits that should be made, but principals must make sure that classroom walk-throughs are taking place daily with clear and consistent coaching. All teachers should receive at least ONE documented classroom visit every week.

When is 15 day alternative placement appropriate for an incoming student?

(See Student Services section in this handbook for details surrounding this issue.)

Can a student be assessed in M-CLASS after the window closes?

New student from out of state can be assessed through M-Class. See your Digital Instructional Facilitators for further details.

Do all kindergarten teachers have to teach Second Step? If so, how frequently?

All kindergarten teachers are required to teach Second Step daily and use the language to shape and change student behaviors. To ensure this process, all kindergarten teachers should complete the Second Steps training and print out a copy of the certificate to be provided to the principal.

What must be considered when approving field trips?

Field trips must be educational and standards-aligned. Students must not be charged to attend a field trip. All deadlines established for submitting field trip requests must be followed. School administrator must review the field trip request form to ensure the form is; complete, current, and appropriate, prior to signing and submitting to the office of the Assistant Superintendent of Curriculum and Instruction. Field trips should be an extension of the curriculum. Reward trips should not take place during the instructional day. **(Please refer to the C&I website for current forms and deadlines.)**

Department of Secondary Education - FAQs

Can students take courses through North Carolina Virtual Public School (NCVPS)?

Yes, but they must receive approval prior to enrolling. Interested students should meet with their school counselor and select an appropriate course. No student should be enrolled in Biology, NC Math I, or English II through NCVPS. Scotland County Schools is limited to a set number of seats in NCVPS courses. Once a course has been selected, but prior to enrollment, please notify the school administrator and the Director of Secondary Education for approval.

Can a student graduate with a reduced credit diploma?

Yes, but they must receive approval from the Assistant Superintendent of Curriculum and Instruction. All documentation must be complete prior to submitting for review. The reduced credit diploma process is not intended for students wishing to graduate prior to their expected graduation date. The reduced credit diploma is intended for students who are in danger of not graduating by their expected graduation date. Students must have completed their core requirements prior to graduating with a reduced credit diploma.

When is a 15-day alternative placement appropriate for an incoming student?

Students transferring into Scotland County Schools from a mental health facility should be assigned to a 15-day alternative placement at Shaw Academy to ease their transition. Near the end of this placement, a transition meeting should be held to develop a plan for success for the student as they transition to their school. **(Please refer to the Student Services section of this handbook for additional details.)**

What is the process when schools are considering retention of students?

Student retention should only be considered in extreme situations.

All efforts must be made to support student growth, prior to discussing retention. Schools must use the MTSS process to guide and ensure success for all students. If a school is considering retaining a student they should ensure that multiple conversations and interventions have been documented. There should be clear documentation of multiple conversations with parents about the specific lack of progress for a student and specific documentation of interventions tried to address identified issues. Prior to having the meeting with the parent or guardian to inform them of possible retention there must be a meeting with the Secondary Director to discuss any student on the retention list. The meeting with the Director should take place no later than 10 days into the second semester of school.

*All end of year student retention lists should be given to the Secondary Director no later than May 1.

What must be considered when approving field trips?

Field trips must be educational and standards-aligned. Students must not be charged to attend a field trip. All deadlines established for submitting field trip requests must be followed. School administrator must review the field trip request form to ensure the form is; complete, current, and appropriate, prior to signing and submitting to the office of the Assistant Superintendent of Curriculum and Instruction. Field trips should be an extension of the curriculum. Reward trips should not take place during the instructional day. **(Please refer to the C&I website for current forms and deadlines.)**

What student assessments are required at the secondary level?

Students in 6th and 7th grade will take an ELA and a Math EOG. Students in 8th grade will take an ELA, Math and a Science EOG. Additionally, students enrolled in NC Math I or English I will take the EOC and Final Exams for these courses. Students enrolled in a CTE course will take the appropriate Final Exam. If a

teacher does not teach an EOG course, students will take a Social Studies and/or Science Final Exam. Students will take a quarterly benchmark in EOG courses.

High school students will take NC Math I and English II EOCs before the end of their 10th grade year and Biology before the end of their 11th grade year. Students in the 11th grade will take the ACT. Students who have completed a CTE Pathway and are expected to graduate will take the ACT WorkKeys. Students enrolled in CTE courses will take the appropriate Final Exam. Students enrolled in a course without an EOC, but with a NC Final Exam will take that exam. Students enrolled in an Advanced Placement (AP) course will take the AP Exam for that course. All other courses will offer a teacher-made exam.

AIG Curriculum and Services

Section Head: Dr. Rachel Burris

Email: rjones@scotland.k12.nc.us

Phone: 276-1138 EXT 336

- **In School Contact for Referral Process:**
 - At each school site K-8, there will be a lead AIG facilitator. This teacher will maintain all AIG paperwork at the building level. All referrals will be turned into the AIG facilitator who will then turn them over to Dr. Rachel Burris at Central Office. Referrals must be processed in a quick and efficient manner.

- **Services:**
 - All second grade students will be assessed for the AIG program in the Spring of 2018. AIG services for 3rd Grade students will begin in the Fall of 2018.
 - AIG instruction takes place in a cluster classroom. A cluster classroom is a classroom where the majority of the students are AIG students along with some high performing non-AIG identified students. The instruction is taught by an AIG certified teacher. The instruction is both rigorous and challenging to meet the academic needs of AIG students.
 - All AIG students in grades 3-8 must be serviced by an AIG certified teacher, at a minimum, in either Reading or Math. If they are not serviced by an AIG certified teacher, in Reading or Math, then their DEP needs to be changed to consultative.
 - All Schools must maintain an AIG enrichment plan that indicates AIG enrichment services beyond the classroom.

AIG - FREQUENTLY ASKED QUESTIONS:

1. **Is the school district getting rid of AIG at the elementary level?** No. All AIG students will continue to receive rigorous and challenging instruction by an AIG certified teacher in the areas of Reading and Math.
2. **How is the 2015-2020 Scotland County Schools AIG plan going to be different from prior school years' AIG plan?**

Prior Model	New Model
<ul style="list-style-type: none"> AIG instruction occurs through a co-teaching model. This is a model where the AIG certified teacher collaboratively teaches with the general education classroom teacher within the traditional classroom. 	<ul style="list-style-type: none"> AIG instruction takes place in a cluster classroom. A cluster classroom is a classroom where the majority of the students are AIG students along with some high performing non-AIG identified students. The instruction is taught by an AIG certified teacher. The instruction is both rigorous and challenging to meet the academic needs of AIG students.
<ul style="list-style-type: none"> AIG instruction occurs through a pull-out model. This is a model where students are removed from the general education classroom for extension activities to supplement the general education classroom instruction OR for full classroom instruction to replace the general education classroom. The pull-out instruction is offered by an AIG certified teacher. 	<ul style="list-style-type: none"> AIG instruction takes place through a pull-out model. Similar to the prior model, students are removed from the classroom for extension activities to build on the general education classroom instruction. With the new plan's pull-out model, an AIG certified teacher will work in both a co-teaching capacity with the general education teacher as well as pull students from the general education classroom for extension opportunities across the subject areas.
<ul style="list-style-type: none"> Students are serviced primarily through English Language Arts with some pull out extension opportunities in Math. 	<ul style="list-style-type: none"> Students are serviced in both English Language Arts and Math within the cluster model by an AIG certified teacher. For schools using the co-teaching/pull-out model, students receive extension activities in both English Language Arts and Math with an AIG certified teacher.
<ul style="list-style-type: none"> Only 3rd grade students participate in a district wide administration of the CoGat exam. 	<ul style="list-style-type: none"> 2nd grade students participate in a district wide administration of the CoGat exam.

3. **Are all elementary schools serving AIG students through a cluster classroom model?**
No. The model of AIG instruction at each elementary school is dependent on the number of students identified as AIG at each school. Schools with fewer AIG students will use the co-teaching/pull-out model to serve their AIG students; whereas, schools with higher populations of AIG students will serve students through the cluster classroom model.
4. **What subject areas will AIG students receive AIG services?** Schools will provide Reading and Math instruction through an AIG certified teacher.

Instructional Technology Specialist Vacant

Description of Department:

The Scotland County School District is dedicated to integrating technology into the curriculum and in the classroom to enhance instruction and learning. The use of enhanced technology in the administrative functioning of the district is also of importance in order to increase the efficiency of managing services, communication, controlling finances and managing student information. Input for the decision making process involves all constituencies of the district so that hardware and software applications are purchased, upgraded and implemented that best meet the academic and management needs and requirements.

The Use of Technology Should:

- Enhance the acquisition of lifelong learning skills by students;
- Support, compliment and enhance instruction and model for students the use of technology in post-secondary education and in the workplace;
- Foster individual and cooperative problem solving for students in the learning process and for staff in the decision making of curriculum and services;
- Increase accessibility of information for all constituencies and facilitate the required reporting of information to the state and federal governments;
- Improve operations and communication capabilities for the district;
- Be made available to all students to use either during or after school hours to accommodate those whose families do not have access to technology.

Instructional Technology Goals:

- Demonstrate proficiency in the use of technological tools and devices.
- Select and use technology to enhance learning and problem solving capacity.
- Access, organize and analyze information to make informed decisions, using one or more technologies.
- Use technology in an ethical and legal manner and understand how technology affects society.
- Design, prepare and present unique works using technology to communicate information and ideas.
- Extend communication and collaboration with peers, experts and other audiences using telecommunications.

Instructional Technology Approval Procedures

Curriculum Resource (Hardware and Software Approval):

- All curriculum resources (hardware and software) need to be approved by the Instructional Technology Specialist before a purchase can be made. Principals need to complete the purchase request form located on the Instructional Technology departmental page or by clicking [HERE](#). If the purchase will be funded through Title I, the Title I director will also need to be notified. Upon completion of the purchase request, the Instructional Technology Specialist will email the principal and the Title I director the approval or disapproval of the purchase.

Software Pre-Purchase Rubric:

- If a software program is to be trialed, purchased, or installed on devices in your building, the following form must be filled out to ensure fidelity of implementation, fidelity of use, and fidelity of results. Click [HERE](#) for the form. Download the form, fill it out, and return it to kcombs@scotland.k12.nc.us. This form is also located on the Instructional Technology departmental page.

Password Resets:

- If your students/staff need a password reset the following resources are available to assist with this:
 - Primary contact - Media Center Personnel, building Digital Instructional Facilitators
 - Secondary contact - Submit a work order through technology. Technology work orders can only be submitted while on the SCS network.

Website Unblocking:

- Our county uses web filtering and content filtering to be CIPA compliant. Sometimes the tags and metadata in the website is flagged in our content filter as being inappropriate for children. If you or your staff would like for us to review any website that has educational value, or would like us to re-categorize a currently blocked site, please fill out the form found on the departmental page or by clicking [HERE](#).

Technology Related Repairs/Operational Issues:

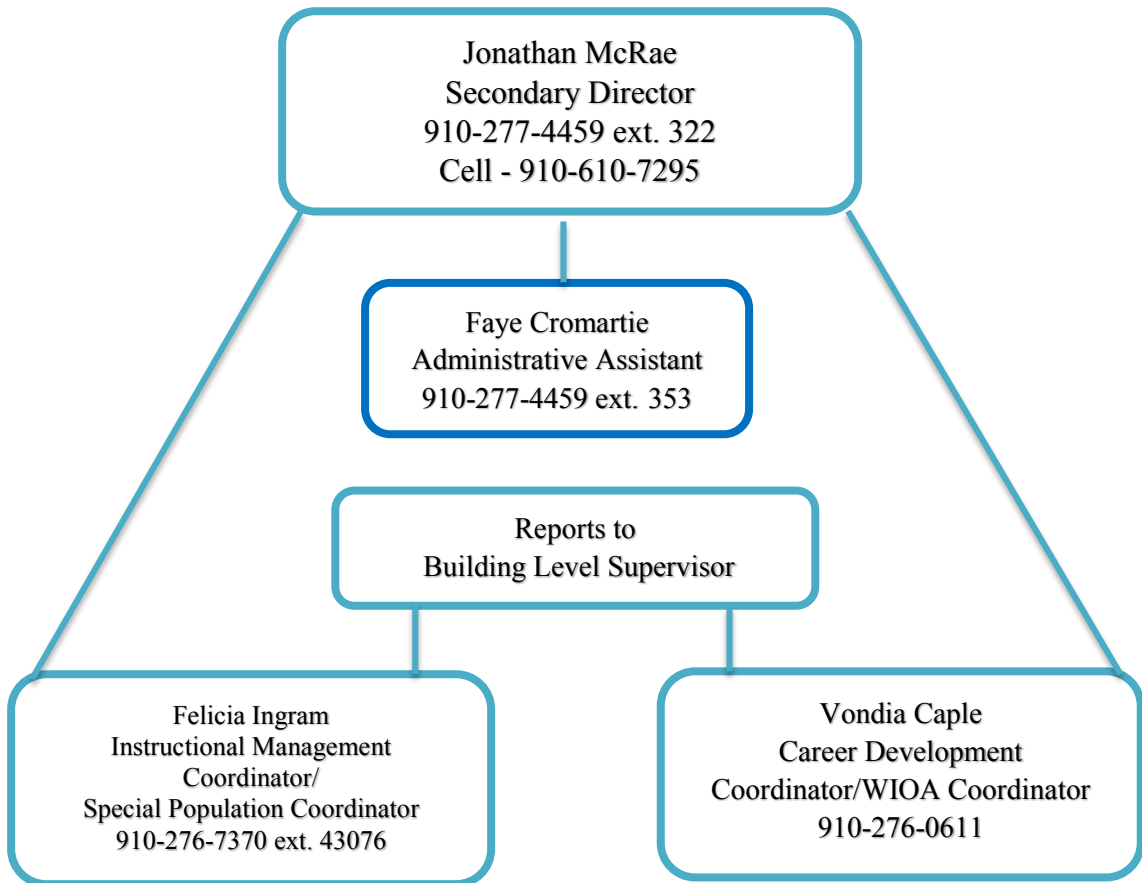
- Our technology department utilizes a work order system to create repair tickets. You can submit a work order by clicking [HERE](#). Work orders are cleared on a first in, first out (FIFO) basis. If the work order is considered an emergency, please contact either Rick DeLaunay (rdeLaunay@scotland.k12.nc.us), Eric Locklear (elocklear@scotland.k12.nc.us), or Kevin Combs (kcombs@scotland.k12.nc.us).

Curriculum Resources:

- All pacing guides, assessments, and resources for the core subject areas are located on the SCS website under the Curriculum and Instruction Department link under the Curriculum Resources Tab and on my departmental page. You can access them directly by clicking [HERE](#).



**Scotland County Schools
Career & Technical Education Department**



CTE INTRODUCTION

CAREER AND COLLEGE READY

The mission of Career and Technical Education (CTE) is to empower students to be successful citizens, workers, and leaders in a global economy. CTE programs are designed to contribute to the broad educational achievement of students, including basic skills, as well as their ability to work independently and as part of a team, think creatively and solve problems, and utilize technology in the thinking and problem-solving process.

Career and Technical Education fulfills an increasingly significant role in school reform efforts. Students who concentrate in a CTE area, earning at least four related technical credits and meeting other criteria, are better prepared for the further education and advanced training required to be successful in 21st century careers. Career and Technical Educators at the state and local levels partner with business and industry and with community colleges and other postsecondary institutions to ensure Career and Technical Education serves the needs of individual students and of the state.

CAREER CLUSTERS™ AND PROGRAMS OF STUDY

[Career Clusters™](#) are broad groupings of occupations/career specialties, organized by common knowledge and skills required for career success. There are [16 Career Clusters™ and 79 related pathways](#) (subgroupings of occupations/career specialties). Supported by the 2006 Perkins legislation, Career Clusters™ are an organizing tool for curriculum design, school guidance, and a framework for seamless transition to career and college.

All [NC CTE courses](#) align to the Career Clusters™. Each course is placed in a Career Cluster based on a set of knowledge and skills common to all careers in the entire Career Cluster. Industry-validated knowledge and skills statements of student expectations identify what the student should know and be able to do. They prepare students for success in a broad range of occupations/career specialties. Some CTE courses cross over all 16 Career Clusters™. The 16 [Career Clusters™](#) are:

- **Agriculture, Food & Natural Resources**
- **Architecture**
- **Arts, A/V Technology & Communication**
- **Business Management & Administration**
- **Education & Training**
- **Finance**
- **Government & Public**
- **Health Science**
- **Hospitality & Tourism**
- **Human Services**
- **Information Technology**
- **Law, Public Safety, Corrections & Security**
- **Manufacturing**
- **Marketing**
- **Science, Technology, Engineering & Mathematics**
- **Transportation, Distribution & Logistics**

Career and Technical Student Organizations

Students who are enrolled in a career and technical education program are given a unique opportunity to develop and expand their learning by actively participating in a career and technical student organization (CTSO). Each student organization's program of work is based on instructional competencies that help to develop character, citizenship, leadership, and teamwork skills that are essential to preparing students for the workforce. Students are eligible for membership in a CTSO when they are enrolled in a Career and Technical Education (CTE) course.

For more information regarding CTSOs click on any of the links below.

- [Agriculture Education \(FFA\)](#)
- [Future Business Leaders of America \(FBLA\)](#)
- [Family, Career, and Community Leaders of America \(FCCLA\)](#)
- [Health Occupations \(HOSA\)](#)
- [Marketing \(DECA\)](#)
- [Technology Student Organization \(TSA\)](#)
- [Trade and Industrial Education \(SkillsUSA\)](#)



NATIONAL TECHNICAL HONOR SOCIETY

NTHS is the highest award for excellence in CTE

Eligibility

- Current Junior or Senior
- Overall unweighted GPA of 3.0 or higher on a 4.0 scale & Overall unweighted GPA of 3.25 or higher in CTE courses
- Completion of at least 2 or more CTE courses
- 2 faculty/staff recommendation(s)
- Active enrollment in a Career and Technical Student Organization (CTSO)
- Demonstration of scholastic achievement, skill development, leadership, honesty, responsibility, and good character
- One-time Membership Fee: \$26.00



Benefits

- NTHS is an important career investment respected by business, industry and education, adding prestige to members' portfolios
 - Student will receive a membership certificate, honor cord, NTHS diploma seal, pin, white tassel, scholarship and career opportunities
 - Student NTHS Induction Ceremony
-

CTE Presidential Scholars

On June 22, 2015, President Obama signed an Executive Order establishing Career and Technical Education (CTE) Presidential Scholars. The existing Presidential Scholars program recognizes distinguished high school seniors who have demonstrated accomplishment in their academics or in the visual, creative and performing arts. This Executive Order acknowledges that our nation's highest leaders recognize and value CTE and those who choose to pursue that program of study. For more information, please visit [Presidential Scholars Program for CTE](#).

Career & Technical Education (CTE) FAQs

1. **What is CTE?** Career and Technical Education is a group of programs that prepares students for entry into professional level employment opportunities, typically within one to four semesters. **Career and Technical Education**...it is a model that leads to a CTE endorsed diploma, prepares you for high-demand career fields, gives you real world experience and the opportunity to have internships, job shadowing, college credit, credentials, and more.
2. **What is an Articulated Course?** An articulated course consists of high school CTE courses that are included in the North Carolina statewide articulation agreement because the knowledge and skills taught within the curriculum are similar to community college courses. Students who master an articulated course by achieving at least 93 scale score on the statewide Post assessment and a B in the course can receive college credit for the courses at a North Carolina Community College.
3. **What is a Career Cluster?** [Career clusters](#) provide the essential [knowledge and skills](#) for the 16 Career Clusters and their Career Pathways. It also functions as a useful guide in developing programs of study bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options. As such, it helps students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.
4. **What is a Career Development Coordinator (CDC)?** A CDC works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services. CDCs facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education and employment.
5. **What is a Career Diploma Endorsement?** Students earning a [Career Endorsement](#) must complete a CTE concentration, earn an industry-recognized credential or reach the Silver designation on the National Career Readiness Certificate (WorkKeys), and take a fourth year of math aligned to their post-high school plans and maintain an unweighted 2.6 GPA. Under this approach, students earning this endorsement are able to enter the state's two-year institutions without requiring remedial education and with a credential in hand.
6. **What is the ACT Career Readiness Assessment (CRC)?** The [ACT National Career Readiness Certificate](#) (ACT NCRC) is an assessment-based credential powered by ACT WorkKeys®. Issued at four

levels, the ACT NCRC measures and certifies the essential work skills needed for success in jobs across industries and occupations.

7. ***What is College and Career Ready?*** A high school graduate has the English and math knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career; i.e. community college, university, technical/vocational program, apprenticeship, or significant on-the-job training (www.achieve.org).
8. ***What is a CTE Concentrator?*** CTE Concentrators are those students who have completed four courses within one CTE Career Cluster pathway with one of the courses being a second level course.
9. ***What is a CTE Completer?*** CTE Completers are those students who have completed four courses within a CTE Career Cluster pathway with one of the courses being a second level course and have graduated from high school.
10. ***What is a CTE Program of Study (POS)?*** [CTE POSs](#) are those programs that integrate CTE courses with focus on a particular Career Cluster pathway concentration area while also incorporating a rigorous academic curriculum to include opportunities to earn post-secondary credits through articulation and dual enrollment, industry-recognized credentials and opportunities for work-based learning. Programs of study (POS; also called career pathways) represent the most recent federal effort to better align high school and postsecondary education with the demands of the changing global economy and provide a more coherent pathway for youth as they move toward adulthood. A complete list of Scotland County Schools 12 Programs of Study can be accessed by selecting [here](#).
11. ***What is a CTSO?*** [Career and Technical Student Organizations \(CTSOs\)](#) are key components to strong CTE programs. CTSOs integrate into CTE programs and courses and extend teaching and learning through innovative programs, business and community partnerships and leadership experiences at the school, state and national levels.
12. ***What is Dual Enrollment?*** Students who are dually enrolled in their high school and at Richmond Community College, receive both high school and college credit for courses taken through the program. Best of all, CCP classes are tuition-free during the fall and spring semesters. (High school students are responsible for student fees and insurance fees).
13. ***What is an Industry-Recognized Credential?*** The attainment of an [industry-recognized certification or credential](#) ensures that students graduate from high school globally competitive for work and postsecondary education. An industry-recognized certification or credential helps businesses: a) save many hours of training time because their new hire is already trained; b) be confident that the credential holder has already learned a specific set of skills. A student who has earned an industry-recognized certification or credential; a) validates their knowledge and skill attainment with an industry-recognized certification b) stands out in a field of job applicants and c) starts at a higher salary level.
14. ***What is PLTW?*** [Project Lead The Way](#) (PLTW) is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy.

15. **What is a Special Populations Coordinator (SPC)?** An SPC ensures that members of special populations receive support services and job training.
16. **What is STEM Education?** STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.
17. **Is the CTE Program only for high school students?** Our programs are designed for a wide range of students in secondary and postsecondary students. Our programs are not only designed for those students who want to earn a degree or certificate or who plan to transfer to a Higher Education, but also for lifelong learners and working professionals who want to update their skills.
18. **Is CTE only for students who are not College-bound?** No. Career and Technical Education is essential for all students, providing them with a foundation of academic knowledge and essential technical skills. CTE courses and programs introduce students to career options and assist them in making informed educational choices.
19. **How does CTE prepare students for life after high school?** Students who graduate from CTE schools have multiple options. They may choose to continue their education at colleges and universities, go directly into the workforce, select technical training programs, apprenticeships, or schools that specialize in their chosen field of interest, or some combination of all of the above. High quality career and technical education programs directly engage students to meet CTE graduation standards through a contextualized program of study that links rigorous academic content with industry requirements and workforce experience.
20. **Why would a student wish to enroll in a CTE?** Students enroll in CTE because they wish to learn “hands-on” career skills while earning a Regent’s Diploma in order to prepare for college or other higher education studies. In addition to school laboratory settings, students have the opportunity to take part in internships, mentorships, job shadowing, and other industry-based, real-life experiences.
21. **Is there any Proof that CTE Works?** Yes! Students who take two or more CTE courses are less likely to drop out of high school. In 2014, 98.9% of Scotland County’s students graduated from high school when they completed a 4-credit CTE Pathway.
22. **How do CTE internships work?** CTE internship opportunities are available for students who are currently taking a CTE course. The CTE can arrange student internship opportunities and track student progress of CTE course objectives during the internship. Liability insurance is covered by the school district for unpaid internships and by the employer for paid internships.
23. **Can students earn community college credit for taking CTE classes?** Yes. Many CTE classes have articulation agreements with local community colleges.
24. **Where can students find out about CTE classes offered at their high school?** Students should contact their school and career counselors for CTE course offerings and enrollment information.

Exceptional Children's Department

For personnel without phone extensions please contact Vicky Jones-McNeill – Ext. 312

Angeline Cotton	Executive Director	Ext. 361
Brenda Coronato	Exceptional Children's Coordinator	Ext. 323
Barbara Adams	EC Preschool Coordinator NC Pre-K Coordinator	Ext. 372
Vicky Jones-McNeill	Administrative Assistant	Ext. 312
Jean Humble	System Wide Data Manager	Ext. 348
Tameka Willis	Compliance Data Monitor	Ext. 351
Sue Norton	Compliance Data Monitor	Ext. 348
Ella Nickelson	Compliance Data Monitor	Ext. 348
Priscilla Tyson	Family Assistant / Compliance Data Monitor	Ext. 344
Regina Davis	Lead, Behavior Support	Ext. 342
Susan Hartwell, Ed. Diagnostician	Educational Diagnostician	Ext. 375
Evelyn Shytle	Part time Educational Diagnostician	Ext. 375
Laurie Rogers	Pre School Itinerant Teacher	Ext. 316
Karen Hunter	Occupational Therapist	Ext. 309
Jayne Kirk (Contracted)	Occupational Therapist	Ext. 309
Lauren Weaver	Occupational Therapist	Ext. 309
Cheryl Hicks	Psychologist	Ext. 340
Lauren Nerverve	Psychologist	Ext. 371
Aaron Collins	Psychologist – based SHS	276-7370
Amanda Hill	Speech Therapist	Ext. 367
Sheree Locklear	Speech Therapy Assistant	Ext. 350

Lou Smith	Program Specialist Preschool	Ext. 316
Megan Quick	Itinerant Preschool	Ext. 316
Janet McClellan	Program Specialist	Ext. 366
Ellen Smith	Program Specialist/Hearing Impaired Teacher	277-4356
<u>CONTRACTED PERSONNEL</u>		
Leslie Sellers	System Wide Physical Therapist	280-8923
Dr. Rowley	System Wide Audiologist	Ext. 354

SCOTLAND COUNTY SCHOOLS EXCEPTIONAL CHILDREN'S PROGRAM

Special Education Program Overview

Programs are available in the Scotland County Schools for students with special needs ages 3-21. A broad curriculum of services is available to these children according to their individual needs. Services range from hospital-homebound services, self-contained special classes, resource rooms to consultative services. Related services needed in order for students to benefit from special education are available to children with special needs (these include, but are not limited to speech and language therapy, occupational therapy, physical therapy, special transportation, adapted physical education and diagnostic service). Children may attend schools outside their attendance area based on their individual needs.

Q & A

What does it mean when one says a student is an Exceptional Child (EC)?

Exceptional children (ages 3-21) are those students who because of permanent or temporary mental, physical or emotional handicaps, need special education and are unable to have all of their educational needs met in a regular class without specially designed instruction. It includes students who are:

- Autistic
- Deaf-blind
- Deaf
- Developmentally Delayed (**ages 3-7**)
- Emotionally Disabled
- Hearing Impairment
- Intellectually Disabled
- Multiple Disabled
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disabled
- Speech and Language Impairment
- Traumatic Brain Injury
- Visual Impairment (including Blindness)
- Children are identified for services through the Child Find Process.

How is a student referred and evaluated for EC?

MULTIDISCIPLINARY DIAGNOSTIC CENTER

A multidisciplinary team approach to evaluation increases efficiency and opportunity for planning. Scotland County Schools operates a multidisciplinary diagnostic center located at the A. B. Gibson Education Center. **Services are provided** by a team of professionals consisting of psychologist, speech therapists, nurse, audiologist, occupational therapist, educational diagnostician and family service assistant. The Diagnostic Center provides the required screening and evaluations for initial referrals and reevaluations for students in Scotland County. Team members provide the following measures: psychological evaluation, educational evaluation, audiological evaluation, adaptive behavior evaluation, speech and language screening or evaluation, psychomotor screening, neurological screening, occupational therapy screening and evaluation, vision screening, hearing screening, medical screening and social-developmental history.

Diagnostic Center staff schedules evaluations and notifies parents and schools. **Students are transported** from the home school to the Diagnostic Center and **returned** to school upon conclusion of the evaluations. Lunch is provided for students when evaluations extend in the lunch hour. Transportation can also be provided for the parent/guardian if needed.

Child Find

What is Child Find?

Child Find is an on-going legal responsibility of Scotland County Schools set forth in the Federal Regulations of IDEA to ensure that:

- All children with disabilities 3 through 21 residing in Scotland County, including children who are homeless or are wards of the State, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated.
- All children with disabilities 3 through 21 parentally placed in a private school located in the LEA, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
- A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

The Exceptional Children's Programs are the vehicles by which the school system provides the additional educational support services that afford these students the opportunity to access the curriculum. The philosophy of the Exceptional Children's Program is based on the following principles:

1. Every exceptional student in Scotland County is just that, a student of Scotland County and is entitled to be treated with respect and dignity while being provided a Free and Appropriate Public Education (FAPE).
2. Every exceptional student is capable of learning when provided specially designed instruction as is outlined in the law. Each student has the right to an educational program that is designed to meet his/her unique needs. Thus, the instruction provided to these students, like any other, should provide them with maximum opportunities for growth in the cognitive, affective, and social emotional domains.
3. Every exceptional student enrolled in Scotland County Schools has a right to experiences, as well as an environment, that will most benefit him/her in adjusting to life and to becoming an independent and contributing member of society as they work towards being college and career ready.

In order to make the above philosophy operational, the major objectives of the Exceptional Children's Department is as follows:

- To identify the unique needs of each exceptional student and to develop an Individual Educational Plan designed to meet the student's needs that will allow him/her to access the curriculum.
- To implement the Individualized Educational Program in the least restrictive educational setting. Whenever possible the student's needs should and must be met in the general education classroom. However, when the student's needs cannot be met in the general

education classroom a number of educational options should be available that ensures a continuum of services.

- To ensure student's and parent's rights to be involved in the educational planning of each student is protected.
- To advocate for the exceptional children to ensure they are afforded the same opportunities as non EC students.

Confidentiality/Records

All information pertaining to an individual student except directory information is on a "need to know" basis. This is especially important for all the details collected about an individual identified for exceptional services. At the school level the EC folder that includes the IEP, psychological results, social history, etc. should always be kept in a secure, locked place. Records should not be left in the EC classroom. The information within the EC record should be available to anyone currently teaching the EC student. The sign off sheet located inside the front cover of the EC record should be signed to document whenever anyone reviews the record. Even the EC teachers and regular teachers should be signing off when reviewing the record.

There are instances that information may be shared with another source/agency without parental permission. See the latest edition of Policies Governing Services for Children with Disabilities . . . for specific language.

- * If another school contacts your school requesting records because the student has enrolled or intends to enroll there
- * If the court system requests a record by judicial order or subpoena
- * With certain authorized representatives of the state and federal government for determination of eligibility for aid per Public Law 105-17.
- * When the disclosure is in connection with a health or safety emergency.

In the above instances documentation should indicate what data was shared, with whom, and when.

All other sharing of the information on an individual student is only done by specific written permission of the parent/guardian. To share this information, use our release of information form. The receiving agency or person must be specifically identified including an address. Parent or guardian must sign and date the form. A copy of the form with the specific information shared should be attached to the information being shared. Note on the form what information was shared and when. File the original copy of the release of information permission in the EC folder.

Photographing an EC student in certain situations is considered a breach of confidentiality without written permission of the parent or guardian. Whenever a photograph or article publicly identifies the student as exceptional or as receiving special services, there is a breach of confidentiality. The written parental permission must specifically identify that photographs will be taken and the purpose for so doing. That written permission form must be included in the EC record. This form would cover "still" photographs or videos used for progress documentation such as in a portfolio.

Publicly sharing information about an EC student to anyone beyond the "need to know" group is considered a breach of confidentiality. Beware of conversations in the hall or teachers' lounge or the community or church. Even if the conversations are between appropriate individuals, having conversations in the presence of others whom are not appropriate, breaches the EC student's right to privacy. This also applies to the gatherings such as teacher's meetings at school or club meetings. Furthermore, beware releasing information, verbal or photograph, to the newspaper or radio station about individual EC

students. It's all confidential information and should not be shared with individuals not involved with the individual student.

In the case of a breach of confidentiality, there is always the **potential for a lawsuit**. Be cautious and be forewarned. **Students not only deserve their right to privacy, they are legally entitled to it**. Be vigilant in performing your duties.

Note: Additional information on EC Policies, Procedures, Processes and Q & A are located in our EC Quick Reference Guide (Scotland County Schools Exceptional Children Department Page)

Office of Student Support
Contact List

Name	Position	Location	Contact Information
Jamie Synan	Executive Director	Central Office	910-276-1138 ext. 380 910-610-8329 (mobile) jsynan@scotland.k12.nc.us
Darlene MacDonald	Lead School Nurse	Shaw, SEarCH, and CO	910-277-4350 dmacdonald@scotland.k12.nc.us
Anne Caudill	Lead School Counselor	Laurel Hill Elementary	910-462-2111 acaudill@scotland.k12.nc.us
Chiquita Harrington	Lead School Social Worker	Scotland High School	910-276-7370 croberson@scotland.k12.nc.us
Megan Menius	Lead School Based Mental Health Worker	Scotland High School	910-276-7370 910-506-9376 (mobile) mmenius@scotland.k12.nc.us

Jamie Synan
Executive Director of Student Support Services

School Counselors

Lead Counselor
Anne Caudill
Laurel Hill

Linda Smid - Carver
Polly Robinson – Cov. St.
Charles Nabors - I.E. J.
Anne Caudill - Laurel Hill
Renada Emanuel – Laurel Hill
Liz Stubbs - SHS
Abby Gillis – SHS
Kendra Pegues – SHS
Brooke Dawkins – SHS
Amy Norris - SEarCH
Kristin Oxendine - SEarCH
Kathy Covington - Shaw
Beth Clark - South Scotland
Christina Snell - Spring Hill
Wendy Wong - Sycamore Lane
Sammie Barnes - Wagram

School Social Workers

Lead Social Worker
Chiquita Roberson
SHS

Charlene Ricks
- Shaw Academy
Rebekah Snead
-Sycamore Lane
Tammy Locklear - I.E. J.
Chris McCoy - Laurel Hill
Cynthia Wilson
- Covington St.
- South Scotland
Lorena Fehlman – S. Hill
Kim Phillips - Carver
Jennifer Byrd - Wagram

School Nurses

Lead Nurse
Darlene MacDonald
Shaw, SEarCH, CO

Gwen Holley – Covington St
Nicole Monroe - SHS
Michelle Morgan – South
Angela Nabors - I.E. Johnson
Amanda McNickle - Laurel Hill
Jillian Chavis – Sycamore Ln.
Debbie Mears - Spring Hill
Katherine Clark – Wagram
Rebecca Winter - Carver

Mental Health Counselors

Lead Mental Health Counselor
Megan Batten
SHS, South, SEarCH

Emily Smith
- Carver
- Laurel Hill
Amy Locklear
- Spring Hill
- Wagram
Charlene Ricks
- Shaw Academy
Tina Berrien
- Sycamore Lane
Robin Caswell
- South Scotland
- Covington St.
- I. Ellis Johnson

Drop Out Prevention/Attendance

Attendance Liaisons
Cab Buchanan
- Carver, Spring Hill
- Laurel Hill, Covington,
Sycamore Lane
Johnny Carthens
- SHS, Shaw, SEarCH
- I. E. Johnson, South
Scotland, Wagram

MTSS General Information

- All MTSS paperwork should be stored in a purple folder. The folder must follow the student when transferring records between schools.
- Tier 1 - Core is completed using your whole class data for each core subject you teach. Tier 1 should be completed when benchmarks, 3D (BOY, MOY, EOY) and/or summative assessments are completed to assess your whole class data. The goal is for 80% of students showing success &/or growth with the CORE. If not, adjustments are made to instruction; students are not moved to Tier 2 - Supplemental. Students do not move to Tier 2 – Supplemental until you determine if they are making progress or proficient. As long as students are making progress, they can remain in Tier 1 – Core.
- Tier 2 – Supplemental involves data for small groups of students that have common needs. As long as students are making progress (as indicated by progress monitoring), they can remain in Tier 2 - Supplemental.
- Tier 3 - Intensive interventions are the most intense interventions possible. It does not need to be one on one but should be no more than a 2:1 ratio. When moving to Tier 3 - Intensive, interventions should change because Tier 2 interventions were not working or demonstrating significant progress.
- To determine if interventions are truly working, progress monitoring should take place prior to the review date and at least three data points should be collected.
- MTSS paperwork can serve as the student's PEP provided there is a parent signature and the parent is involved in this process.
- Interventions shall be research based. Standard Protocol Interventions listed in the live binder & include Academic, Behavioral, Social & Emotional.
- When/If you get to the point where a referral needs to be sent for additional testing through EC or 504 Recommendation, the folder should be reviewed by the Tier Team and signed off by the principal (or the designee) prior to being given to an EC teacher and a meeting scheduled. (See flow chart link)

Live Binder Access : <http://www.livebinders.com/play/play?id=1199461>
Access Key – Cardinal

MTSS DATA TEAMS

Each school should have the following teams in place. Based on the size of the school, some teams may consist of the same people. The idea is to ensure you have the right people at the table making decisions and having data rich discussion.

PLC

Each week teachers will meet in PLC groups to discuss grade level, subject and student specific data. Follow up should be discussed, fidelity of differentiated core implementation and interventions. All plans made should be based on the data collected.



SIT/MTSS

AGENDA

SIT Meetings focus on the school wide data. MTSS focuses on Implementation and Student Outcome data. Teams discuss the data and make school wide/Core decisions. The goal for core is 80% success/growth towards core.

WHO?

This group should be representative of your school staff. Ensure you have grade level representation, EC, behavior, academic and social/emotional experts.



TIER TEAM

AGENDA

This group meets monthly (or more if needed) on a specific day. They discuss students who are being suggested to move from Tier 2 (Supplemental) to Tier 3 (Intensive).

WHO?

EC Facilitator
Instructional Facilitator
Administration
Classroom Teacher(s)
School Counselor
Experts in Behavior, Social and Emotional Interventions

MTSS (Multi-Tiered Systems of Support)

FAQs

1. If a student was on tier 3 (or tier 2) last year, where should we start at the beginning of the school year?

Teachers should begin the year working with the interventions last year's teacher ended with. The teacher will continue with these interventions for two weeks to determine if they are working and/or still needed. After two weeks, the teacher will make changes based on the student needs. They can move the student to another tier, continue with the interventions or pull the team together to discuss next steps.

1. Can the team/teacher continue with the student's plan and/or move through tiers even if the parent is not present at the meetings?

Yes. Providing interventions is part of the student's instructional plan. Teachers work with students based on their needs to scaffold and differentiate their learning. Parents should be invited and informed about their child's progress and what is happening in the classroom. If you are having difficulty getting in touch with parents and/or attending meetings, use your nurse, social worker, school counselors and administrators to assist.

2. When a parent puts a request for testing in writing, how is the MTSS process handled?

The 90 day timeline begins the date that is on the written request. A student still needs to go through the tiers. Interventions need to be put in place and progress monitored. You will still need three data points and document if the intervention was effective or not. Since the 90 day timeline is in place, interventions will need to be progress monitored more quickly. The two processes will be done simultaneously. If you have a written request, the principal (or designee) should be notified immediately.

3. Who does the MTSS Tier Teams consist of?

The MTSS committee for the student(s) is your grade level team and anyone who needs to be a part of the team. This includes the social worker, school counselor, nurse, behavior support, etc. if needed. Parents should also be invited to the meetings. Some schools incorporate a school based team to make decisions about students that will be assessed for EC services. This is a school based decision.

4. Why do all the components (paperwork) need to be included in the MTSS folder?

The information that is part of each tier provides information about the student. The purpose is to document all information about the student to determine what is best for that child and be able to make informed decisions about the educational experience.

5. What is the difference between an accommodation, an intervention and a modification?

Accommodation: Changes made to instruction and/or assessment intended to help students fully access the general education curriculum without changing the instructional content. An accommodation eliminates obstacles that would interfere with a student's ability to perform or

produce at the same standard of performance expected of typical students. Accommodations do not change or reduce the learning expectations in regard to the goal being addressed or assessed.

Intervention: An intervention is a specific skill-building strategy implemented and monitored to improve a targeted skill and achieve adequate progress in a specific area (academic or behavioral). This often involves changing instruction or providing additional instruction to a student in the area of learning or behavior difficulty. These should be research based.

Modification: Alterations made to instruction and/or assessment that change, lower, or reduce learning or assessment expectations. Modifications change or reduce the learning expectations in regard to the goal being addressed or assessed. The resulting student product is not equal to the student product without modifications.

6. How often does the teacher need to progress monitor to determine that the intervention is effective?

Depending on the intervention, a teacher could progress monitor weekly, bi weekly, monthly or every few days. It depends on what the teacher feels is best practice for the intervention in place. When using an intervention from the IDF Specialist information is detailed. The teacher should collect three data points to determine if an intervention is effective. Typically, interventions should be completed for 3-6 weeks.

7. How often should I review the interventions in place/& determine if they are working?

Interventions should be reviewed at least every three weeks. As a team, you can decide if they need to be reviewed more frequently or less frequently. It is based on the student, how often the intervention is completed during a period of time and the specific intervention. Before determining if an intervention is effective or not, you must have at least three data points.

8. How do I decide what intervention to use?

Interventions must be research based. Your Instructional Facilitators at each school are excellent resources to assist in finding appropriate interventions. As you go through the TIPS problem solving model, you will be able to determine the true cause of the problem the student is having. There are also resources on the MTSS live binder at: St. Prof. Int. Link

Live Binder Access : <http://www.livebinders.com/play/play?id=1199461>

Access Key – Cardinal

9. What do I do if a student is not making progress?

1. Tier II – If it determined that the student is making minimal gains, the team can either change the intervention or increase the intensity of the intervention and keep the student in Tier II. If the student is making no gains, he/she will need a different intervention. Based on how the intervention is going to be completed, they can either remain on Tier II or move to Tier III.

2. Tier III - If it is determined that the student is making minimal gains the team can either change the intervention or increase the intensity of the intervention and keep the student in Tier III. If the student is making no gains, he/she will need a different intervention. Based on how the intervention is being completed, he/she can either remain on Tier III or the referral process can begin for Exceptional Children's testing or a 504.

***When moving from Tier II to Tier III or Tier III to a referral, you must go through the school's Tier Team**

****If you have additional questions, contact Jamie Synan at jsynan@scotland.k12.nc.us.**

TIPS Problem Solving Form - MTSS

Name _____

Grade _____

Teacher /School _____

Tier _____

Student/Class Strengths

Student/Class Problem Statement

Why is the problem occurring? (check all that apply)

- Instruction Curriculum Environment Learner

So _____

Action Plan

	Who	What <small>(Document specifics on Intervention Documentation Form or other approved form by Standard Protocol Spreadsheet)</small>	Where	How Often
Intervention				_____ x per week _____ minutes
Progress Monitoring				<input type="checkbox"/> Weekly <input type="checkbox"/> Every 2 Weeks

Where is the student/class performing now? (Baseline Data Point – use numbers) _____

Where do you want the student/class to be in _____ days? _____

Where do you want the student/class to be by the end of the semester year? _____

If the student(s) meet(s) the short term goal, then _____

If the student(s) does/do not meet the short term goal, then _____

Results	Most Current Data Point - Use numbers in explanation.
Next Steps	<input type="checkbox"/> Continue Intervention <input type="checkbox"/> Change intervention to <hr/> Who: _____ Where: _____ How Often: _____ <input type="checkbox"/> Remain in Tier _____ <input type="checkbox"/> Move to Tier _____

Reviewed and Evaluated on _____ Attach minutes from Tier _____ meeting.

Meeting Participants and Role

Parent Contact - Note Phone Call Conference

Parent Signature (if applicable) _____ Date _____

Results	Most Current Data Point - Use numbers in explanation.
Next Steps	<input type="checkbox"/> Continue Intervention <input type="checkbox"/> Change intervention to <hr/> Who: _____ Where: _____ How Often: _____ <hr/> <input type="checkbox"/> Remain in Tier _____ <input type="checkbox"/> Move to Tier _____

Reviewed and Evaluated on _____ Attach minutes from Tier _____ meeting.

Meeting Participants and Role

Parent Contact - Note Phone Call Conference

Parent Signature (if applicable) _____ Date _____

Drop Out/JAC Frequently Asked Questions

1. Who attends Judicial Attendance Council?

The parent/guardian and student are asked to attend. They are welcome to bring other participants if they wish. (i.e. mental health worker, additional family member(s) if appropriate, etc.) The following are members of the committee that attend each meeting from the district level or community: Judge Chris Rhue, Chiquita Harrington, Johnny Carthens, Cab Buchanan, Jamie Synan, Wendy Stanton (DSS), Sgt. David Shankle (Scotland County Sherriff's Dept.) and Mary Neal Thompson (Scotland Counseling Center), school social worker assigned to school.

2. What happens if a parent does not attend Judicial Attendance Council?

The parent/guardian is required to attend JAC. At times, we have parents who do not attend. At that point, Scotland County Schools goes to the magistrate's office to file paperwork for the parent to attend District Court. The parent is then subpoenaed to appear in court.

3. When are documents due for JAC?

All documents are due by the last business day of each month to be heard the next month. Refer to the checklist for items that are required in the packet. The information is in a live binder.

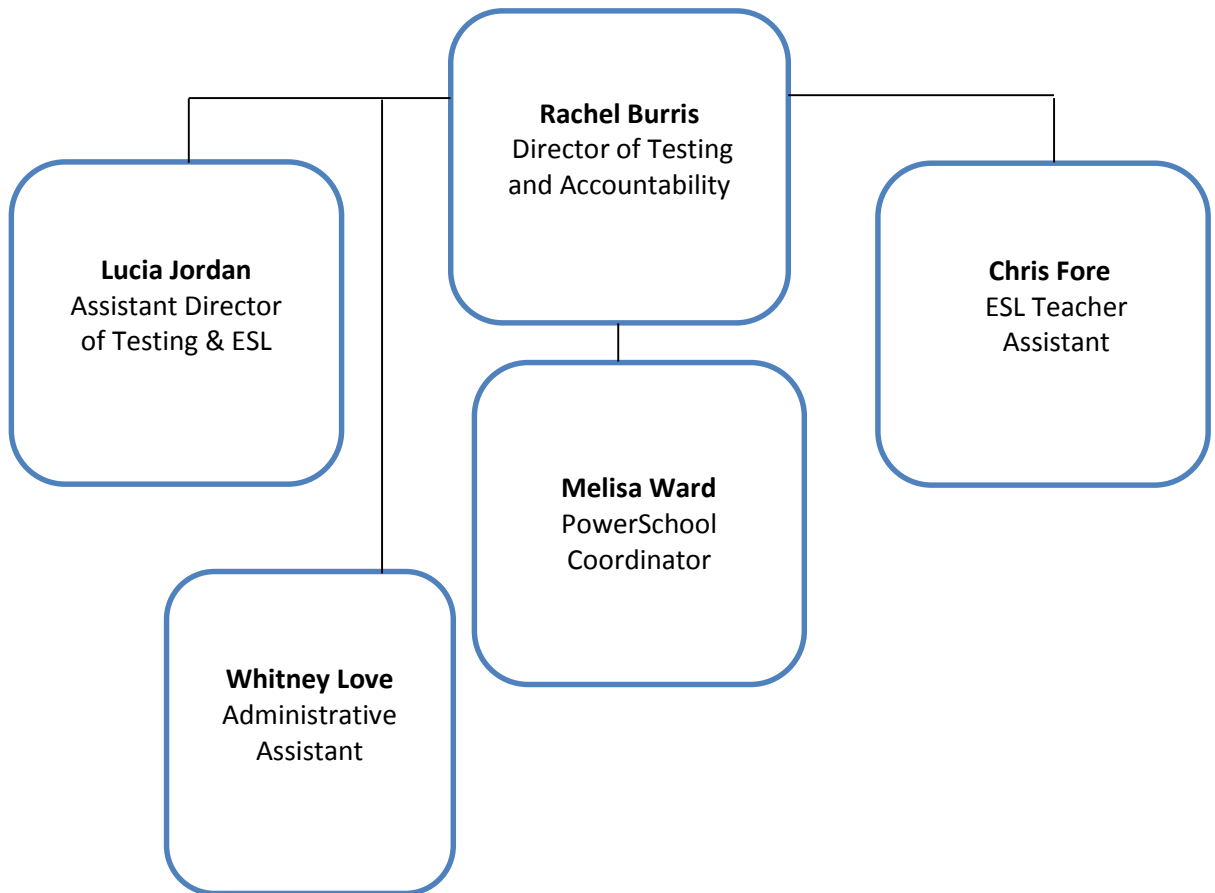
4. Who completes the On Track Progress plan for potential drop outs?

This plan is completed by a team that has knowledge of the student and who will be working with him/her.

5. What takes place during the On Track Progress meetings held each week?

The following staff members are part of the committee that meets each week at SHS include OTP at Shaw: Jamie Synan, Jonathan McRae, Johnny Carthens, Cab Buchanan, Chiquita Harrington, SHS administrators, SHS counselor(s), EC Facilitator for SHS and Teresa Torgerson. The members will review the students on the attendance roster who are missing substantial days (at least 3 consecutive). They will discuss strategies and share any information they may have on the student(s). Following the meeting the team will complete home visits on selected students. Plans will also be developed as needed.

Accountability & Testing Organization Chart



2018-2019 TESTING CALENDAR

<i>AUGUST – JANUARY</i>	
10 Day Rule Deadline: Scotland Early College High School- SEarCH EOC Course Changes –1 st semester courses	Wednesday, August 22, 2018
20 Day Rule Deadline: Scotland Early College High School- SEarCH EOC Course Changes – year-long courses	Thursday, September 6, 2018
10 Day Rule Deadline: High School EOC Course Changes – semester courses	Monday, September 10, 2018
CTE High School & Middle School Pre-Assessment	August 27-September 7, 2018
mClass Benchmarking BOY	September 4-24, 2018
Beginning of Grade (BOG) 3 Test	Wednesday, September 12, 2018
20 Day Rule Deadline: High School EOC & Middle School EOG Course Changes – year-long courses	Monday, September 24, 2018
Alternative Assessments – Local Student Registration: EXTEND1	Register with local testing office within 10 days after IEP or LEP committee meeting
W-APT (English Language Proficiency Tests) Initial and Reclassification Testing - Selected ESL Students-Grades K - 12	Initial assessment required within 30 calendar days of enrollment at the beginning of the school year or 14 calendar days if the student enrolls after the beginning of the school year.
IPT Pre-kindergarten assessment –Initial ESL Testing	Newly enrolled ESL Pre-K students At beginning of year or as enrolled
Fall Semester Benchmarks: SEarCH	October 3-October 12, 2018
SAT Offered: SHS	Saturday, October 6, 2018
PSAT-Optional (NMQT)	October 10, 2018
College and Career Readiness Alternate Assessment (CCRAA) at Grade 10	Tuesday, October 16, 2018
1 st Quarter Benchmarks: Traditional Calendar	October 17-26, 2018
1st Quarter K-2 Math Benchmarks **	October 17-26, 2018
Read to Achieve Final Assessment	Wednesday, October 24, 2018
Fall Semester Writing Assessment: High School/SEarCH	November 5-16, 2018
ASVAB	Tuesday, November 20, 2018
2 nd Quarter Common Assessments Window	December 3-5, 2018
SAT Offered at SHS	Saturday, December 1, 2018
ACT WorkKeys – Fall administration - Online	December 3, 2018--December 7, 2018
1 st Semester Writing Assessment: Grades 1-8	November 27-December 14, 2018
Scotland Early College High School EOC and NCFE	December 13-19, 2018
mClass Benchmarking MOY	January 7-28, 2019
2 nd Quarter Benchmarks: Traditional Calendar	January 9-18, 2019
2nd Quarter K-2 Math Benchmarks **	January 9-18, 2019
EOC, NCFE, and CTE Post-Assessments - SHS and Shaw	January 14-18, 2019
CTE Post Assessments - Middle School	January 14-18, 2019

10 Day Rule Deadline: Scotland Early College High School- SEarCH EOC Course Changes – 2nd semester courses	Wednesday, January 16, 2019
W-APT (English Language Proficiency Tests) Initial and Reclassification Testing - Selected ESL Students- Grades K – 12	Initial assessment required within 14 calendar days if the student enrolls after the beginning of the school year.
CTE High School & Middle School Pre-Assessment	January 23-30, 2019
ACCESS / Alternate ACCESS (English Language Proficiency Tests) Selected Students (ELL).	January 28–March 8, 2019
10 Day Rule Deadline: High School EOC Course Changes – 2nd semester courses	Monday, February 5, 2019
NAEP Testing—Spring Hill 8th Grade ELA/Math	Monday, February 4, 2019
NAEP Testing – Sycamore Lane 4th Grade ELA/Math	Wednesday, February 6, 2019
NAEP Testing – Carver 8th Grade ELA/Math	Thursday, February 7, 2019
3rd Quarter Common Assessment Window	February 13-15, 2019
ACT – High School (Initial Test Date – All 11th Graders)	Wednesday, February 20, 2019
NAEP Testing –Laurel Hill 4th Grade ELA/Math	Wednesday, February 27, 2019
ACT – Accommodations Testing Window	February 20-22, 25-28, March 1, 4-6, 2019
College and Career Readiness Alternate Assessment at Grade 11	February 20-22, 25-28, March 1, 4-6, 2019
NCEXTEND1 Alternate Assessment—Grade 11	February 20-22, 25-28, March 1, 4-6, 2019
Spring Semester Benchmarks: SEarCH	March 1-8 2019
SAT Offered at SHS	Saturday, March 9, 2019
3rd Quarter Benchmarks: Traditional Calendar	March 13-21, 2019
3rd Quarter K-2 Math Benchmarks **	March 13-21, 2019
ACT – High School (Make-Up Test Date – 11th Graders In School)	Tuesday, March 12, 2019
WorkKeys – Spring Administration – Online	April 1-12, 2019
Spring Semester Writing Assessment: Grades K-8	April 1-18, 2019
ASVAB	April 16, 2019
Spring Semester Writing Assessment: High School/SEarCH	April 1-18, 2019
2nd Grade CoGat Testing	April 1-16, 2019
EXTEND 1 Field Tests (Select Schools)	April 8-May 3, 2019
4th Quarter Common Assessment Window	April 30 – May 2, 2019
MOCK EOG Window (School Based Option)	April 30 – May 3, 2019
SAT Offered at SHS	Saturday, May 4, 2019
mClass Benchmarking EOY	May 6-24, 2019
AP Exam: Environmental Science	Monday, May 6, 2019
AP Exam: English Literature And Composition	Wednesday, May 8, 2019
AP Exam: US Government And Politics	Monday, May 6, 2019
AP Exam: Chemistry	Thursday, May 9, 2019
AP Exam: US History	Friday, May 10, 2019
AP Exam: Calculus AB & Calculus BC	Tuesday, May 14, 2019
AP Exam: Biology	Monday, May 13, 2019
AP Exam: English Language And Composition	Wednesday, May 15, 2019
Scotland Early College High School: EOC and NCFEs	May 13-17, 2019

4th Quarter K-2 Math Benchmarks**	May 20-31, 2019
NCEXTEND1 Alternate Assessment Grades 3 – 8 Math and ELA Grades 5 & 8, Science	May 24-June 7, 2019
NCEXTEND1 Alternate Assessment Biology, English II, and Algebra I/Integrated I	May 24-June 7, 2019
Ready EOG Assessments (Testing for 3 – 5) Grades 3 – 5 ELA Grades 3 – 5 Math Grades 5, Science	May 24-June 7, 2019
Ready EOG Assessments (Testing for 6 – 8) Grades 6 – 8 ELA Grades 6 – 7 Math Grades 8, Science	May 24-June 7, 2019
Ready EOC Middle School Grade 8 – Math I	May 24-June 7, 2019
Middle School NCFE Tests (If necessary) Grade 6 - 7 Science Grade 6 – 8 Social Studies Grade 8- English I	May 24-June 7, 2019
Ready EOC / NCFE and CTE Post-Assessments SHS and Shaw High Schools	June 3-7, 2019 (semester courses) May 24-June 7, 2019 (yearlong courses)
CTE Post Assessments Middle School	June 3-7, 2019 (semester courses) May 24-June 7, 2019 (yearlong courses)
3rd Grade RTA test	June 5, 2019
Summer School Remediation Days	June 10-11, 2019
Summer School Retesting (Must occur after all EOY optional days)	June 12-14, 2019

NOTE: Make-ups - Operational NC Multiple-Choice Tests - Make-up sessions are to extend up to 2 weeks (10 working days) from the date of the scheduled test administration for each test or each part of the test.

****K-2 Math Benchmarks:**
 Kindergarten gets the entire window to test.
 First grade gets 3 days plus one scoring day.
 Second grade gets 4 days plus one scoring day.

Updated 9/6/18

TESTING FAQs

How many students are required for a subgroup to be counted as a target for Annual Measureable Objectives (AMO)?

Thirty students are required for a subgroup to be counted as a target for Annual Measureable Objectives (AMO).

Which students are required to take an EOC/EOG exam?

Students enrolled in Math I, Biology, or English II on the first day of testing are required to take an EOC exam for the course. Students are not allowed to be dropped from an EOC course after the first 10 days of the semester or 20 days of the year. The only exception is when a student is repeating the course and has previously earned a proficient score on the EOC for that course.

For EOG exams, students will take the EOG exams assigned to the grade they are enrolled on the first day of testing.

How is the 95% Participation Rate calculated?

For EOG exams, students enrolled in the school on the first day of testing are required to participate in all exams assigned to their grade.

For EOC exams, students enrolled in the school on the first day of testing are required to have an EOC score for Math I and English II by the end of the spring semester in 10th grade and Biology by the end of the spring semester in 11th grade. Students who are promoted to 10th or 11th grade at the end of the fall semester are required to have an EOC score by the end of the spring semester.

How do I access my EVAAS account?

The LEA Testing Director is the account administrator for school and district administrators. The LEA Testing Director can access usernames and reset passwords for school and district administrators.

The school administrator can access usernames and reset passwords for teacher accounts. The LEA Testing Director is not able to access this information.

Processes and Procedures

Reporting Irregularities

During test administrations, testing irregularities may occur. All possible testing irregularities should be reported to the school's testing coordinator immediately. The school testing coordinator must notify the LEA Testing Director of the possible irregularity. The testing coordinator should conduct an investigation to determine the nature of the irregularity. Once the investigation is completed the findings of the investigation must be entered into the Online Testing Irregularity SS (OTISS) within 24 hours of completing the investigation. OTISS lists the required information to be included in the report. Once the OTISS report is submitted to the LEA Testing Director, the LEA Testing Director will review the report and determine the status of the irregularity. If required, a more thorough investigation will be conducted by the LEA Testing Director. At this time, the LEA Testing Director will submit the report to NCDPI. A hard copy of the report with the Principal and Superintendent signatures will be filed in the testing department.

Historical Audit

A historical audit is a report that includes testing data for all students enrolled in a school. Historical audits for each school will be printed monthly for school review. Schools are required to enter the appropriate testing code for students with missing test scores. All students must have either a test score or a testing code entered in the historical audit prior to the first day of spring testing. Missing scores must be entered prior to the next month's audit report.

NC Education

NC Education is the online testing platform used for End-of-Course (EOC), End-of-Grade (EOG), and NC Final Exams. The school testing coordinator will serve as the NC Education Administrator for each school. Students are uploaded automatically through Power School. The school testing coordinator must review NC Education to ensure all students are enrolled in the appropriate tests. Missing students will need to be added by the testing coordinator. Prior to the test date, all testing accommodations must be reviewed and missing accommodations entered manually in the SIQ section of NC Education. If this is not completed, students will not be provided the appropriate testing accommodations. Prior to 7:00 pm on the test date, the Review of Accommodations Provided and Special Codes sections must be completed or the tests will not be scored.

Sign-out/in Materials

All test materials for all state and district tests will be picked up by the school testing coordinator in the testing office. Test materials will be available at least 7 days prior to the test date. The school testing coordinator will pick up test materials in the testing department. All materials will be counted prior to signing out the materials. The testing department should be notified of any missing materials prior to leaving the testing department. All test materials are required to be kept in a secure location at all times. All test materials must be returned to the testing department within 5 days of the final exam date. All materials checked out must be documented on a check out sheet and signed by the testing coordinator. Materials should not be returned until all of the school's testing has been completed, so all of the materials can be checked in at one time. Make sure that you are on time for your appointments to check-in/check-out materials or to scan answer sheets, so the next school will not be delayed.

Test Security

All test materials are required to be kept in a secure, locked location at all times. At the school, a designated area must be assigned to the testing coordinator for this purpose. The designated area must be accessible by the testing coordinator and their backup only.

Testing Plans

School testing plans must be submitted to the testing department 5 days prior to the start of testing. The school testing plan must include documentation of administrator and proctor training, schedule of testing including locations and administrator/proctor assignments.

Securing Administrators/Proctors

Schools are recommended to utilize all school staff for testing assignments prior to assigning non-staff. Schools should secure any needed administrators or proctors. Business partners, PTA/PTO, local churches are recommended sources for this purpose. The testing department will train Central Office staff to be available for testing.

Testing Accommodations

Testing Accommodations must be documented on a student's IEP to be provided during testing. Any changes made to the accommodations must be entered 30 days prior to testing. Testing accommodations for LEP students or students with a 504 plan must be entered in Power School. A student is required to use the testing accommodations throughout the school year. A Review of Accommodations Provided document must be included in the test materials for the test administrator. If a student fails to use the assigned

accommodations, this must be documented. The school testing coordinator must contact the EC case manager. The EC Case Manager must contact the parent to notify of the student's failure to use the accommodations before the end of the test day. The Principal must send written notification to the parent by the following day. The EC Case Manager must send home a seven-day notice to request an IEP team meeting. The IEP team is required to reconvene to discuss the failure to use the accommodation. The IEP team will decide if the testing accommodation is appropriate for the student. All documents must be kept in the student's EC folder.

Test Groups

The test coordinator will include a list of the student test groups in the school's testing plan. The test coordinator will group students according to subject and grade. The numbers of students in each group should be reasonably based on the location used for testing. Students with testing accommodations are required to be grouped based on their accommodations.

Scanning Answer Sheets

The Assistant Director of Testing will assign times for schools to bring student answer sheets for scanning. School testing coordinators must be on time for their appointment. All answer sheets must be inspected by the school testing coordinator prior to their assigned time. Answer sheets must be aligned in the same direction. Stray pencil marks must be erased.

95% Participation Rate

All schools are required to test at least 95% of their eligible students for each subgroup on each test. Power School must be updated throughout the year to account for changes in student enrollment.

Participation rates at high schools are based on the schools historical audit. Students without an EOC score will count against participation in 10th grade for Math I and English II and in 11th grade for Biology and ACT. The participation rate for ACT WorkKeys is based on the number of CTE completers who graduate. Mid-year promotions and early graduates affect these participation rates and must be closely monitored.

AMO Targets

Annual Measurable Objective (AMO) targets are established for every subject and subgroup each year. Performance and participation are measured. A subgroup must have 30 or more students to become a target. The target goal increases each year.

mClass

mClass Reading 3D assessments will be administered in grades K-3 three times each year, BOY, MOY, and EOY. The assessment materials will be housed in a secure location in the Central Office when not in use. The school testing coordinator will need to pick up the materials from the testing department prior to the beginning of each assessment window. The school testing coordinator must return the assessment materials no later than 3 days after the assessment window closes. The teacher of record will administer the BOY assessment, but will not be allowed to administer the MOY or EOY assessment. No assessment data may be deleted or altered without the written consent of the Director of Elementary Instruction. Requests must be made by the testing coordinator.

Benchmarks and K-2 Assessments

All locally developed assessments must be treated in the same manner as state assessments. They must be secured in a locked location at all times.

Data Analysis

Data analysis will include the following questions:

1. What does the data tell us?
2. What does the data not tell us?
3. What are our celebrations?
4. What are our opportunities for improvement?
5. What is our plan for improvement?

Art Displays

Each month three different schools will be assigned to display student art work in the Central Office. The schedule will be shared with the appropriate personnel. The previous month's art work must be removed by the last day assigned to your school on the Art Display Calendar. The current month's art work must be displayed by the first day assigned to your school on the Arts Display Calendar.

Class Enrollments

Class enrollments should be entered in Power School the same day that the student enrolls with the class enrollment date the same as the school enrollment date.

School Withdrawals

Withdrawal data must be kept on a spreadsheet with the following information:

- Name
- Student #
- Grade
- Withdrawal code
- Withdrawal reason
- Effective withdrawal date
- Date processed in PS
- Date request for records received
- Date withdrawal code changed from W2 to W1

Professional Development

- **Professional Development Requests**

- All In-School Professional Development requests that are to be facilitated by Central Office Personnel must be requested through the following form.
<https://goo.gl/forms/0Pf4Cnjx0f6pcpYT2>
- When the request for Professional Development is received, Dr. Burris will contact the appropriate facilitator to arrange the sessions with the principal.

- **Scotland County Schools Pinterest Page**

- The Scotland County Schools Pinterest Page is located at:
https://www.pinterest.com/fighting_scots/
- The Pinterest page contains various curriculum, instructional and classroom management implementation ideas.

Beginning Teacher Support Program

Scotland County Schools Beginning Teachers Support Program (BTSP) provides all initially Licensed Teachers in Scotland County intensive guidance and support to assist them in their first three years of teaching. This support allows teachers to successfully integrate collegiate training and past work experiences to develop the skills necessary to become highly qualified teachers. Beginning Teachers are assigned a mentor, attend new teachers orientation, regularly scheduled researched based training seminars and are provided on-going classroom support to help them become proficient and higher level educators.

In addition, a team comprised of administrators, school staff, Beginning Teacher Coordinator and other support personnel are enthusiastically available to provide the support, nurturing and clinical guidance needed for Beginning Teachers. By utilizing a collaborative, shared approach, it makes the integration process smoother for the beginning teacher to adapt to the education setting and profession.

Frequently asked questions concerning the Beginning Teachers Program

- 1. What is the Beginning Teacher Support Program?** The BTSP is a program that provides initially licensed teachers guidance and support their first three (3) years of teaching. The teachers receive support from a mentor that is assigned to them as well as support from the Beginning Teacher Coordinator, School Principal and an Instructional Facilitator which is on site at the schools.
- 2. Are Beginning Teachers assigned a mentor?** Yes. Beginning teachers are assigned/provided a mentor who has completed the formal 21st Century Mentor Training Module. The mentors provide at least one hour of support to the Beginning Teacher per week. This contact can be in the form of classroom visits, one-to-one conversations/meetings, and informal classroom observations.
- 3. When is a teacher eligible for a SP2 license?** Teachers with three years of teaching experience that successfully complete the three year Beginning Teacher Support Program criteria are eligible for recommendation for their SP2 license at the end of their third year of teaching.
Note - The Beginning Teacher Coordinator reports yearly the standing of each eligible beginning teacher to the Assistant Superintendent of HR and the Licensure Specialist.
- 4. How will Beginning Teachers be evaluated?** Beginning teachers will have four (4) formal observations per year and complete a Professional Development Plan (PDP). The administrator or their designee will complete three (3) of the formal observations and a peer evaluator will complete one (1) observation. Each observation will be for at least one continuous period of instructional time or 45 minutes, followed by a post conference within 10 school days. Mentors will assist Beginning Teachers in developing and monitoring their PDP.
- 5. Are Beginning Teachers required to attend monthly meetings? If so, when are the meetings?** Yes. Beginning Teachers are required to attend monthly Beginning Teacher meetings. The meetings are held on the third (3rd) Thursday of each month except the months of December and April.

Scotland County Schools

Elementary School Navigator

July

Strategic Plan 2020:

Goal 1 High Performance Students

By 2020, 91% of Scotland County students will graduate from high school career and college ready.

Pathway

- A. Enter Kindergarten ready
- B. At or above grade level in Reading in grades k-2
- C. At or above grade level in Reading in grade 3-5
- D. At or above grade level in Reading 6-8
- E. At or above grade level in Math grades 3-5
- F. At or above grade level in Math grades 6-8
- G. Successful completion of Math I by the end of grade 9
- H. Successful completion of Biology by the end of grade 10
- I. Successful completion of English II by the end of grade 11
- J. Take and pass at least 1 AP or CCP Course and exam
- K. Score 1120 on the SAT or 22 on the ACT
- L. Score silver or higher on ACT WorkKeys

Data Analysis: Reflect and Strategize

- Evaluation of teacher effectiveness data against master schedule (EVAAS)
- Analyze EOG/EOY Data
- Analyze last year's Out of School Suspension Data
- Analyze last year's attendance data
- Begin creating/writing the NCStar Plan using key indicators
- Review Staff feedback from PD
- Analyze data from staff feedback and begin creating/writing school PD calendar
- Analyze last year's MTSS/PBIS data
- Analyze last year's McKinney Vento data
- Review 504 student list and accommodations Review EC student lists and accommodations (EasyIEP)
- Analyze last year's walk through data
- Analyze last year's teacher/staff turnover data
- Analyze parent, student, staff survey results (if applicable)

Focal Question: What are the strengths and OFI's of the instructional program?

- Is the budget strategically aligned to NCStar Plan & money allotted to be spent by December?
- How will you make changes in the instructional program to improve achievement for all students?
- What data sources are you using to inform your master schedule? Who are your best teachers and who are they teaching?
- How are you ensuring alignment between teacher assignments and EOY/EVAAS data?
- How has survey data informed needed changes in the school's processes and procedures?
- What is your staffing situation? Vacancies?
- What is your Professional Develop Plan for the upcoming year?
- What key strategies or new initiatives are you considering to address identified school needs?
- What do you have planned for your Day 1 faculty meeting/Welcome Back Celebration and who will be involved in the planning and presentations?
- How do you plan to introduce your new staff members?
- What should be put in place for McKinney Vento students to be successful?
- How have you ensured that all EC students are scheduled correctly?

Reminders:

- Email revised master schedule to directors.
- NCStar Update
- Continue working on fieldtrip and fundraiser submission
- Meet with H/R, C&I and Auxiliary Service Leads to discuss expectations, vacancies, action items and facilities issues
- Walk the grounds (inside and outside) to identify any areas that need immediate attention
- Update staff handbook (SIT, MTSS and other committee meeting dates, duty posts, staff roster, master schedules etc.)
- Continue meeting with each staff member
- Continue to communicate with parents regarding Open House, students that need to be enrolled
- Continue to communicate with parents regarding the need for immunization shot
- Set up a meeting with A. Cotton in order to review EC rosters
- Schedule home visits for At-Risk students
- Review process for sharing EC student information with teachers
- Create AIG Cluster Class Rosters for ELA and Math. Cluster class rosters should be built with AIG students, followed by students in the 80th percentile or higher on EOG and/or CoGat or Above Grade Level on TRC. Cluster classes should begin in 3rd grade and should be served by an AIG certified teacher.
- Review Read To Achieve Guidebook for refresher on RTA process
- Ensure all students scheduled to attend RTA Camp have been properly notified and Connect Ed message being sent every week for 3 weeks prior to the camp date. Additional messages should be sent the day before the camp.
- Check in (physically) on students at RTA Camp weekly and get updates from Camp Coordinator
- Obtain results from RTA Camp and begin to plan for students that did not score proficient
- Review process for staggered kindergarten schedule
- Review KEA Assessment Information
- Send Status Report to directors weekly.
- Submit Title I budget by specified deadline.

Scotland County Schools

Elementary School Navigator

August

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;">Data Analysis: <i>Develop, Organize, Execute</i></p> <ul style="list-style-type: none"> • Organize administrative team to address last year's walk through data • Final revisions on classroom schedules/student assignments for efficiency (right kids, right teacher) • Refine targets for the NCStar Plan • Analyze grading practices for district alignment • Continue creating/writing the NCStar Plan using key indicators • Review 504 student list and accommodations • Analyze Out of School Suspension Data • Identify Bubble/Cusp students and create SWOP • Analyze notes from Leadership Retreat • Review EC rosters
<p>Focal Question: How are you establishing and setting expectations for the yearlong instructional focus?</p> <ul style="list-style-type: none"> • What are your Big Rocks that need addressing before your teachers return? • What support do you need from Central Office? • What is your strategic plan for opening school? • What is your professional development plan and timeline for the year? • What is your comprehensive academic plan to ensure that you can meet the needs of every student? • How is your instructional program communicated to parents? How will parents contribute to student achievement, particularly in the area of literacy? • How will your PLC be set up and monitored so that continuous student improvement is at the forefront of all meetings? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Review Opening of schools protocols/Big Rocks • Monitor staffing for resignations, and new hires, etc. • Check student enrollment vs ADMs • Ensure EC case managers have reviewed with school staff, student, IEP to include ACC & BIPS • Develop administrative walk-through schedule • Develop facilitator's schedule for first month's classroom/teacher focus • Send welcome back information to staff and students, communicating Open House dates and times by Aug. 15 • Send ConnectEd a week before to remind parents of Open House and Staggered Kindergarten Entry • Use social media to help with welcoming your school community back for the 2018-19 school year • Remind staff of August 21 full District PD Day • With your Leadership team, plan out your first week's staff meetings and activities • Review BIPs for appropriateness • Meet with SIT to review and update NCStar Plan as well as enter meeting notes • Continue working on fieldtrip and fundraiser submissions • Set up a schedule to meet with data manager to ensure grades are consistently added to PowerSchool • Share Leadership Retreat information with appropriate staff • Continue home visits of At-Risk students • Check NCStar notes from Coach and District Office staff • AIG plans due to Executive Director of Testing and Accountability by September 1 • Identify and locate No Shows • Designate EC facilitator • Create MClass Testing Schedule for BOY window • Develop a Literacy plan to address the needs of students not reading at grade level • Make sure monthly fire drill is conducted • Begin monitoring of first 60 days of KEA assessment • Make sure that all kindergarten teachers have their Second Step kits and have been trained • Send status reports to directors weekly • Turn in Appendix E for RTA to testing office • Ensure all teachers have received appropriate device for grade level 	

Scotland County Schools

Elementary School Navigator

September

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p>Data Points Theme: <i>Monitor, Adjust, Implement</i></p> <ul style="list-style-type: none"> • Classroom based Pre-assessment data • Monitor progress monitoring data (Literacy/Math) • Analyze Classroom walk-through data • District Needs Assessment • Assess the level of collaboration of PLCs to determine PD needs • Monitor EC caseload and class size rosters • Monitor EC transportation rosters focusing on arrival and departure times • Monitor PLCs • Assess progress report data • Monitor MTSS data of students with previous interventions
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Focal Question: How are you using data to drive instructional grouping decisions and strategies to ensure student success?

- How are you monitoring student learning? What systems are in place to inform instruction?
- How do you monitor the quality of your pre-assessments/common assessments to ensure alignment to the CCSS and Essential Standards?
- How is progress monitoring data being utilized to inform instruction?
- What early wins are you seeing and celebrating?
- What is your plan for sharing student data with parents/guardians?
- How do you determine that your PLCs are functioning effectively and productively?
- How are student behaviors adversely impacting classroom instruction?
- When will administrative team walk throughs be conducted in order to align look fors within the classroom?
- How does your discipline data compare to 17-18 and what are your areas of disproportionality?

Reminders:

- Submit schedules caseload, class size and transportation documents to A. Cotton
- Submit EC 10 day headcount rosters to A. Cotton
- Submit first semester fieldtrip requests to Dr. Williams and fundraiser requests to Mrs. Ivey
- Check student enrollment vs ADMs
- Meet with SIT to review and update NCStar Plan/key indicators, enter meeting notes and upload supporting documents
- Review progress reports and identify students that may be struggling. Meet with Leadership team to develop a plan of action
- Continue to monitor staffing for resignations, and new hires, etc.
- Use social media to help promote the positive things going on in your school
- Read cabinet notes weekly and share information with appropriate staff
- Conduct classroom walk throughs daily looking for Learning Focus strategies
- Meet with PLCs to discuss Learning Focused implementation
- Conduct meetings to review BIPs for appropriateness
- Check EasyIEP weekly
- Meet weekly with data manager to discuss grades being placed in PowerSchool
- Meet with your Director to discuss any questions, concerns or Big Rocks
- Continue home visits of At-Risk students
- Check NCStar notes from Coach and District Office staff
- Schedule MTSS with SAM J. Synan
- Submit MTSS/PDSA to J. Synan
- Determine organizational plan for parent/teacher conference day
- Make sure monthly fire drill is conducted before the last day of the month
- MClass Benchmark window, September 4-24
- Monitor implementation of Second Step in Kindergarten
- Complete common assessments
- Update data dashboard weekly
- Begin PK monitoring process for all PK classes
- Send Status Reports to directors weekly
- Ensure NCStar goals are ready for review by FP director to ensure resource alignment. (Hold/Record)
- Submit family engagement plan

Scotland County Schools

Elementary School Navigator

October

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;">Data Points Theme: <i>Observe, Collect, Discuss</i></p> <ul style="list-style-type: none"> • Review formative data by course, subject and subgroup • Review 1st round teacher observation/evaluation data for PD/coaching • NCStar Indicators • Administrative walk through data • Monitoring data to ensure core at 80% - (Literacy/Math/Discipline) • Continue collecting classroom walk-through data identifying trends • District Needs Assessment (C&I) • Assess the level of collaboration of PLCs to determine PD needs • Bubble/Cusp student's performance • AIG and EC student performance data • Progress Report data • Attendance data (students and staff) • Title I allocations
<p>Focal Question: How do you align teacher support to increase student achievement?</p> <ul style="list-style-type: none"> • How do you provide support/coaching for all teachers (beginning, experienced, those on plans for improvement, and irreplaceables)? • What data do you use to inform decisions around teacher support? • What trends around teachers' observations and formative assessment data might allow for large and small scale PD? • What does formative, common assessment and writing portfolio data tell us about student progress 1st quarter? • What specifically have you put in place to address literacy and is it being successful? • How will you share information from District Office walk talks with staff? • What does your data show as needs for success and how are you using Title I funds to address those needs? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Monitoring for student acceleration, supplemental and intensive interventions, Attendance, EC/504 compliance, student discipline • Review/Analyze common formative assessment data (to include Performance Tasks) • Meet with SIT to review and update NCStar Plan, enter meeting notes and upload supporting documents • Check your school's walk through numbers and assess data to identify teachers that need specific support • Meet with DIF to create a plan of improvement for teachers as identified by walk through data • Use social media to help promote the positive things going on in your school • Read cabinet notes weekly and share information with appropriate staff • Conduct classroom walk throughs daily looking for Learning Focus strategies • Celebrate your staff and students • Meet with Director to discuss first quarter data • Monitor implementation of Second Step in Kindergarten • Make sure monthly fire drill is completed • Check EasyIEP weekly and review BIPs for appropriateness • Meet weekly with data manager to discuss grades being placed in PowerSchool • Continue home visits of At-Risk students • Develop family engagement plan with SIT • Check NCStar notes from Coach and District Office staff • Check junk mail for Public School Works for required videos email • Review MTSS BOY audit information and develop goals • Ensure that math teachers are using gridded responses on all assessments • Send Status Reports to directors weekly • Update data dashboard weekly • PK Mon. Tool due to PK director November 8, 2018 	

Scotland County Schools

Elementary School Navigator

November

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;">By 2020, 91% of Scotland County students will graduate from high school career and college ready.</p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p>Data Points Theme: <i>Monitor and Energize</i></p> <ul style="list-style-type: none"> • 1st quarter report card data review (check alignment to predicted performance EOG and other data) • Potential Failure Reports • Teacher Marks Analysis Reports • Review IEP progress reports • Student work samples • Review classroom Walkthrough/ observations/formal and informal data • Monitor progress of EC students • Monitor data to ensure core at 80% - (Literacy/Math/Discipline) • Attendance data (students and staff) • Discipline data • Family engagement plan data • Additional staff purchased through Title I funds data
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<p>Focal Question: How are we ensuring instructional alignment to meet students' needs?</p> <ul style="list-style-type: none"> • What strategies are in place to accelerate students and how are they reflected in daily instruction, student work samples/grades? • Do grades reflect student mastery of CCSS and Essential Standards? How do you know? • What strategies and/or interventions are in place for your lowest performers? • How are subgroups (A.A. males, SWD) performing in literacy and math? What regrouping might need to occur 2nd semester? What coaching/PD/support is needed for teachers? • How are you addressing trends represented in your discipline referrals (grade level, classroom, subgroups)? • How do we know that IEP goals, modifications and 504 accommodations are in place and routinely used? • How will you develop your SIT team meeting review and update NCStar Plan (Instructional Alignment Focus)? • How are you measuring the effectiveness of additional staff purchased with Title I funds?

<p>Reminders:</p> <ul style="list-style-type: none"> • Monitoring for student acceleration, Attendance, EC/504 compliance, student discipline • EC Head Count in preparation for December 1 • Read cabinet notes weekly and share information with appropriate staff • Conduct classroom walk throughs daily look for Learning Focus strategies • Review McKinney Vento students' data and qualifications • Think about planning a ½ day planning session for teachers • State monitoring of PK window opens • Send status reports to directors weekly • PK Monitoring Tool due to PK director November 8, 2018 • Review BIPs for appropriateness • Check EasyIEP weekly • Monitor the implementation of Second Step in Kindergarten • Conduct monthly fire drill • Meet weekly with data manager to discuss grades being placed in PowerSchool • Continue home visits of At-Risk students • Make sure that your teachers and administrative team is accessible for parents who may want to meet to discuss their child's report card grades • Ensure that math teachers are using gridded responses on all assessments • Check junk mail for Public School Works for required videos email
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Scotland County Schools

Elementary School Navigator

December

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;">Data Points Theme: <i>Focus or Celebrate</i></p> <ul style="list-style-type: none"> • Analysis of potential opportunities to move students to more rigorous courses or teacher best fits for 2nd semester • Review formative data sources, student grades, work samples • Review IEP progress reports • Highlights from classroom Walkthrough/ observations/formal and informal data • Progress of EC students • Monitoring data to ensure core at 80% - (Literacy/Math/Discipline) Attendance data (students and staff) • Discipline data • Family engagement plan data • Progress report data
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<p>Focal Question: What progress are you making towards your school goals?</p> <ul style="list-style-type: none"> • What instructional strategies are successful and where do adjustments need to be made? • How does data inform the NCStar Plan and possible next steps or additional indicators? • How do you identify struggling students in all courses and what additional supports are needed for students? • How is staff being utilized to appropriately support students? What mid-year master schedule changes might be needed to better align staff with student needs? • Looking ahead, how will the remaining Title I funds be allocated and monitored for progress and effectiveness? • What is the state of staff morale and how is it being addressed?
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<p>Reminders:</p> <ul style="list-style-type: none"> • Monitoring for student acceleration, attendance, EC/504 compliance, student discipline • Meet with SIT to review and update NCStar Plan and enter notes • Monitor Learning Focused Implementation/Strategies • PK state monitoring window opens • All staff participation in Day 2 District-wide PD (December 7) • Use social media to help promote the positive things going on in your school • Read cabinet notes weekly and share information with appropriate staff • Submit EC Headcount rosters (December 1) • Check EasyIEP weekly and review BIPs for appropriateness • Celebrate your staff • Meet weekly with data manager to discuss grades being placed in PowerSchool • Continue home visits of At-Risk students • Submit all 2nd semester field trip requests to Dr. Williams • Submit all 2nd semester fundraiser requests to Mrs. Ivey • Conduct walkthroughs with your full administrative team in order to ensure alignment and consistency • Check NCStar notes from Coach and District Office staff • Meet with Title I Director to discuss Title I funds. This year's money should be spent on this year's kids • Ensure that math teachers are using gridded responses on all assessments • Monitor the implementation of Second Step in Kindergarten • Conduct monthly fire drill • Create MOY Mclass Testing Schedule for MOY Window • Check junk mail for Public School Works for required videos email • Send status reports to director weekly • Update data dashboard weekly

Scotland County Schools

Elementary School Navigator

January

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;"><u>Pathway</u></p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;">Data Points Theme: <i>Focus, Review, Adjust</i></p> <ul style="list-style-type: none"> • Monitor 2nd Quarter and semester grade reports • Administer and analyze 2nd Quarter benchmarks • Mid-year check of SIP • PD check to ensure appropriate support is given to teachers • Analyze discipline trends for impact on student achievement • Data on PLCs - collaboration, and effective data usage • Student performance data • 2nd quarter report card data review (triangulate to predict performance EOG, MTSS, SAM and ODR) • Potential Failure Reports • Teacher Marks Analysis Reports
<p><u>Focal Question:</u> How do we maximize student achievement through effective collaboration?</p> <ul style="list-style-type: none"> • What evidence is there that progress is being made toward the instructional goals of the school and what opportunities for adjustments exist? • What subgroups are of most significant concern at this point in the year? How do you know? • What trends do you notice in discipline? How can this be addressed? • Are EC goals being met and services implemented /or do goals need to be reassessed and revised? • How are content teams utilizing common assessment data to re-loop and accelerate instruction? • Do grades & assessment reflect MTSS MOY SAM data? • During PLC and SIT meetings, how are you addressing students that are not experiencing success in specific content areas? • How does your discipline data compare to at this point to that during the 2017-2018 school year? What are your areas of disproportionality and how will they be addressed? 	
<p><u>Reminders:</u></p> <ul style="list-style-type: none"> • Monitor Learning Focused Implementation/Strategies • Review/Analyze Benchmark Data to determine specific remediation goals • Develop a plan for all students in danger of failing a course or being retained in a grade level • Meet with all parents of students in danger of failing a course or being retained in a grade level • Meet with Director to discuss plans for all students in danger of failing a course or being retained in a grade level • Meet with Director to develop Mid-year presentations for Executive Cabinet • Use social media to help promote the positive things going on in your school • PK state monitoring window open • 2nd PK monitoring took is due to PK Director January 18, 2019 • Read cabinet notes weekly and share information with appropriate staff • Check EasyIEP weekly and review BIPs for appropriateness • Meet weekly with data manager to discuss grades being placed in PowerSchool • Continue home visits of At-Risk students • Review MTSS Communication and Family Engagement plan • Schedule MOY SAM with Mrs. J. Synan • Review testing accommodation forms and conduct IEP meetings if applicable • Promote Magnet programs and distribute applications • Send status reports to directors weekly • Update data dashboard weekly • Check junk mail for Public School Works for required videos email • Update and finalize course selection guides • Ensure that math teachers are using gridded responses on all assessments • Monitor the implementation of Second Step in Kindergarten • MClass MOY Benchmark – June 7-28 • Make sure monthly fire drill is conducted • Meet with SIT to review and update NCStar Plan 	

Scotland County Schools

Elementary School Navigator

February

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p>Data Points Theme: <i>Reflect, Organize, Strategize</i></p> <ul style="list-style-type: none"> • Analyze 2nd Quarter and semester grade reports for potential failures • Evaluate the progress of struggling students • Analyze common assessment and formative data for targeted subgroups • Review classroom walkthrough/ observations/data dashboard formal/ informal data • Analyze grading practices for district alignment • Identify teachers with performance issues • Create strategies for teachers noted through trends in Walkthrough/ observations/formal and informal data • Monitoring data to ensure core at 80% - (Literacy/Math/Discipline/EC) and Attendance data (students and staff) • Discipline, Progress Report and Attendance data (students and staff) • 2nd quarter report card data review (check alignment to predicted performance (EOG and other data • Potential Failure Reports • Teacher Marks Analysis Reports
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<p>Focal Question: <i>How does your role as Instructional Leader improve student achievement?</i></p> <ul style="list-style-type: none"> • What evidence would you use in determining if interventions strategies are being successfully implemented? How can the goals be revised and implemented? • What is your role in monitoring the MTSS framework? • How has teacher PD impacted instruction and student achievement? How do you know? • Looking ahead, what primary data sources will you use when designing your master schedule? • What has your administrative team focused on as the main instructional priority/concern and how will it be addressed? • How do you share your coaching success stories with others within the district?

<p>Reminders:</p> <ul style="list-style-type: none"> • Monitor for student acceleration, Attendance, EC/504 compliance, student discipline • EC Headcount • Meet with SIT to review and update NCStar Plan and enter notes • Continue home visits of At-Risk students • Discuss all staff performance concerns with APs and Mr. Satterfield • Conduct walk-throughs with your full administrative team in order to ensure alignment and consistency • Remind SIT of full day Mid-Year Leadership Retreat • PD implementation progress check • Use social media to help promote the positive things going on in your school • Read cabinet notes weekly and share information with appropriate staff • Check EasyIEP weekly and review BIPs for appropriateness • Meet weekly with data manager to discuss grades being placed in PowerSchool • Continue home visits of At-Risk students • Meet with Directors to discuss outcomes from Mid-Year meeting with Executive Cabinet • Check junk mail for Public School Works for required videos email • Check NCStar notes from Coach and District Office staff • Finalize Title I spending – This year’s money should be spent on this year’s kids • Remind staff about full district PD day on Feb. 22 • Organize parent/teachers conference day • Ensure that math teachers are using gridded responses on all assessments • Monitor Second Step implementation in Kindergarten • Conduct monthly Fire Drill • Send Status Report to directors weekly • Update data dashboard weekly

Scotland County Schools

Elementary School Navigator

March

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p>Data Points Theme: <i>Monitor, Adjust, Implement</i></p> <ul style="list-style-type: none"> • Monitor mid-terms and grades/potential failures • Administer and analyze formatives make needed instructional adjustments • Review performance of students in targeted subgroups • Analyze extended learning opportunities and make adjustments • Monitor students in process for EC services consideration • 2nd quarter report card data review (check alignment to predicted performance (EOG and other data • Potential Failure Reports • Teacher Marks Analysis Reports
<p>Focal Question: What strategies can we adjust to maximize achievement for all students?</p> <ul style="list-style-type: none"> • What does the data from report cards formative/common assessments MTSS data tell us about needed changes to support strategies for targeted students? • What does the walk through data and data dashboard tell us about needed changes to support strategies for targeted students? • How are you addressing trends represented in your discipline referrals (grade level, classroom, subgroups)? • What plans are in place to align the master schedule with student assessment data? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Monitor for student acceleration, Attendance (student and staff), EC/504 compliance, student discipline • Begin preparing for April 1 EC and AIG headcount • Schedule EC instructional focus meeting with A. Cotton • Consider potential staffing needs • Review/Analyze common and formative assessment data • Meet with SIT to review and update NCStar Plan and enter notes • Continue home visits of At-Risk students • Use social media to inform parents regarding upcoming events • Check NCStar notes from Coach and District Office staff • Schedule PBIS SET review with J. Synan • PBIS teams should complete TFI • Meet with SIT to discuss Title I plans for next year • Meet with Directors to discuss needed supports from Mid-Year review with Executive Cabinet • Ensure that math teachers are using gridded responses on all assessments • Conduct monthly fire drill • Check junk mail for Public School Works for required videos email • Begin building list of first and second grade students who may qualify for RTA Camp • Submit 2nd Grade CoGat Testing Plan to R. Burris by March 25 for Testing Window of April 1-16 • Remind staff March 22 Health Fair • Send Status Reports to directors weekly • Send data dashboard weekly 	

Scotland County Schools

Elementary School Navigator

April

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;">Data Points Theme: <i>Evaluate, Collect, Discuss</i></p> <ul style="list-style-type: none"> • Review assessment data • Review preliminary ADM and staffing allotments • Review registration and master scheduling process • Monitor plans for summative assessment/EOG prep • Review classroom walkthrough/ observations/formal and informal data MTSS, report card • End of year NCStar review/planning for next year • Review student progress in writing • Discuss potential retention data • Review Benchmark data • Review Discipline data
<p>Focal Question: How does current assessment evidence guide efforts to ensure success?</p> <ul style="list-style-type: none"> • What does assessment data tell us about probable success on EOY benchmarks/EOG • What is the status of the staffing for next year and what implications does this have for master scheduling? • What trends did you find in your summative evaluations and how will you use this information? • How is your benchmark data aligned with student’s predicted performance on EOG? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Monitor for student acceleration, Attendance, EC/504 compliance, student discipline • Meet with SIT to review and update NCStar Plan and enter notes • Continue home visits of At-Risk students • Take time to relax and regenerate during Spring Break • Review EC accommodations for testing • Begin thinking about school close-out processes • School leadership team election • Begin meeting with SIT in order to develop instructional plan for the last 10 days of school • Check NCStar notes from Coach and District Office staff Submit headcount rosters • Schedule end of year MTSS SAM • Check EasyIEP weekly • Begin planning for transition meetings • Conduct monthly fire drill • Check junk mail for Public School Works for required videos email • Monitor the implementation of Second Step • Send Status Report to directors weekly • Update data dashboard weekly 	

Scotland County Schools Elementary School Navigator

May

Strategic Plan 2020:

Goal 1 High Performance Students

By 2020, 91% of Scotland County students will graduate from high school career and college ready.

Pathway

- A. Enter Kindergarten ready
- B. At or above grade level in Reading in grades k-2
- C. At or above grade level in Reading in grade 3-5
- D. At or above grade level in Reading 6-8
- E. At or above grade level in Math grades 3-5
- F. At or above grade level in Math grades 6-8
- G. Successful completion of Math I by the end of grade 9
- H. Successful completion of Biology by the end of grade 10
- I. Successful completion of English II by the end of grade 11
- J. Take and pass at least 1 AP or CCP Course and exam
- K. Score 1120 on the SAT or 22 on the ACT
- L. Score silver or higher on ACT WorkKeys

Data Points Theme: *Monitor and Energize*

- EOG/EOC/Common Exams administration
- Monitor test administration and exam participation
- Potential failures reviewed and parents contacted
- Progress report data
- Preliminary summer school numbers
- Retention conferences with parents
- 10 Day Plan data
- Discipline Data
- Supplemental and intensive intervention data

Focal Question: **What strategies are in place to support teachers and students during the EOY assessment and year end close out period?**

- How will the leadership team ensure effective use of student data in creating classes & overall master schedule?
- How has staff been included in planning for department chairs, key leadership roles, PLCs, PD team?
- What strategies are in place to support teachers and students academically and emotionally during the assessment period and EOY close-out?
- How does your 10 day plan for the final days of school address remediation and acceleration for students?

Reminders:

- Summer School/Retesting Plan
- Meet with SIT to review and update NCStar Plan and enter notes
- Continue home visits of At-Risk students
- Meet with Elementary Director to discuss end of year presentations to Executive Cabinet
- Check NCStar notes from Coach and District Office staff
- Monitor 10 day plans for final days of school
- Submit all names of students recommended for retention to Directors
- Conduct EC transition meetings
- Review school based testing plan
- Ensure that school based testing plan has been submitted to R. Burris
- Recruit teachers to work C&I week
- Review end of year MTSS audit
- Complete PBIS recognition application
- Turn in all celebration and recognition dates to PIO
- Monitor End of Year testing to alleviate mis-administrations and irregularities
- Meet with Elementary Director to prepare for end of year summatives with Executive Cabinet
- Turn in list of students that need meals over the summer to Executive Director of Student Support
- Ensure that teachers have verified teacher EVAAS rosters
- M-Class EOY Benchmark May 6-24, 2019
- Kindergarten Verifications to be completed
- Conduct monthly fire drill
- Check junk mail for Public School Works for required videos email
- Monitor Second Step implementation in kindergarten
- Notify parents about 1st & 2nd graders qualifying to attend RTA Camp & collect response by deadline

Scotland County Schools Elementary School Navigator

June

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<p>Focal Question: How successful were we in meeting end of year summative benchmarks?</p> <ul style="list-style-type: none"> • What achievements, data points and awards will you celebrate? • What experiences from this school year need to be replicated and improved upon for next school year? • Looking ahead, what is your plan to accelerate students for advanced coursework? Vertical and horizontal? • Has the instruction been aligned to Common Core? What changes need to be implemented to allow for better alignment during planning? • Which students were unsuccessful and what academic plans need to be implemented for next year to ensure student success? • What is the state of your master schedule and how has new assessment information been incorporated? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Summative Evaluation with Executive Cabinet • Review staffing • Continue to work on master scheduling • School close-out (finance, etc.) • Monitor Attendance, EC/504 • Review teacher survey data • Monitor end of year testing • Complete principal EVAAS roster verification • Monitor end of year close out and complete checklist from PIO • Continue addressing anticipated staffing vacancies • Set aside time to reflect and plan for next school year • Assess results (progress/proficiency) of all students • Complete SWOP analysis and set up time for EOY with Executive Cabinet • Visit C&I week planning days to support your teachers • Remind SIT of August Leadership Retreat dates • Check junk mail for Public School Works for required videos email • Meet with SIT to review and update NCStar Plan • Conduct monthly fire drill • Send Status Reports to directors weekly • Update data dashboard weekly 	

Scotland County Schools

Middle School Navigator

July

<p style="text-align: center;"><u>Strategic Plan 2020:</u></p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;"><u>Pathway</u></p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p><u>Data Analysis: Reflect and Strategize</u></p> <ul style="list-style-type: none"> • Evaluation of teacher effectiveness data against master schedule (EVAAS) • Analyze EOG/EOC Data • Analyze last year's Out of School Suspension Data • Analyze last year's attendance data • Begin creating/writing the NCStar Plan using key indicators • Review Staff feedback from PD • Analyze data from staff feedback and begin creating/writing school PD calendar • Analyze last year's MTSS/PBIS data • Analyze last year's McKinney Vento data • Review 504 student list and accommodations Review EC student lists and accommodations (EasyIEP) • Analyze last year's walk through data • Analyze last year's teacher/staff turnover data • Analyze parent, student, staff survey results (if applicable) • Evaluate effectiveness of Zero Period
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<p><u>Focal Question: What are the strengths and OFI's of the instructional program?</u></p> <ul style="list-style-type: none"> • How will you make changes in the instructional program to improve achievement for all students? • What data sources are you using to inform your master schedule? Who are your best teachers and who are they teaching? • How are you ensuring alignment between teacher assignments and EVAAS data? • How has survey data informed needed changes in the schools' processes and procedures's? • What is your staffing situation? Vacancies? • What is your Professional Develop Plan for the upcoming year? • What key strategies or new initiatives are you considering to address identified school needs? • What do you have planned for your Day 1 faculty meeting/Welcome Back Celebration and who will be involved in the planning and presentations? • How do you plan to introduce your new staff members? • What should be put in place for McKinney Vento students to be successful? • How have you ensured that all EC students are scheduled correctly?
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<p><u>Reminders:</u></p> <ul style="list-style-type: none"> • NCStar update • Continue working on field trip and fundraiser submission • Meet with H/R, C&I and Auxiliary Service Leads to discuss expectations, vacancies, action items and facilities issues • Walk the grounds (inside and outside) to identify any areas that need immediate attention • Update staff handbook (SIT, MTSS and other committee meeting dates, duty posts, staff roster, master schedules etc.) • Continue meeting with each staff member • Continue to communicate with parents regarding Open House, students that need to be enrolled • Continue to communicate with parents of 7th grade students regarding the need for 1-TDap and 1 Meningococcal immunization shot • Set up a meeting with EC Director in order to review EC rosters • Schedule home visits for At-Risk students • Review process for sharing EC student information with teachers • Conduct monthly fire drill
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Scotland County Schools

Middle School Navigator

August

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;">Data Analysis: Develop, Organize, Execute</p> <ul style="list-style-type: none"> • Organize administrative team to address last year's walk through data • Final revisions on classroom schedules/student assignments for efficiency (right kids, right teacher) • Refine targets for the NCStar Plan • Analyze grading practices for district alignment • Continue creating/writing the NCStar Plan using key indicators • Review 504 student list and accommodations • Analyze Out of School Suspension Data • Identify Bubble/Cusp students and create SWOP • Analyze notes from Leadership Retreat • Develop expectations for Remediation/Enrichment • Review EC rosters
<p>Focal Question: How are you establishing and setting expectations for the year-long instructional focus?</p> <ul style="list-style-type: none"> • What are your Big Rocks that need addressing before your teachers return? • What support do you need from Central Office? • What is your strategic plan for opening school? • What is your professional development plan and timeline for the year? • What is your comprehensive academic plan to ensure that you can meet the needs of every student? • How is your instructional program communicated to parents? How will parents contribute to student achievement, particularly in the area of literacy? • How will your PLC be set up and monitored so that continuous student improvement is at the forefront of all meetings? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Review Opening of schools protocols/Big Rocks • Monitor staffing for resignations, and new hires, etc. • Check student enrollment vs ADMs • Develop administrative walk-through schedule • Develop facilitator's schedule for first month's classroom/teacher focus • Send welcome back information to staff • Use social media to help with welcoming your school community back for the 2018-19 school year • Remind staff of August 21 full District PD Day • With your Leadership team, plan out your first week's staff meetings and activities • Review BIPs for appropriateness • Meet with SIT to review and update NCStar Plan as well as enter meeting notes • Continue working on field trip and fundraiser submissions • Set up a schedule to meet with data manager to ensure grades are consistently added to PowerSchool • Share Leadership Retreat information with appropriate staff • Continue home visits of At-Risk students • Communicate expectations for Remediation/Enrichment Block • Check NCStar notes from Coach and District Office staff • AIG plans due to the Executive Director of Testing and Accountability by September 1 • Identify and locate No Shows • Designate EC facilitator • Conduct monthly fire drill 	

Scotland County Schools

Middle School Navigator

September

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;"><u>Pathway</u></p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;">Data Points Theme: <i>Monitor, Adjust, Implement</i></p> <ul style="list-style-type: none"> • Classroom based Pre-assessment data • Review Math 1 and English I placements for last minute additions • Monitor progress monitoring data (Literacy/Math) • Analyze Classroom walk-through data • District Needs Assessment • Assess the level of collaboration of PLCs to determine PD needs • Monitor EC caseload and class size rosters • Monitor EC transportation rosters focusing on arrival and departure times • Monitor Enrichment/Remediation • Monitor PLCs • Assess progress report data • Monitor MTSS data of students with previous interventions
<p><u>Focal Question:</u> How are you using data to drive instructional grouping decisions and strategies to ensure student success?</p> <ul style="list-style-type: none"> • How are you monitoring student learning? What systems are in place to inform instruction? • How do you monitor the quality of your pre-assessments/common assessments to ensure alignment to the CCSS and Essential Standards? • How is progress monitoring data being utilized to inform instruction? • What early wins are you seeing and celebrating? • What is your plan for sharing student data with parents/guardians? • How do you determine that your PLCs are functioning effectively and productively? • How are student behaviors adversely impacting classroom instruction? • When will administrative team walk throughs be conducted in order to align look fors within the classroom? • How does your discipline data compare to 17-18 and what are your areas of disproportionality? 	
<p><u>Reminders:</u></p> <ul style="list-style-type: none"> • Submit schedules caseload, class size and transportation documents to the EC Director • Submit EC 10 day headcount rosters to the EC Director • Submit first semester field trip requests to Dr. Williams and fundraiser requests to Mrs. Ivey • Check student enrollment vs ADMs • Meet with SIT to review and update NCStar Plan/key indicators and enter meeting notes • Continue to monitor staffing for resignations, and new hires, etc. • Use social media to help promote the positive things going on in your school • Read cabinet notes weekly and share information with appropriate staff • Conduct classroom walk throughs daily looking for Learning Focus strategies • Meet with PLCs to discuss Learning Focused implementation • Conduct meetings to review BIPs for appropriateness • Check EasyIEP weekly • Meet weekly with data manager to discuss grades being placed in PowerSchool • Meet with your Director to discuss any questions, concerns or Big Rocks • Continue home visits of At-Risk students • Check NCStar notes from Coach and District Office staff • Schedule MTSS, SAM with J. Synan • Determine organizational plan for parent/teacher conference day • Conduct monthly fire drill 	

Scotland County Schools

Middle School Navigator

October

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;">Data Points Theme: <i>Observe, Collect, Discuss</i></p> <ul style="list-style-type: none"> • Review formative data by course, subject and subgroup • Review 1st round teacher observation/evaluation data for PD/coaching • NCStar Indicators • Administrative walk through data • Monitoring data to ensure core at 80% - (Literacy/Math/Discipline) • Continue collecting classroom walk-through data identifying trends • District Needs Assessment (C&I) • Assess the level of collaboration of PLCs to determine PD needs • Bubble/Cusp student's performance • AIG and EC student performance data • Progress Report data • Attendance data (students and staff) • Title I allocations
<p>Focal Question: How do you align teacher support to increase student achievement?</p> <ul style="list-style-type: none"> • How do you provide support/coaching for all teachers (beginning, experienced, those on plans for improvement, and irreplaceables)? • What data do you use to inform decisions around teacher support? • What trends around teachers' observations and formative assessment data might allow for large and small scale PD? • What does formative, common assessment and writing portfolio data tell us about student progress 1st quarter? • What specifically have you put in place to address literacy and is it being successful? • How will you share information from District Office walk & talk with staff? • What does your data show as needs for success and how are you using Title I funds to address those needs? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Monitoring for student acceleration, supplemental and intensive interventions, Attendance, EC/504 compliance, student discipline • Review/Analyze common formative assessment data (to include Performance Tasks) • Meet with SIT to review and update NCStar Plan and enter meeting notes • Check your school's walk through numbers and assess data to identify teachers that need specific support • Meet with DIF/IF to create a plan of improvement for teachers as identified by walk through data • Use social media to help promote the positive things going on in your school • Read cabinet notes weekly and share information with appropriate staff • Conduct classroom walk throughs daily looking for Learning Focus strategies • Celebrate your staff • Check EasyIEP weekly and review BIPs for appropriateness • Meet weekly with data manager to discuss grades being placed in PowerSchool • Continue home visits of At-Risk students • Develop family engagement plan with SIT • Check NCStar notes from Coach and District Office staff • Review MTSS BOY audit information and develop goals • Ensure that math teachers are using gridded responses on all assessments • Conduct monthly fire drill • Check junk mail for Public School Works required videos email 	

Scotland County Schools

Middle School Navigator

November

Strategic Plan 2020:

Goal 1 High Performance Students

By 2020, 91% of Scotland County students will graduate from high school career and college ready.

Pathway

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Data Points Theme: *Monitor and Energize*

- 1st quarter report card data review (check alignment to predicted performance EOG and other data)
- Potential Failure Reports
- Teacher Marks Analysis Reports
- Review IEP progress reports
- Student work samples
- Review classroom Walkthrough/ observations/formal and informal data
- Monitor progress of EC students
- Monitoring data to ensure core at 80% - (Literacy/Math/Discipline)
- Attendance data (students and staff)
- Discipline data
- Family engagement plan data
- Additional staff purchased through Title I funds data

Focal Question: How are we ensuring instructional alignment to meet students' needs?

- What strategies are in place to accelerate students and how are they reflected in daily instruction, student work samples/grades?
- Do grades reflect student mastery of CCSS and Essential Standards? How do you know?
- What strategies and or interventions are in place for your lowest performers?
- How are subgroups (A.A. males, SWD) performing in literacy and math? What regrouping might need to occur 2nd semester? What coaching/PD/support is needed for teachers?
- How are you addressing trends represented in your discipline referrals (grade level, classroom, subgroups)?
- How do we know that IEP goals, modifications and 504 accommodations are in place and routinely used?
- How will you develop your SIT team meeting review and update NCStar Plan (Instructional Alignment Focus)?
- How are you measuring the effectiveness of additional staff purchased with Title I funds?

Reminders:

- Monitoring for student acceleration, Attendance, EC/504 compliance, student discipline
- EC Head Count in preparation for December 1
- Read cabinet notes weekly and share information with appropriate staff
- Conduct classroom walk throughs daily look for Learning Focus strategies
- Review McKinney Vento students data and qualifications
- Think about planning a ½ day planning session for teachers
- Review BIPs for appropriateness
- Check EasyIEP weekly
- Meet weekly with data manager to discuss grades being placed in PowerSchool
- Continue home visits of At-Risk students
- Make sure that your teachers and administrative team is accessible for parents who may want to meet to discuss their child's report card grades
- Ensure that math teachers are using gridded responses on all assessments
- Conduct monthly fire drill
- Check junk mail for Public School Works required videos email

Scotland County Schools

Middle School Navigator

December

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<p>Focal Question: What progress are you making towards your school goals?</p> <ul style="list-style-type: none"> • What instructional strategies are successful and where do adjustments need to be made? • How does data inform the NCStar Plan and possible next steps or additional indicators? • How do you identify struggling students in all courses and what additional supports are needed for students? • How is staff being utilized to appropriately support students? What mid-year master schedule changes might be needed to better align staff with student needs? • Looking ahead, how will the remaining Title I funds be allocated and monitored for progress and effectiveness? • What is the state of staff morale and how is it being addressed? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Monitoring for student acceleration, attendance, EC/504 compliance, student discipline • Meet with SIT to review and update NCStar Plan and enter notes • Monitor Learning Focused Implementation/Strategies • All staff participation in District-wide PD (December 7) • Use social media to help promote the positive things going on in your school • Read cabinet notes weekly and share information with appropriate staff • Submit EC Headcount rosters (December 1) • Check EasyIEP weekly and review BIPs for appropriateness • Celebrate your staff • Meet weekly with data manager to discuss grades being placed in PowerSchool • Continue home visits of At-Risk students • Submit all 2nd semester field trip requests to Dr. Williams • Submit all 2nd semester fundraiser requests to Mrs. Ivey • Conduct walkthroughs with your full administrative team in order to ensure alignment and consistency • Check NCStar notes from Coach and District Office staff • Meet with Title I Director to discuss Title I funds. This year's money should be spent on this year's kids • Develop Magnet School promotional materials and submit to Dr. McRae in order to get Cabinet approval • Ensure that math teachers are using gridded responses on all assessments • Conduct monthly fire drills • Check junk mail for Public School Works required videos email 	

Scotland County Schools

Middle School Navigator

January

Strategic Plan 2020:

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Data Points Theme: Focus, Review, Adjust

- Monitor 2nd Quarter and semester grade reports
- Administer and analyze 2nd Quarter benchmarks
- Mid-year check of SIP
- PD check to ensure appropriate support is given to teachers
- Analyze discipline trends for impact on student achievement
- Data on PLCs - collaboration, and effective data usage
- Student performance data
- 2nd quarter report card data review (triangulate to predict performance EOG, MTSS/ and other data)
- Potential Failure Reports
- Teacher Marks Analysis Reports

Focal Question: How do we maximize student achievement through effective collaboration?

- What evidence is there that progress is being made toward the instructional goals of the school and what opportunities for adjustments exist?
- What subgroups are of most significant concern at this point in the year? How do you know?
- What trends do you notice in discipline? How can this be addressed?
- Are EC goals being met and services implemented? Or do goals need to be reassessed and revised?
- How are content teams utilizing common assessment data to re-loop and accelerate instruction?
- During PLC and SIT meetings, how are you addressing students that are not experiencing success in specific content areas?
- How does your discipline data compare to at this point to that during the 2017-18 school year? What are your areas of disproportionality and how will they be addressed?

Reminders:

- Monitor Learning Focused Implementation/Strategies (Classroom Environment, Learning Goals, Lesson EQs, Assignments, Graphic Organizers, Learning Activities and Student Engagement, Vocabulary, Activating Strategies)
- Review/Analyze Benchmark Data to determine specific remediation goals
- Develop a plan for all students in danger of failing a course or being retained in a grade level
- Meet with all parents of students in danger of failing a course or being retained in a grade level
- Meet with Directors to discuss plans for all students in danger of failing a course or being retained in a grade level
- Meet with Directors to develop Mid-year presentations for Executive Cabinet
- Use social media to help promote the positive things going on in your school
- Read cabinet notes weekly and share information with appropriate staff
- Check EasyIEP weekly and review BIPs for appropriateness
- Meet weekly with data manager to discuss grades being placed in PowerSchool
- Continue home visits of At-Risk students
- Review MTSS Communication and Family Engagement plan
- Schedule MOY SAM with Mrs. J. Synan
- Review testing accommodation forms and conduct IEP meetings if applicable
- Promote Magnet programs and distribute applications
- Update and finalize course selection guides
- Ensure that math teachers are using gridded responses on all assessments
- Meet with SIT to review and update NCStar Plan
- Conduct monthly fire drill
- Check junk mail for Public School Works required video email

Scotland County Schools

Middle School Navigator

February

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<p>Focal Question: How does your role as Instructional Leader improve student achievement?</p> <ul style="list-style-type: none"> • What evidence would you use in determining if interventions strategies are being successfully implemented? How can the goals be revised and implemented? • What is your role in monitoring the MTSS framework? • How has teacher PD impacted instruction and student achievement? How do you know? • Looking ahead, what primary data sources will you use when designing your master schedule? • What has your administrative team focused on as the main instructional priority/concern and how will it be addressed? • How do you share your coaching success stories with others within the district? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Monitor for student acceleration, Attendance, EC/504 compliance, student discipline • EC Headcount • Meet with SIT to review and update NCStar Plan and enter notes • Continue home visits of At-Risk students • Discuss all staff performance concerns with APs and Mr. Satterfield • Conduct walkthroughs with your full administrative team in order to ensure alignment and consistency • Remind SIT of full day Mid-Year Leadership Retreat • PD implementation progress check • Use social media to help promote the positive things going on in your school • Read cabinet notes weekly and share information with appropriate staff • Check EasyIEP weekly and review BIPs for appropriateness • Meet weekly with data manager to discuss grades being placed in PowerSchool • Continue home visits of At-Risk students • Meet with Directors to discuss outcomes from Mid-Year meeting with Executive Cabinet • Check NCStar notes from Coach and District Office staff • Finalize Title I spending – This year’s money should be spent on this year’s kids • Remind staff about full district PD day on February 23 • Organize parent/teachers conference day • Ensure that math teachers are using gridded responses on all assessments • Review magnet applications and announce selections • Begin registration process • Conduct monthly fire drill • Check junk mail for Public School Works required videos email 	

Scotland County Schools

Middle School Navigator

March

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<p>Focal Question: What strategies can we adjust to maximize achievement for all students?</p> <ul style="list-style-type: none"> • What does the data from report card formative/common assessments MTSS data tell us about needed changes to support strategies for targeted students? • What does the walk through data & data dashboard tell us about needed changes to support strategies for targeted students? • How are you addressing trends represented in your discipline referrals (grade level, classroom, subgroup)? • What plans are in place to align the master schedule with student assessment data? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Monitor for student acceleration, Attendance (student and staff), EC/504 compliance, student discipline • Begin preparing for April 1 EC and AIG headcount • Schedule EC instructional focus meeting with A. Cotton • Consider potential staffing needs • Review/Analyze common and formative assessment data • Meet with SIT to review and update NCStar Plan and enter notes • Continue home visits of At-Risk students • Use social media to inform parents regarding upcoming events • Check NCStar notes from Coach and District Office staff • Schedule PBIS SET review with J. Synan • PBIS teams should complete TFI • Meet with SIT to discuss Title I plans for next year • Share final magnet rosters with PowerSchool Coordinator, Transportation Director, and Secondary Director • Complete registration process and share course selection numbers with J. McRae and C. Satterfield • Meet with Secondary Director to discuss needed supports from Mid-Year review with Executive Cabinet • Ensure that math teachers are using gridded responses on all assessments • Conduct monthly fire drills • Check junk mail for Public School Works required videos email 	

Scotland County Schools

Middle School Navigator

April

Strategic Plan 2020:

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Data Points Theme: *Evaluate, Collect, Discuss*

- Review assessment data
- Review preliminary ADM and staffing allotments
- Review registration and master scheduling process
- Monitor plans for summative assessment/EOG prep
- Review classroom walkthrough/ observations/formal and informal data MTSS, Report Cards
- End of year NCStar review/planning for next year
- Review student progress in writing
- Discuss potential retention data
- Review Benchmark data
- Review Discipline data

Focal Question: How does current assessment evidence guide efforts to ensure success?

- What does assessment data tell us about probable success on EOY benchmarks/EOG?
- What is the status of the staffing for next year and what implications does this have for master scheduling?
- What trends did you find in your summative evaluations and how will you use this information?
- How is your benchmark data aligned with student's predicted performance on EOGs?

Reminders:

- Monitor for student acceleration, Attendance, EC/504 compliance, student discipline
- Meet with SIT to review and update NCStar Plan and enter notes
- Continue home visits of At-Risk students
- Take time to relax and regenerate during Spring Break
- Review EC accommodations for testing
- Begin thinking about school close-out processes
- School leadership team election
- Begin meeting with SIT in order to develop instructional plan for the last 10 days of school
- Check NCStar notes from Coach and District Office staff Submit headcount rosters
- Schedule end of year MTSS SAM
- Check EasyIEP weekly
- Begin planning for transition meetings
- Conduct monthly fire drill
- Check junk mail for Public School Works required videos email
- Meet with High School Administrators to develop Summer Bridge list

Scotland County Schools

Middle School Navigator

May

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Data Points Theme: Monitor and Energize

- EOG/EOC/Common Exams administration
- Monitor test administration and exam participation
- Potential failures reviewed and parents contacted
- Progress report data
- Preliminary summer school numbers
- Retention conferences with parents
- 10 Day Plan data
- Discipline Data
- Supplemental and intensive intervention data

Focal Question: What strategies are in place to support teachers and students during the EOY assessment and year end close out period?

- How will the Leadership Team ensure effective use of student data in creating classes & overall Master Schedule?
- How has staff been included in planning for department chairs, key leadership roles, PLCs, PD team?
- What strategies are in place to support teachers and students academically and emotionally during the assessment period and EOY close-out?
- How does your 10 day plan for the final days of school address remediation and acceleration for students?

Reminders:

- Summer School/Retesting Plan
- Meet with SIT to review and update NCStar Plan and enter notes
- Continue home visits of At-Risk students
- Meet with Secondary Director to discuss end of year presentations to Executive Cabinet
- Check NCStar notes from Coach and District Office staff
- Monitor 10 day plans for final days of school
- Submit all names of students recommended for retention to Secondary Director
- Conduct EC transition meetings
- Review school based testing plan
- Ensure that school based testing plan has been submitted to Technology Director
- Recruit teachers to work C&I week
- Review end of year MTSS audit
- Complete PBIS recognition application
- Turn in all celebration and recognition dates to PIO
- Monitor End of Year testing to alleviate mis-administrations and irregularities
- Meet with Secondary Director to prepare for end of year summatives with Executive Cabinet
- Turn in list of students that need meals over the summer to Executive Director of Student Support
- Ensure that teachers have verified teacher EVAAS rosters
- Conduct monthly fire drill
- Check junk mail for Public School Works required videos email

Scotland County Schools

Middle School Navigator

June

Strategic Plan 2020:

Goal 1 High Performance Students

By 2020, 91% of Scotland County students will graduate from high school career and college ready.

Pathway

- A. Enter Kindergarten ready
- B. Advanced Reading in grades K-2
- C. At or above grade level in Reading and Writing in grade 3
- D. At or above grade level in Reading and Writing in grade 7
- E. At or above grade level in Math grades 3-5
- F. At or above grade level in Math grades 6-8
- G. Successful completion of Math I by the end of grade 9
- H. Take and pass at least 1 AP/CCP Course and exam
- I. Score 1120 on the SAT or 22 on the ACT
- J. Score silver or higher on ACT WorkKeys

Data Points Theme: Collect, Analyze, Reflect

- EOG proficiency data
- Review EOG Math scores to schedule students for Math I
- Common Exams (MSL)
- Analyze AMOs by sub-group
- Analyze Lexile and Quantile levels for accurate course placements
- Analysis of grade distribution and failures
- Summer School retest data
- Discipline data

Focal Question: How successful were we in meeting end of year summative benchmarks?

- What achievements, data points and awards will you celebrate?
- What experiences from this school year need to be replicated and improved upon for next school year?
- Looking ahead, what is your plan to accelerate students for advanced coursework? Vertical and horizontal?
- Has the instruction been aligned to Common Core? What changes need to be implemented to allow for better alignment during planning?
- Which students were unsuccessful and what academic plans need to be implemented for next year to ensure student success?
- What is the state of your master schedule and how has new assessment information been incorporated?

Reminders:

- Summative Evaluation with Executive Cabinet
- Review staffing
- Continue to work on master scheduling
- School close-out (finance, etc.)
- Monitor Attendance, EC/504
- Review teacher survey data
- Monitor end of year testing
- Complete principal EVAAS roster verification
- Monitor end of year close out and complete checklist from PIO
- Continue addressing anticipated staffing vacancies
- Set aside time to reflect and plan for next school year
- Assess results (progress/proficiency) of all students
- Complete SWOP analysis and set up time for EOY with Executive Cabinet
- Visit C&I week planning days to support your teachers
- Remind all CTE teachers to submit purchase request for orders forms to Secondary Director Administrative Assistant
- Meet with SIT to review and update NCStar Plan
- Conduct monthly fire drill
- Check junk mail for Public School Works required videos email

Scotland County Schools

High School Navigator

July

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;"><u>Pathway</u></p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p>Data Analysis: <i>Reflect and Strategize</i></p> <ul style="list-style-type: none"> • Evaluation of teacher effectiveness data against master schedule (EVAAS) • Analyze EOG/EOY Data • Analyze last year's Out of School Suspension Data • Analyze last year's attendance data • Begin creating/writing the NCStar Plan using key indicators • Review Staff feedback from PD • Analyze data from staff feedback and begin creating/writing school PD calendar • Analyze last year's MTSS/PBIS data • Analyze last year's McKinney Vento data • Review 504 student list and accommodations Review EC student lists and accommodations (EasyIEP) • Analyze last year's walk through data • Analyze last year's teacher/staff turnover data • Analyze parent, student, staff survey results (if applicable)
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<p>Focal Question: What are the strengths and OFI's of the instructional program?</p> <ul style="list-style-type: none"> • How will you make changes in the instructional program to improve achievement for all students? • What data sources are you using to inform your master schedule? Who are your best teachers and who are they teaching? • How are you ensuring alignment between teacher assignments and EOY/EVAAS data? • How has survey data informed needed changes in the schools' processes and procedures? • What is your staffing situation? Vacancies? • What is your Professional Develop Plan for the upcoming year? • What key strategies or new initiatives are you considering to address identified school needs? • What do you have planned for your Day 1 faculty meeting/Welcome Back Celebration and who will be involved in the planning and presentations? • How do you plan to introduce your new staff members? • What should be put in place for McKinney Vento students to be successful? • How have you ensured that all EC students are scheduled correctly?

<p>Reminders:</p> <ul style="list-style-type: none"> • NCStar update • Continue working on fieldtrip and fundraiser submission • Meet with H/R, C&I and Auxiliary Service Leads to discuss expectations, vacancies, action items and facilities issues • Walk the grounds (inside and outside) to identify any areas that need immediate attention • Update staff handbook (SIT, MTSS and other committee meeting dates, duty posts, staff roster, master schedules etc.) • Continue meeting with each staff member • Continue to communicate with parents regarding Open House, students that need to be enrolled • Continue to communicate with parents regarding the need for immunization shot • Set up a meeting with A. Cotton in order to review EC rosters • Schedule home visits for At-Risk students • Review process for sharing EC student information with teachers • Conduct monthly fire drill • Finalize planning for Summer Bridge Program

Scotland County Schools

High School Navigator

August

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;">Data Analysis: <i>Develop, Organize, Execute</i></p> <ul style="list-style-type: none"> • Organize administrative team to address last year's walk through data • Final revisions on classroom schedules/student assignments for efficiency (right kids, right teacher) • Refine targets for the NCStar Plan • Analyze grading practices for district alignment • Continue creating/writing the NCStar Plan using key indicators • Review 504 student list and accommodations • Analyze Out of School Suspension Data • Identify Bubble/Cusp students and create SWOP • Analyze notes from Leadership Retreat • Review EC rosters • Create a plan for ACT improvement
<p>Focal Question: How are you establishing and setting expectations for the year-long instructional focus?</p> <ul style="list-style-type: none"> • What are your Big Rocks that need addressing before your teachers return? • What support do you need from Central Office? • What is your strategic plan for opening school? • What is your professional development plan and timeline for the year? • What is your comprehensive academic plan to ensure that you can meet the needs of every student? • How is your instructional program communicated to parents? How will parents contribute to student achievement, particularly in the area of literacy? • How will your PLC be set up and monitored so that continuous student improvement is at the forefront of all meetings? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Review Opening of schools protocols/Big Rocks • Monitor staffing for resignations, and new hires, etc. • Check student enrollment vs ADMs • Develop administrative walk-through schedule • Develop facilitator's schedule for first month's classroom/teacher focus • Send welcome back information to staff • Use social media to help with welcoming your school community back for the 2019-20 school year • Remind staff of August 21 full District-Wide PD Day • With your Leadership team, plan out your first week's staff meetings and activities • Review BIPs for appropriateness • Meet with SIT to review and update NCStar Plan as well as enter meeting notes • Continue working on fieldtrip and fundraiser submissions • Set up a schedule to meet with data manager to ensure grades are consistently added to PowerSchool • Share Leadership Retreat information with appropriate staff • Continue home visits of At-Risk students • Check NCStar notes from Coach and District Office staff • AIG plans due to R. Burris by September 1 • Identify and locate No Shows • Designate EC facilitator • Conduct monthly fire drill • Meet with parents & students about the criteria for & awarding of valedictorian 	

Scotland County Schools

High School Navigator

September

Strategic Plan 2020:

Goal 1 High Performance Students

By 2020, 91% of Scotland County students will graduate from high school career and college ready.

Pathway

- A. Enter Kindergarten ready
- B. At or above grade level in Reading in grades k-2
- C. At or above grade level in Reading in grade 3-5
- D. At or above grade level in Reading 6-8
- E. At or above grade level in Math grades 3-5
- F. At or above grade level in Math grades 6-8
- G. Successful completion of Math I by the end of grade 9
- H. Successful completion of Biology by the end of grade 10
- I. Successful completion of English II by the end of grade 11
- J. Take and pass at least 1 AP or CCP Course and exam
- K. Score 1120 on the SAT or 22 on the ACT
- L. Score silver or higher on ACT WorkKeys

Data Points Theme: *Monitor, Adjust, Implement*

- Classroom based Pre-assessment data
- Monitor progress monitoring data (Literacy/Math)
- Analyze Classroom walk-through data
- District Needs Assessment
- Assess the level of collaboration of PLCs to determine PD needs
- Monitor EC caseload and class size rosters
- Monitor EC transportation rosters focusing on arrival and departure times
- Monitor PLCs
- Assess progress report data
- Monitor MTSS data of students with previous interventions

Focal Question: How are you using data to drive instructional grouping decisions and strategies to ensure student success?

- How are you monitoring student learning? What systems are in place to inform instruction?
- How do you monitor the quality of your pre-assessments/common assessments to ensure alignment to the CCSS and Essential Standards?
- How is progress monitoring data being utilized to inform instruction?
- What early wins are you seeing and celebrating?
- What is your plan for sharing student data with parents/guardians?
- How do you determine that your PLCs are functioning effectively and productively?
- How are student behaviors adversely impacting classroom instruction?
- When will administrative team walk throughs be conducted in order to align look fors within the classroom?
- How does your discipline data compare to 17-18 and what are your areas of disproportionality?

Reminders:

- Submit EC schedules caseload, class size and transportation documents to A. Cotton
- Submit EC 10 day headcount rosters to A. Cotton
- Submit first semester fieldtrip requests to Dr. Williams and fundraiser requests to Mrs. Ivey
- Check student enrollment vs ADMs
- Meet with SIT to review and update NCStar Plan/key indicators and enter meeting notes
- Continue to monitor staffing for resignations, and new hires, etc.
- Use social media to help promote the positive things going on in your school
- Read cabinet notes weekly and share information with appropriate staff
- Conduct classroom walk throughs daily looking for Day 1 Learning Focus strategies
- Meet with PLCs to discuss Learning Focused implementation
- Conduct meetings to review BIPs for appropriateness
- Check EasyIEP weekly
- Meet weekly with data manager to discuss grades being placed in PowerSchool
- Meet with your Director to discuss any questions, concerns or Big Rocks
- Continue home visits of At-Risk students
- Check NCStar notes from Coach and District Office staff
- Schedule MTSS/SAM with J. Synan
- Determine organizational plan for parent/teacher conference day
- Register and promote students for PSAT/Pre-ACT & submit all fee waivers
- Conduct monthly fire drills

Scotland County Schools

High School Navigator

October

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;">Data Points Theme: <i>Observe, Collect, Discuss</i></p> <ul style="list-style-type: none"> • Review formative data by course, subject and subgroup • Review 1st round teacher observation/evaluation data for PD/coaching • NCStar Indicators • Administrative walk through data • Monitoring data to ensure core at 80% - (Literacy/Math/Discipline) • Continue collecting classroom walk-through data identifying trends • District Needs Assessment (C&I) • Assess the level of collaboration of PLCs to determine PD needs • Bubble/Cusp student's performance • AIG and EC student performance data • Progress Report data • Attendance data (students and staff)
<p>Focal Question: How do you align teacher support to increase student achievement?</p> <ul style="list-style-type: none"> • How do you provide support/coaching for all teachers (beginning, experienced, those on plans for improvement, and irreplaceables)? • What data do you use to inform decisions around teacher support? • What trends around teachers' observations and formative assessment data might allow for large and small scale PD? • What does formative, common assessment and writing portfolio data tell us about student progress 1st quarter? • What specifically have you put in place to address literacy and is it being successful? • How will you share information from District Office walk & talk with staff? • What does your data show as needs for success and how are you using funds to address those needs? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Monitoring for student acceleration, supplemental and intensive interventions, Attendance, EC/504 compliance, student discipline • Review/Analyze common formative assessment data (to include Performance Tasks) • Meet with SIT to review and update NCStar Plan and enter meeting notes • Check your school's walk through numbers and assess data to identify teachers that need specific support • Meet with DIF to create a plan of improvement for teachers as identified by walk through data • Use social media to help promote the positive things going on in your school • Read cabinet notes weekly and share information with appropriate staff • Conduct classroom walk throughs daily looking for Day 1 Learning Focus strategies (Lesson Assignments and Graphic Organizers) • Celebrate your staff • Check EasyIEP weekly and review BIPs for appropriateness • Meet weekly with data manager to discuss grades being placed in PowerSchool • Continue home visits of At-Risk students • Develop family engagement plan with SIT • Check NCStar notes from Coach and District Office staff • Review MTSS BOY audit information and develop goals • Ensure that math teachers are using gridded responses on all assessments • Review any potential early graduates for progress • Conduct monthly fire drill • Check junk mail for Public School Works required videos email 	

Scotland County Schools

High School Navigator

November

<p style="text-align: center;"><u>Strategic Plan 2020:</u></p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;"><u>Pathway</u></p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;"><u>Data Points Theme: Monitor and Energize</u></p> <ul style="list-style-type: none"> • 1st quarter report card data review (check alignment to predicted performance EOG and other data) • Potential Failure Reports • Teacher Marks Analysis Reports • Review IEP progress reports • Student work samples • Review classroom Walkthrough/ observations/formal and informal data • Monitor progress of EC students • Monitor data to ensure core at 80% - (Literacy/Math/Discipline) • Attendance data (students and staff) • Discipline data • Family engagement plan data
<p><u>Focal Question: How are we ensuring instructional alignment to meet students' needs?</u></p> <ul style="list-style-type: none"> • What strategies are in place to accelerate students and how are they reflected in daily instruction, student work samples/grades? • Do grades reflect student mastery of CCSS and Essential Standards? How do you know? • What strategies and or interventions are in place for your lowest performers? • How are subgroups (A.A. males, SWD) performing in literacy and math? What regrouping might need to occur 2nd semester? What coaching/PD/support is needed for teachers? • How are you addressing trends represented in your discipline referrals (grade level, classroom, subgroups)? • How do we know that IEP goals, modifications and 504 accommodations are in place and routinely used? • How will you develop your SIT team meeting review and update NCStar Plan (Instructional Alignment Focus)? 	
<p><u>Reminders:</u></p> <ul style="list-style-type: none"> • Monitoring for student acceleration, Attendance, EC/504 compliance, student discipline • EC Head Count in preparation for December 1 • Read cabinet notes weekly and share information with appropriate staff • Conduct classroom walk throughs daily look for Learning Focus strategies • Review McKinney Vento students data and qualifications • Think about planning a ½ day planning session for teachers • Review BIPs for appropriateness • Check EasyIEP weekly • Meet weekly with data manager to discuss grades being placed in PowerSchool • Continue home visits of At-Risk students • Make sure that your teachers and administrative team is accessible for parents who may want to meet to discuss their child's report card grades • Ensure that math teachers are using gridded responses on all assessments • Ask teachers to submit requests for new courses for registration booklet • Conduct monthly fire drill • Check junk mail for Public School Works required videos email • Submit summary of performance for all eligible graduates 	

Scotland County Schools

High School Navigator

December

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;">Data Points Theme: <i>Focus and Celebrate</i></p> <ul style="list-style-type: none"> • Analysis of potential opportunities to move students to more rigorous courses or teacher best fits for 2nd semester • Review formative data sources, student grades, work samples • Math I student assessment data • English I student assessment data • Review IEP progress reports • Highlights from classroom Walkthrough/ observations/formal and informal data • Progress of EC students • Monitoring data to ensure core at 80% - (Literacy/Math/Discipline) Attendance data (students and staff) • Discipline data • Family engagement plan data • Progress report data
<p>Focal Question: What progress are you making towards your school goals?</p> <ul style="list-style-type: none"> • What instructional strategies are successful and where do adjustments need to be made? • How does data inform the NCStar Plan and possible next steps or additional indicators? • How do you identify struggling students in all courses and what additional supports are needed for students? • How is staff being utilized to appropriately support students? What mid-year master schedule changes might be needed to better align staff with student needs? • What is the state of staff morale and how is it being addressed? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Monitoring for student acceleration, attendance, EC/504 compliance, student discipline • Meet with SIT to review and update NCStar Plan and enter notes • Monitor Learning Focused Implementation/Strategies (Classroom Environment, Learning Goals, Lesson EQs, Assignments, Graphic Organizers, Learning Activities and Student Engagement) • All staff participation in Day 2 District-wide PD (December 7) • Use social media to help promote the positive things going on in your school • Read cabinet notes weekly and share information with appropriate staff • Submit EC Headcount rosters (December 1) • Check EasyIEP weekly and review BIPs for appropriateness • Celebrate your staff • Meet weekly with data manager to discuss grades being placed in PowerSchool • Continue home visits of At-Risk students • Submit all 2nd semester field trip requests to Dr. Williams • Submit all 2nd semester fundraiser requests to Mrs. Ivey • Conduct walkthroughs with your full administrative team in order to ensure alignment and consistency • Check NCStar notes from Coach and District Office staff • Ensure that math teachers are using gridded responses on all assessments • Review second semester schedules • Conduct monthly fire drill • Check junk mail for Public School Works required videos email 	

Scotland County Schools

High School Navigator

January

Strategic Plan 2020:

Goal 1 High Performance Students

By 2020, 91% of Scotland County students will graduate from high school career and college ready.

Pathway

- A. Enter Kindergarten ready
- B. At or above grade level in Reading in grades k-2
- C. At or above grade level in Reading in grade 3-5
- D. At or above grade level in Reading 6-8
- E. At or above grade level in Math grades 3-5
- F. At or above grade level in Math grades 6-8
- G. Successful completion of Math I by the end of grade 9
- H. Successful completion of Biology by the end of grade 10
- I. Successful completion of English II by the end of grade 11
- J. Take and pass at least 1 AP or CCP Course and exam
- K. Score 1120 on the SAT or 22 on the ACT
- L. Score silver or higher on ACT WorkKeys

Data Points Theme: *Focus, Review, Adjust*

- Monitor 2nd Quarter and semester grade reports
- Administer and analyze 2nd Quarter benchmarks
- Mid-year check of SIP
- PD check to ensure appropriate support is given to teachers
- Analyze discipline trends for impact on student achievement
- Data on PLCs - collaboration, and effective data usage
- Student performance data
- 2nd quarter report card data review (triangulate to predict performance EOG, MTSS, SAM and ODR other data)
- Potential Failure Reports
- Teacher Marks Analysis Reports

Focal Question: How do we maximize student achievement through effective collaboration?

- What evidence is there that progress is being made toward the instructional goals of the school and what opportunities for adjustments exist?
- What subgroups are of most significant concern at this point in the year? How do you know?
- What trends do you notice in discipline? How can this be addressed?
- Are EC goals being met and services implemented/or do goals need to be reassessed and revised?
- How are content teams utilizing common assessment data to re-loop and accelerate instruction?
- During PLC and SIT meetings, how are you addressing students that are not experiencing success in specific content areas?
- How does your discipline data compare to at this point to that during the 17-18 school year? What are your areas of disproportionality and how will they be addressed?

Reminders:

- Monitor Learning Focused Implementation/Strategies
- Review/Analyze Benchmark Data to determine specific remediation goals
- Develop a plan for all students in danger of failing a course or being retained in a grade level
- Meet with all parents of students in danger of failing a course or being retained in a grade level
- Meet with Secondary Director to discuss plans for all students in danger of failing a course or being retained in a grade level
- Meet with Secondary Director to develop Mid-year presentations for Executive Cabinet
- Use social media to help promote the positive things going on in your school
- Read cabinet notes weekly and share information with appropriate staff
- Check EasyIEP weekly and review BIPs for appropriateness
- Meet weekly with data manager to discuss grades being placed in PowerSchool
- Continue home visits of At-Risk students
- Review MTSS Communication and Family Engagement plan
- Schedule MOY SAM with Mrs. J. Synan
- Review testing accommodation forms and conduct IEP meetings if applicable
- Promote Magnet programs and distribute applications
- Update and finalize course selection guides
- Ensure that math teachers are using gridded responses on all assessments
- Meet with seniors and parents of students in danger of not graduating and develop a plan
- Review second semester schedules and finalize changes
- Approve or deny teacher requests for new courses for next year
- Submit registration booklet for approval from C&I
- Meet with SIT to review and update NCStar Plan
- Conduct monthly fire drill
- Check junk mail for Public School Works required videos email

Scotland County Schools

High School Navigator

February

Strategic Plan 2020:

Goal 1 High Performance Students

By 2020, 91% of Scotland County students will graduate from high school career and college ready.

Pathway

- A. Enter Kindergarten ready
- B. At or above grade level in Reading in grades k-2
- C. At or above grade level in Reading in grade 3-5
- D. At or above grade level in Reading 6-8
- E. At or above grade level in Math grades 3-5
- F. At or above grade level in Math grades 6-8
- G. Successful completion of Math I by the end of grade 9
- H. Successful completion of Biology by the end of grade 10
- I. Successful completion of English II by the end of grade 11
- J. Take and pass at least 1 AP or CCP Course and exam
- K. Score 1120 on the SAT or 22 on the ACT
- L. Score silver or higher on ACT WorkKeys

Data Points Theme: *Reflect, Organize, Strategize*

- Analyze 2nd Quarter and semester grade reports for potential failures
- Evaluate the progress of struggling students
- Analyze common assessment and formative data for targeted subgroups
- Review classroom walkthrough/ observations/formal and informal data/data dashboard
- Analyze grading practices for district alignment
- Identify teachers with performance issues
- Create strategies for teachers noted through trends in Walkthrough/ observations/formal and informal data
- Monitoring data to ensure core at 80% - (Literacy/Math/Discipline/EC) and Attendance data (students and staff)
- Discipline, Progress Report and Attendance data (students and staff)
- 2nd quarter report card data review (check alignment to predicted performance EOG and other data)
- Potential Failure Reports
- Teacher Marks Analysis Reports

Focal Question: **How does your role as Instructional Leader improve student achievement?**

- What evidence would you use in determining if interventions strategies are being successfully implemented? How can the goals be revised and implemented?
- What is your role in monitoring the MTSS framework?
- How has teacher PD impacted instruction and student achievement? How do you know?
- Looking ahead, what primary data sources will you use when designing your master schedule?
- What has your administrative team focused on as the main instructional priority/concern and how will it be addressed?
- How do you share your coaching success stories with others within the district?

Reminders:

- Monitor for student acceleration, Attendance, EC/504 compliance, student discipline
- EC Headcount
- Meet with SIT to review and update NCStar Plan and enter notes
- Continue home visits of At-Risk students
- Discuss all staff performance concerns with APs and Mr. Satterfield
- Conduct walkthroughs with your full administrative team in order to ensure alignment and consistency
- Remind SIT of full day Mid-Year Leadership Retreat
- PD implementation progress check
- Use social media to help promote the positive things going on in your school
- Read cabinet notes weekly and share information with appropriate staff
- Check EasyIEP weekly and review BIPs for appropriateness
- Meet weekly with data manager to discuss grades being placed in PowerSchool
- Distribute registration booklet and begin counseling
- Hold initial meetings for graduation planning
- Meet to discuss graduation plans for at-risk seniors
- Continue home visits of At-Risk students
- Meet with Directors to discuss outcomes from Mid-Year meeting with Executive Cabinet
- Check NCStar notes from Coach and District Office staff
- Remind staff about full district PD day on February 22
- Organize parent/teachers conference day
- Ensure that math teachers are using gridded responses on all assessments
- Conduct monthly fire drill
- Check junk mail for Public School Works required videos email

Scotland County Schools

High School Navigator

March

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;">Data Points Theme: <i>Monitor, Adjust, Implement</i></p> <ul style="list-style-type: none"> • Monitor mid-terms and grades/potential failures • Administer and analyze formatives make needed instructional adjustments • Review performance of students in targeted subgroups • Analyze extended learning opportunities and make adjustments • Monitor students in process for EC services consideration • 2nd quarter report card data review (check alignment to predicted performance EOG and other data) • Potential Failure Reports • Teacher Marks Analysis Reports
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Focal Question: What strategies can we adjust to maximize achievement for all students?

- What does the data from report cards formative/common assessments MTSS data tell us about needed changes to support strategies for targeted students?
- What does the walk through data dashboard tell us about needed changes to support strategies for targeted students?
- How are you addressing trends represented in your discipline referrals (grade level, classroom, subgroups)?
- What plans are in place to align the master schedule with student assessment data?

Reminders:

- Monitor for student acceleration, Attendance (student and staff), EC/504 compliance, student discipline
- Begin preparing for April 1 EC and AIG headcount
- Schedule EC instructional focus meeting with A. Cotton
- Consider potential staffing needs
- Review/Analyze common and formative assessment data
- Meet with SIT to review and update NCStar Plan and enter notes
- Continue home visits of At-Risk students
- Use social media to inform parents regarding upcoming events
- Check NCStar notes from Coach and District Office staff
- Schedule PBIS SET review with J. Synan
- PBIS teams should complete TFI
- Meet with SIT to discuss Title I plans for next year
- Meet with Directors to discuss needed supports from Mid-Year review with Executive Cabinet
- Register students for next school year
- Audit student records for those who have transferred for graduation documentation
- Meet with parents and seniors on a graduation plan
- Ensure that math teachers are using gridded responses on all assessments
- Conduct monthly fire drill
- Check junk mail for Public School Works required videos email
- Order AP Exams & file waivers
- Submit Summary of Performance for all eligible graduates

Scotland County Schools

High School Navigator

April

<p style="text-align: center;">Strategic Plan 2020:</p> <p style="text-align: center;">Goal 1 High Performance Students</p> <p style="text-align: center;"><i>By 2020, 91% of Scotland County students will graduate from high school career and college ready.</i></p> <p style="text-align: center;">Pathway</p> <p>A. Enter Kindergarten ready</p> <p>B. At or above grade level in Reading in grades k-2</p> <p>C. At or above grade level in Reading in grade 3-5</p> <p>D. At or above grade level in Reading 6-8</p> <p>E. At or above grade level in Math grades 3-5</p> <p>F. At or above grade level in Math grades 6-8</p> <p>G. Successful completion of Math I by the end of grade 9</p> <p>H. Successful completion of Biology by the end of grade 10</p> <p>I. Successful completion of English II by the end of grade 11</p> <p>J. Take and pass at least 1 AP or CCP Course and exam</p> <p>K. Score 1120 on the SAT or 22 on the ACT</p> <p>L. Score silver or higher on ACT WorkKeys</p>	<p style="text-align: center;">Data Points Theme: <i>Evaluate, Collect, Discuss</i></p> <ul style="list-style-type: none"> • Content team common assessment data • Review preliminary ADM and staffing allotments • Review registration and master scheduling process • Monitor plans for summative assessment/EOG prep • Review classroom walkthrough/ observations/formal and informal data • End of year NCStar review/planning for next year • Review student progress in writing • Discuss potential retention data • Review Benchmark data • Review Discipline data
<p>Focal Question: How does current assessment evidence guide efforts to ensure success?</p> <ul style="list-style-type: none"> • What does assessment data tell us about probable success on EOY benchmarks/EOGs? • What is the status of the staffing for next year and what implications does this have for master scheduling? • What trends did you find in your summative evaluations and how will you use this information? • How is your benchmark data aligned with student's predicted performance on EOGs? 	
<p>Reminders:</p> <ul style="list-style-type: none"> • Monitor for student acceleration, Attendance, EC/504 compliance, student discipline • Meet with SIT to review and update NCStar Plan and enter notes • Continue home visits of At-Risk students • Take time to relax and regenerate during Spring Break • Review EC accommodations for testing • Begin thinking about school close-out processes • School leadership team election • Begin meeting with SIT in order to develop instructional plan for the last 10 days of school • Check NCStar notes from Coach and District Office staff Submit headcount rosters • Plan all end of year events and celebrations • Status check with all teachers of seniors to check senior's progress • Schedule end of year MTSS SAM • Check EasyIEP weekly • Begin planning for transition meetings • Conduct monthly fire drill • Check junk mail for Public School Works required videos email 	

Scotland County Schools

High School Navigator

May

Strategic Plan 2020:

Goal 1 High Performance Students

By 2020, 91% of Scotland County students will graduate from high school career and college ready.

Pathway

- A. Enter Kindergarten ready
- B. At or above grade level in Reading in grades k-2
- C. At or above grade level in Reading in grade 3-5
- D. At or above grade level in Reading 6-8
- E. At or above grade level in Math grades 3-5
- F. At or above grade level in Math grades 6-8
- G. Successful completion of Math I by the end of grade 9
- H. Successful completion of Biology by the end of grade 10
- I. Successful completion of English II by the end of grade 11
- J. Take and pass at least 1 AP or CCP Course and exam
- K. Score 1120 on the SAT or 22 on the ACT
- L. Score silver or higher on ACT WorkKeys

Data Points Theme: Monitor and Energize

- EOG/EOC/Common Exams administration
- Monitor test administration and exam participation
- Potential failures reviewed and parents contacted
- Progress report data
- Preliminary summer school numbers
- Retention conferences with parents
- 10 Day Plan data
- Discipline Data
- Supplemental and intensive intervention data

Focal Question: What strategies are in place to support teachers and students during the EOY assessment and year end close out period?

- How will the Leadership Team ensure effective use of student data in creating classes & overall master Schedule?
- How has staff been included in planning for department chairs, key leadership roles, PLCs, PD team?
- What strategies are in place to support teachers and students academically and emotionally during the assessment period and EOY close-out?
- How does your 10 day plan for the final days of school address remediation and acceleration for students?

Reminders:

- Summer School/Retesting Plan
- Meet with SIT to review and update NCStar Plan and enter notes
- Continue home visits of At-Risk students
- Meet with Secondary Director to discuss end of year presentations to Executive Cabinet
- Check NCStar notes from Coach and District Office staff
- Monitor 10 day plans for final days of school
- Submit all names of students recommended for retention to Directors
- Conduct EC transition meetings
- Review school based testing plan
- Ensure that school based testing plan has been submitted to R. Burris
- Recruit teachers to work C&I week
- Review end of year MTSS audit
- Complete PBIS recognition application
- Turn in all celebration and recognition dates to PIO
- Monitor End of Year testing to alleviate mis-administrations and irregularities
- Meet with Secondary Director to prepare for end of year summatives with Executive Cabinet
- Meet with counselors and data manager to review student records for those who have transferred for graduation documentation
- Finalize plans for graduation
- Turn in list of students that need meals over the summer
- Ensure that teachers have verified teacher EVAAS rosters
- Conduct monthly fire drill
- Check junk mail for Public School Works required videos email

Scotland County Schools

High School Navigator

June

Strategic Plan 2020:

Goal 1 High Performance Students

By 2020, 91% of Scotland County students will graduate from high school career and college ready.

Pathway

- A. Enter Kindergarten ready
- B. Advanced Reading in grades K-2
- C. At or above grade level in Reading and Writing in grade 3
- D. At or above grade level in Reading and Writing in grade 7
- E. At or above grade level in Math grades 3-5
- F. At or above grade level in Math grades 6-8
- G. Successful completion of Math I by the end of grade 9
- H. Take and pass at least 1 AP/CCP Course and exam
- I. Score 1120 on the SAT or 22 on the ACT
- J. Score silver or higher on ACT WorkKeys

Data Points Theme: *Collect, Analyze, Reflect*

- EOG proficiency data
- Analyze AMOs by sub-group
- Analyze Lexile and Quantile levels for accurate course placements
- Analysis of grade distribution and failures
- Summer School retest data
- Discipline data

Focal Question: How successful were we in meeting end of year summative benchmarks?

- What achievements, data points and awards will you celebrate?
- What experiences from this school year need to be replicated and improved upon for next school year?
- Looking ahead, what is your plan to accelerate students for advanced coursework? Vertical and horizontal?
- Has the instruction been aligned to Common Core? What changes need to be implemented to allow for better alignment during planning?
- Which students were unsuccessful and what academic plans need to be implemented for next year to ensure student success?
- What is the state of your master schedule and how has new assessment information been incorporated?

Reminders:

- Summative Evaluation with Executive Cabinet
- Review staffing
- Continue to work on master scheduling
- School close-out (finance, etc.)
- Monitor Attendance, EC/504
- Review teacher survey data
- Monitor end of year testing
- Complete principal EVAAS roster verification
- Monitor end of year close out and complete checklist from PIO
- Continue addressing anticipated staffing vacancies
- Set aside time to reflect and plan for next school year
- Assess results (progress/proficiency) of all students
- Complete SWOP analysis and set up time for EOY with Executive Cabinet
- Visit C&I week planning days to support your teachers
- Submit graduation notebook with speeches etc. to Dr. Williams for approval
- Meet with SIT to review and update NCStar Plan
- Conduct monthly fire drill
- Check junk mail for Public School Works required videos email
- Submit fee waivers for PSAT/NMSQT