

Comprehensive Progress Report

Mission: To positively provide a safe and quality education with high expectations so we can excel and grow!

Vision: Dillard Academy will prepare all students to succeed in a global society by providing a diverse, collaborative, and technological, academic climate empowering 80% of students to be proficient by 2021.

Goals:

Every student will receive a high quality, personalized education, preparing them for success in high school, college and career.

To ensure every student has an excellent licensed and certified teacher.

To ensure each student attends a safe, positive school where they are supported.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Classroom management protocols are posted in each room. Intermediate training has occurred. Evidence of use of expectations throughout the building. There is only one set of School Expectations, however we now have a middle school. While expectations are posted we are not monitoring use of the expectations to ensure consistently. Class Dojo (tied to Tiger Bucks) is being used, to reward students for following Expectations daily.	Limited Development 10/20/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		<p>Students will be more engaged and self-motivated. There will be fewer classroom disruptions and out of classroom referrals. Staff will display positivism and focus on student growth. The teacher will set clear expectations and create goals for student success.</p> <p>Update Expectations for MS teachers</p> <p>Additional training and staff discussion on prevention of escalation, goal setting, communicating fairly</p> <p>Monitor use of School-wide Expectations during classroom monitoring.</p>	Objective Met 02/04/20	Thomas Smith	06/30/2020
Actions					
	10/20/17	Use school-wide rewards, such as Good Behavior Parties, to support and supplement positive classroom management procedures through Tiger Bucks.	Complete 02/02/2018	Thomas Smith	02/02/2018

Notes: TigerBucks are recorded in Google Docs. Quarterly Celebrations in 2018 included an afternoon at the park, a dance party/field trip to a local pizzeria, and a trip to the Good Behavior Store. Good Behavior Celebrations are scheduled for the week after Awards Day during the 1st, 2nd and 3rd nine weeks.

10/20/17 Train all staff on non violent crisis intervention and de-escalation. Complete 11/08/2019 Thelma Black 01/31/2020

Notes: Training completed on Aug 24-25 and Ms. Black trained as a regional trainer in February 2018.
Black will train LT on April 20, 2018.
Train staff during orientation week with follow-up Spring 2019.

10/20/17 Train all staff school-wide expectations. Complete 07/23/2019 Thomas Smith 03/30/2020

Notes: Black and Smith trained as PBIS trainers on 11/19/2018. PBIS strategies aligned with School-wide expectations. The entire staff was trained on the PBIS aligned school-wide expectations on July 23, 2019, during the staff retreat.

Implementation: 02/04/2020

Evidence 2/4/2020
School-Wide Expectations, Training Agendas, survey results, Annual Discipline Data

Experience 2/4/2020
The Principal, the MTSS Coordinator and the Dean of Students used PBIS strategies to devise the school-wide behavior plan including school-wide classroom, hallway, lunchroom, bathroom and bus expectations, and a detailed classroom management plan including forms and procedures.

Sustainability 2/4/2020
Annual school expectation training during the annual retreat. Inservice and PLCs on positive behavior periodically during the year. Behavior data will be reviewed by administration and the the Problem solving team. Completion of annual discipline data. Teacher behavior data surveys will also be completed at the end of each semester.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
A2.02		Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Dillard Academy provides whole days for instructional planning at the beginning and end of the school year. Additionally, Dillard Academy hosts an annual summer retreat to frame instructional practices for the new year. Most months include at least one workday, where longer blocks of time are available for instructional planning. Dillard Academy teachers have one to two approximately 45 minute grade band PLCs per month where teachers meet to refine units of instruction and review student learning data. Dillard Academy currently has one to two grade band "business" meetings per month.	Limited Development 03/26/2018		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		Set time will be allowed specifically to develop and refine units of instruction and review student learning data once per month during Early Dismissals. This will be identified on the annual PD plan. Record of Monthly unit planning and student learning data review will be kept by each team and reviewed by the principal or principal designee.	Objective Met 09/14/20	Danielle Baptiste	06/11/2021
Actions					
3/26/18		Add blocks of time to develop and refine units of instruction and review student learning data on annual PD calendar, monthly.	Complete 03/01/2018	Danielle Baptiste	05/02/2018
<i>Notes:</i>					
3/26/18		Develop Instructional Team planning and data review template	Complete 09/05/2018	Thelma Black	08/30/2018
<i>Notes:</i> Is there a template on the MTSS livebinder we could "harvest"?					
1/22/20		Create discussion topics (plan of study) for PLCs throughout the school year.	Complete 02/04/2020	Thelma Black	02/29/2020
<i>Notes:</i>					
12/29/18		Train PLCs to problem solve student learning data.	Complete 12/16/2019	Thelma Black	05/30/2020
<i>Notes:</i> Template created. We just need to check for fidelity in the use of the template at least monthly.					

2/25/20	Create a master schedule that allows time for business meetings and curricular/instructional planning meetings for instructional teams grade band to meet at once per month and once per month for content area teams.	Complete 09/04/2020	Carole Battle	09/04/2020
<p><i>Notes:</i> During the pandemic, the school calendar is abbreviated due to Remote instruction during the 1st nine weeks, at least.</p>				
Implementation:		09/14/2020		
Evidence	<p>9/14/2020 Standing Weekly Events Calendar EVERY OTHER MONDAY Grade Level Meeting (Agenda and Minutes due COB on Tuesday) @ 2:45pm POCs : PreK - 1 - Vaughn 1st - Pollard 2nd - Anderson 3rd - Hall 4th - Boykin 5th - Hunter 6th - Olliver 7th - Alisin 8th - Cox EC - White *If you want Ms. Battle, Dr. Smith or Mrs. Baptiste to attend, please let us know.</p> <p>Every Tuesday - Staff Meeting/PD - 2:10pm</p> <p>Wednesdays & Thursdays - PD</p> <p>EVERY 1st Friday K-4th Grade Band Meeting Lead: Vaughn Lead will do agenda Assign someone to take minutes. Minutes due Monday COB in the Grade Band Meeting Folder Send Battle and Baptiste an invitation to the Google Meet</p> <p>EVERY 3rd Friday Grades 5-8 Grade Band Meeting Lead: Cox Lead will do agenda Assign someone to take minutes. Minutes due Monday COB in the Grade Band Meeting Folder Send Battle and Baptiste an invitation to the Google Meet</p>			

EVERY 2nd and 4th Friday Instructional (Content Area) Team
 K-4 ELA Lead - Bowen
 5-8 ELA Lead - Cox
 K-4 Math Lead - Anderson
 5-8 Math Lead - South
 5-8 Science Lead - Reid *Science will need to select another time to meet or meet after Math
 Review Student data, Track pacing
 Assign someone to take minutes. Minutes due to Drive Content Level Meetings Folder by COB on Monday
 Send Battle and Baptiste an invitation to the Google Meet

Experience

9/14/2020
 Principal developed a master schedule, carving out non-instructional time for grade-band business meetings, and subject-based curricular planning meetings for instructional teams to each meet at once per month.

Sustainability

9/14/2020
 We will need to re-schedule these standing meetings when we return to on-campus instruction and annually thereafter.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Dillard Academy has been doing common unit assessments since Jan 2018. Grade level planning includes common assessment design, data analysis and two lesson planning sessions each month, with 45 minutes for each type of meeting.	Limited Development 03/26/2018		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Common Pretests and post-tests will be administered for each learning objective in order to determine level of mastery. Documentation of learning activities in the class also provide formative data. PLCs will have access to formative assessments, including the teachers' ongoing tracking of student mastery. Instructional Teams can respond quickly when a student is having difficulty or is exhibiting early mastery and will benefit from enhanced assignments.	Objective Met 02/25/20	Danielle Baptiste	01/30/2019
Actions					
	3/26/18	Map Curricula to standards	Complete 08/01/2018	Danielle Baptiste	08/01/2018
		<i>Notes:</i>			
	3/26/18	Create benchmarks	Complete 08/31/2018	Richard Knight	09/01/2018
		<i>Notes:</i>			
	3/26/18	Create/Identify/Plan Common Unit assessments	Complete 09/28/2018	Richard Knight	11/01/2018
		<i>Notes:</i> Schoolnet (?) Pre-Post Assessments (?)			
	12/29/18	Train PLCs to problem solve formative data.	Complete 07/21/2019	Danielle Baptiste	08/31/2019
		<i>Notes:</i>			
<i>Implementation:</i>			02/25/2020		
<i>Evidence</i>		10/14/2019 Grade band meeting minutes (Next steps), Lesson plans, Intervention plans			

Experience	10/14/2019 Dillard Academy now uses NC Check-ins for our quarterly formative assessments. Each grade band will use the Problem Solving method to analyze data and identify next steps.			
Sustainability	10/14/2019 The School Improvement team will need to continue to require post check-in action plans and monitor lesson plans and intervention plans.			
A3.04	Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers are encouraged to create pre- and post- tests that include the quarters' standards to inform instruction based on the level of mastery shown in the data.	Limited Development 05/18/2016		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Quarterly common assessments will be completed and used each of the first three nine weeks. Common assessments will be created via SchoolNet prior to the school year and PLCs will have set meeting in which to annotate and analyze the data. Quarterly assessment data will be used to inform instruction during the 4th nine weeks reteaching and afternoon interventions throughout the school year.	Objective Met 02/25/20	Thelma Black	06/30/2018
Actions				
6/24/17	Quarterly benchmarks are developed for the school year based on the pacing guide for Math, Reading and science.	Complete 10/01/2017	Richard Knight	10/01/2017
<i>Notes:</i>				
6/20/17	Create Problem Solving template for addressing issues that arise from analysis of common assessment data, if applicable.	Complete 11/10/2017	Thelma Black	11/15/2017
<i>Notes:</i> MTSS Problem Solving Model				
6/20/17	PLCs will hold Data analysis meetings after scoring of common unit assessments for each grade level to analyze the results of the Common Assessment (NC Check-ins, Ready Unit Assessments)	Complete 08/22/2019	Thelma Black	08/22/2019

Notes:

Implementation:		02/25/2020		
Evidence	2/25/2020 Unit Assessment data and re-teaching plans.			
Experience	2/25/2020 We identified common assessments and annual completion dates. K-2, and 3rd grade (Reading only) will use the READY Unit Assessments and grades Assessment 3 (Math only) through 8 will use NC Check-in as the common unit assessment three times per year.			
Sustainability	2/25/2020 We will continue to schedule three unit assessments each year. We will continue to train staff to hone our problem solving process.			

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		The school implements a tiered instructional system. We have a dedicated MTSS coordinator and our MTSS team is in place. We have not adopted PBIS school-wide. This is the first year of MTSS implementation and we need to continue to enhance the proficiency of our process.	Limited Development 04/01/2016			
		Priority Score: 3 Opportunity Score: 3	Index Score: 9			
<i>How it will look when fully met:</i>		<p>Sign on to an MTSS cohort in order to provide PD on full, schoolwide MTSS implementation.</p> <p>Academics: Core Instruction, Standard protocol Interventions, Intensified Interventions (Gold - Growth group, Blue - Prep Group), Afterschool, Saturday Academy, tutoring and coaching for teachers.</p> <p>Behavior: Core Classroom Management, Standard Protocol Behavior Intervention (BEC, Behavior Plan, Behavior Chart Data), Intensified Interventions (Functional Behavior Assessment & Referral to Positive Influences).</p>	Objective Met 02/04/20	Thelma Black	06/28/2020	
Actions						
	6/20/17	Assign an MTSS Leadership Team	Complete 08/29/2016	Danielle Baptiste	09/29/2016	
<i>Notes:</i>						
	6/20/17	Embark upon the Implementation Phase of MTSS by addressing the Core and Tier 2 Interventions.	Complete 11/03/2017	Thelma Black	05/31/2018	
<i>Notes:</i> Schedule Core Instruction and Intervention time into the schedule. Use the pacing guide to drive core instruction. Use Common Assessment and diagnostic assessment data to drive interventions. Use Common assessment analysis and diagnostic assessment data to drive 3rd and 4th quarter reteaching, test prep and extension activities.						
	11/29/17	Study and refine implementation	Complete 02/03/2020	Thelma Black	02/03/2020	

Notes:

Implementation:		02/04/2020		
Evidence	2/4/2020			
Experience	2/4/2020 Dillard Academy's Tiered System of Support allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. Dillard Academy accomplishes this through the monitoring lesson plans, CCC - Curriculum Conversations with Carole (PLC meeting with the Principal, the use of Academic Coaches, the use of i-ready for Curriculum Based Measurement Data (CBMD), scheduled individualized tiered small-group instruction Academic Coaches			
Sustainability	2/4/2020			
A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
Initial Assessment:	EC staff meets with teachers at the beginning of the school year to review IEP goals and accommodations. They meet with teachers informally in preparation for annual reviews, progress reports and report cards.	No Development 09/15/2020		
How it will look when fully met:	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. They will meet once per month to discuss progress monitoring, attendance, IEP Goals, assessments, grading, etc. Meeting agendas and minutes will serve as evidence. When this indicator is fully implemented we will see an increase in student achievement (i-Ready, EOG, Classroom Assessments, IEP Goals).		Danielle Baptiste	06/11/2021
Actions		1 of 3 (33%)		
9/15/20	Schedule Regular Specialized Instruction meetings once per month.	Complete 09/18/2020	Danielle Baptiste	06/11/2021
Notes:				

10/14/20	Monitor for growth for students with IEPs (IEP goals, grades, NC Assessment scores, diagnostic assessment scores, etc) individually at IEP annual meetings. Track student growth annually.		Danielle Baptiste	06/11/2021	
<i>Notes:</i>					
10/14/20	Ensure that the team monitors the SWD subgroup at each quarterly school-wide data analysis session.		Danielle Baptiste	06/11/2021	
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	We do have a behavioral center, behavioral specialist and behavioral interventions. Classroom teachers implement classroom management techniques to address student social/emotional behaviors within the classroom. However, Dillard Academy staff tends to be reactionary rather than proactively teaching the essential components of behavior/social emotional skills. We do not have an articulated plan of social/emotional instruction. We have not implemented PBIS at this time.	Limited Development 04/01/2016			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	Dillard Academy will implement a school-wide Positive behavior plan, including classroom management and positive behavior incentives, school-wide expectations and positive behavior incentives, and on-site, individualized treatment for students with chronic behavior concerns.	Objective Met 02/25/20	Thomas Smith	06/30/2020	
Actions					
6/20/17	Create school-wide behavior expectations and guidelines for positive behavior supports	Complete 08/14/2017	Thomas Smith	08/14/2017	
	<i>Notes:</i> Classroom, Recess, cafeteria, Specials, Bathroom expectations Tiger Bucks Quarterly positive behavior incentives (good behavior parties/field trips/prizes)				
6/24/17	Provide training in Non Violent Crisis Intervention.	Complete 02/18/2020	Thelma Black	06/30/2020	

Notes: Selected staff to receive the 2 day "holds" training while the majority of staff will receive training on de-escalation.

Implementation:			02/25/2020		
Evidence	2/25/2020				
Experience	2/25/2020 All teachers have				
Sustainability	2/25/2020				
	A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Dillard Academy provides weekly College and Career Development Instruction for middle school students and annual awareness activities for all students which include: College and Career visits to local community colleges, in school college and career fairs supported by community stakeholders/partners. Middle school students also attend college orientation (virtual and in-person).	No Development 05/18/2016		
How it will look when fully met:		Dillard Academy will have a College and Career Readiness program for middle schoolers that includes weekly college and career classes. Our students will also participate in other activities, assemblies, business visits and field trips. Elementary students will participate in school sponsored College and Career activities as least twice per year. These activities will occur virtual or in-person.		Thomas Smith	06/11/2021
Actions			4 of 7 (57%)		
	6/24/17	Add time in schedule for College and Career readiness preparation at least once per month for middle schoolers and twice a year for elementary students.	Complete 08/22/2017	Richard Knight	09/29/2017
Notes:					

6/24/17	Schedule interest discussions for students. Use research based activities and the results of the interest survey to schedule appropriate college and career activities throughout the year. Publish the college and career readiness program schedule by October each year.	Complete 10/15/2018	Thomas Smith	11/01/2018
<i>Notes:</i>				
12/29/18	Create weekly College and Career Readiness Course.	Complete 01/03/2020	Thomas Smith	01/03/2020
<i>Notes:</i>				
2/25/20	Middle School students attend College and Career Readiness Center at the Maxwell Center sponsored by the Wayne County Chamber of Commerce each year.	Complete 02/14/2020	Thomas Smith	02/14/2020
<i>Notes:</i>				
2/25/20	Host a College and Career Fair at Dillard Academy for Middle School students.		Carole Battle and Etta Craigwell	04/10/2021
<i>Notes:</i> Partner with external partners such as UMO, SJAFB, and the Goldsboro Continentals.				
9/1/20	Plan and schedule virtual and in-person visits to local businesses and colleges (i.e. SJAFB, Mt Olive Pickle, Franklin Bakery, local downtown businesses, WCC, UMO, etc). Schedule business professionals, college and high school students as speakers.		Etta Craigwell and Thomas Smith	06/11/2021
<i>Notes:</i>				
9/1/20	DACS will host Middle School College Day. Representatives of several colleges would discuss campus life, admissions, majors and courses in order to familiarize our students with the various colleges and universities available.		Etta Craigwell and Thomas Smith	06/11/2021
<i>Notes:</i>				

KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>To date, Dillard Academy's transition efforts have focused mostly on joint planning with Dillard Academy Learning Center, a co-located preschool program. Middle school transition activities have been limited to a couple "what to expect at middle school" assemblies.</p> <p>Teachers meet monthly for vertical alignment (grade to grade) monthly to review student data and follow the NC Standard Course of Study. Middle school students visit local high schools in May. Incoming students and their parents are invited to open house and orientation at the beginning of each school year. Personnel from the high school to share their curriculum with transition student.</p>	Limited Development 11/03/2017			
<i>How it will look when fully met:</i>	<p>A full PreK and Kindergarten Transition Plan will be created, including transition activities for parents and students as well as joint planning for preK and lower elementary grade teachers.</p> <p>Middle school transition plan will include students, parents, and teachers, and should provide comprehensive and targeted transition activities such as :</p> <ul style="list-style-type: none"> • Middle school discussions with 5th graders • Middle school • tours of middle school, parent-to-parent meetings to discuss middle school concerns, and holding orientations where incoming students get information, practice routines, and meet teachers and peers. The plan will be written to be sustained, to foster communication; address the needs and expectations of students and staff, and to develop a sense of community. <p>The school will work with local high schools to partner with summer bridge and existing programs, as applicable. We will seek memorandums of understanding with the county LEA in order to ensure students coming from Dillard Academy participate freshman academies and other transition activities.</p>		Thomas Smith	06/11/2021	
Actions			0 of 2 (0%)		
	11/3/17 Create written Transition Plan (Kindergarten, Middle and High School Plans)		Carole Battle and Mary Kay James	03/01/2021	

Notes: <http://www.dpi.state.nc.us/docs/curriculum/home/transitions.pdf>
 PreK to K - (complete)
 4th grade to Middle School - (____)
 Middle School to High School (ID local high schools, High school graduation requirements, assist with guidance counselor meetings)

11/3/17 Dillard Academy will partner and local high schools and/or the LEA to support 9th grade transition activities.

Carole Battle

03/01/2021

Notes:
 Middle School:
 Identify local high schools
 Transition Meetings to discuss Graduation requirements

Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Dillard Academy is a one school charter school. The school team is also the LEA team.	Full Implementation 09/15/2020		

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date			
<i>Initial Assessment:</i>	Dillard Academy has a Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. Agendas focuses on the selected indicators and important initiatives taking place in the school.	Limited Development 01/02/2020			<i>How it will look when fully met:</i>	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly to review implementation of effective practices. Additionally the School Improvement Team meets once per month to review implementation of effective practices as it relates to School Improvement and MTSS indicators. These meeting dates will be scheduled in advance at the beginning of the school year. Meeting agendas, and minutes will serve as evidence.		Carole Battle	06/11/2021
Actions				0 of 1 (0%)					
	9/15/20	Publish Leadership team dates for the school year each year.		Carole Battle	Notes:				06/01/2021

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Time is given in the schedule for collaborative planning in the master schedule, on teacher workdays and during the school day (using TAs as subs during non instructional time).</p> <p>In middle school, specifically, we need to work on scheduling in order to ensure more consistent collaborative planning.</p>	Limited Development 01/02/2020		
<i>How it will look when fully met:</i>		The daily schedule will provide for collaborative instructional planning within teams. DACS will employ a rotating schedule of meeting times for each teach meeting at set intervals each month. Teams will include grade level meetings, Instructional content team meetings, specialized instruction meetings, problem solving team meetings and grade band meetings. Each team will have a teacher leader and recorder.		Carole Battle	06/11/2021
Actions			0 of 2 (0%)		
	10/14/20	Daily schedule to allow for collaborative instructional planning.		Carole Battle	06/11/2021
	<i>Notes:</i>				
	10/14/20	Rotating meeting schedule for instructional teams.		Carole Battle	06/11/2021
	<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Dillard Academy hired an experienced, high-octane principal, who is visible in the classrooms and throughout the school. We look to formalize data reflections and informal observation procedures and documentation (principal, OD, DOS, and MTSS Coach). We look to set goals and utilize the data to improve processes.	Limited Development 01/02/2020		
<i>How it will look when fully met:</i>		The principal will monitor curriculum and classroom instruction regularly using the NC Teacher Evaluation process, conducting informal classroom walkthroughs, and by monitoring instructional meetings, lesson plans & webpages. The principal will provide timely, clear, constructive feedback to teachers via informal written notes, individual conferences with teachers and written action plans, as needed. The principal and leadership team will review walkthrough data monthly to identify areas for process improvement.		Carole Battle	06/11/2021
<i>Actions</i>			0 of 2 (0%)		
	10/14/20	Conduct teacher observations per the NC Teacher Evaluation process.		Carole Battle	06/11/2021
	<i>Notes:</i>				
	10/14/20	Conduct walkthroughs in each class at least weekly. Report aggregate walkthrough process data to leadership team monthly.		Carole Battle	06/11/2021
	<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school recruits through participation in job fairs & through year-round advertising online and local newspapers; we use NCEES for teacher evaluation; and we reward teachers through performance bonus, a commensurate salary & benefits package and sign on bonuses. We (and the entire state of NC) are experiencing high teacher turnover in the 2015-16 school year.	Limited Development 05/18/2016		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
<i>How it will look when fully met:</i>		<p>Dillard Academy will utilize referrals (IHE), the NC Public School online teacher recruitment website, social media and the school's website to recruit teachers. We will also participate in at least one face to face recruitment event annually.</p> <p>We will use NCEES (EOY evaluations, peer observations, informal observations, BTSP) for teacher evaluation. The staff retreat provides a purposeful opportunity for team-building and PD. Staff is encouraged to go to NCCAT trainings once per year. We solicit teacher appreciation gift from community stakeholders.</p> <p>Dillard Academy offers one-year contracts; however, during the school year, due process exists prior replacement. Steps include verbal reprimand, written reprimand/action plan and meeting with the director/personnel committee.</p>		Hilda Hicks	06/11/2021
<i>Actions</i>			5 of 7 (71%)		
	10/20/17	Budget for performance bonus, a commensurate salary & benefits package and sign on bonuses.	Complete 07/10/2017	Hilda Hicks	06/30/2017
		<i>Notes:</i>			
	10/20/17	Utilize the NC EVAAS system to ensure complete required teacher evaluation, professional development plans and observations. Ensure each teacher receives a complete summary evaluation annually.	Complete 06/30/2017	Carole Battle	07/01/2017
		<i>Notes:</i> The 2019-2020 teacher evaluation process was truncated due to the COVID-19 pandemic.			

3/28/18	Policy for replacement of teachers What happens if a teacher fails to perform as expected (not proficient, poor attendance, students not making adequate growth)	Complete 05/14/2018	Danielle Baptiste	04/30/2018
<i>Notes:</i> Staff whose students fail to make adequate growth are identified throughout the year based on common assessment, benchmarks, and annual assessments. When deficits are determined the teacher and the principal will create an action plan with short and long-term goals. If adequate progress is not made towards these goals, the administration will consider replacement at the earliest time.				
3/28/18	Update recruitment/hiring process	Complete 04/30/2018	Danielle Baptiste	05/31/2018
<i>Notes:</i> Contracted with Leaders Building Leaders to refine our hiring plan.				
9/1/20	Establish a budget that includes salary increases for staff based on performance.	Complete 09/08/2020	Carole Battle and Danielle Baptiste	09/30/2020
<i>Notes:</i>				
11/29/17	Select Teacher and TA of the year		Carole Battle	05/07/2021
<i>Notes:</i> School-wide annual vote after staff members nominate TAs and Teachers. 2019-2020 teacher and TA of the year will serve in the 2020-2021 school year due to the pandemic.				
9/1/20	Host and/or participate in at least one job fair per year		Danielle Baptiste	06/11/2021
<i>Notes:</i>				
Implementation:		10/20/2017		
Evidence	10/20/2017 2017-17 School Budget			
Experience	10/20/2017 Funding set aside through Title II for performance and sign-on bonuses for qualified staff.			
Sustainability	10/20/2017 Continue to apply for/set aside funding.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning) through PTO meetings, Facebook, and parent newsletters. Academic content was taught at three PTO meeting this year. Parent participation is sparse and more can be done to engage millennial parents.	Limited Development 05/18/2016		
<i>How it will look when fully met:</i>		<p>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning) through Annual Orientation, PTO meetings, Parent Teacher Conferences, and parent newsletters. Academic content will be taught at all PTO meetings this year. Additionally, we will utilize Facebook and ClassDojo to engage millennial parents technologically. Parent contacts will be monitored and encouraged through parent/teacher conference nights each semester. In middle school, students will be taught to lead these meetings.</p> <p>In order to further support parents DACS will attempt to meet face-to-face (or virtually) with each family at the beginning of the school year, send families materials each week on ways to help their children at home, telephone routinely with news on how the children were doing, not just when they were having problems or acting up.</p>		Thomas Smith	06/11/2021
Actions			2 of 5 (40%)		
	7/8/17	Create an annual parent involvement calendar that includes Orientation (with initial meet and greet), monthly PTO meetings, and Parent/Teacher Conference days twice per year. Complete basic agendas that lay out the purpose of each PTO meeting.	Complete 09/26/2017	Danielle Baptiste	09/29/2017
<i>Notes:</i>					

2/25/20	Dillard Academy will create a yearly schedule to inform parents on how to help their children with studying, test taking, and school success strategies.	Complete 02/25/2020	Carole Battle	10/01/2020
<i>Notes:</i>				
7/8/17	Create training for middle school students to learn to do their own data reviews for parent/teacher conferences. Investigate using technology to record student data reviews for parents who cannot or do not come to the school for the Parent/Teacher conferences.		Danielle Baptiste and Thomas Smith	01/30/2021
<i>Notes:</i> Student Data Profiles/Charts				
9/1/20	Teachers, staff and administrators will meet with each family (in person or virtually) throughout the school year.		Mary Kay James	06/11/2021
<i>Notes:</i> Because of the pandemic, we could not bring the families in for a large orientation, but we did deliver devices & packets and make home visits to each family at the beginning of the school year.				
9/1/20	Communicate with parents via multiple platforms in order to facilitate two-way communication and family engagement in the school		Danielle Baptiste	06/11/2021
<i>Notes:</i> Email, Class Dojo, phone calls, parent visits, webpages, newsletters, home visits (virtual and in-person), etc				