

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 2023.

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			
	A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal models and communicates the expectation of improved student learning through commitment (school-wide expectations), discipline (discipline plan), and careful implementation of effective practices (blended model of instruction, standard protocol supplemental instruction for all, intensive academic, behavior and school climate supports). Evidence this modeling and communication will be documented. Effective practices will continue to be evaluated through the school improvement process.	Limited Development 12/16/2021		
<i>How it will look when fully met:</i>		Evidence this modeling and communication will be documented. Effective practices will continue to be evaluated through the school improvement process.		Carole Battle	06/03/2022
<i>Actions</i>					
Notes:					

	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Most Dillard Academy teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.	Limited Development 12/16/2021			
<i>How it will look when fully met:</i>	Instruction in ALL classes will be monitored via formal and informal teacher observations and weekly lesson plan reviews. Student performance data will be monitored via grades, check-in data, i-ready growth, unit assessments, DIBELS and NC EOGs. Attendance and discipline data will also be monitored. When data does not show appropriate growth to meet EOY goals, action plans will be enacted to address those issues.		Carole Battle	06/03/2022	
Actions					
<i>Notes:</i>					

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
<i>Notes:</i> 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.

A1.10

All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Most teachers use online curricula with content, assignments, and activities clearly aligned to state standards.

Limited Development
 12/16/2021

How it will look when fully met:

ALL teachers will use online curricula with content, assignments, and activities clearly aligned to state standards. i-Ready Personalized practice will be monitored Weekly...

Carole Battle

06/03/2022

Actions

Notes:

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

Notes: 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

Notes: During the pandemic, the school calendar is abbreviated due to Remote instruction during the 1st nine weeks, at least.

Implementation:

09/14/2020

Evidence

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.

Every Tuesday - Staff Meeting/PD - 2:10pm

Wednesdays & Thursdays - PD

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

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

	<p>Send Battle and Baptiste an invitation to the Google Meet</p> <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</p>			
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Experience	<p>9/14/2020</p> <p>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.</p>			
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Sustainability	<p>9/14/2020</p> <p>We will need to re-schedule these standing meetings when we return to on-campus instruction and annually thereafter.</p>			
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>Instructional Teams developed a pacing guide based on the NC standards and identified core resources to aid in instruction.</p>	Limited Development 12/16/2021		
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How it will look when fully met:	<p>Instructional Teams will have develop standards-aligned units of instruction for each subject and grade level....</p>		Alan Williams	06/03/2022
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Actions				
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<i>Notes:</i>					
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	A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Some teachers include vocabulary development as learning objectives.	Limited Development 12/16/2021		
How it will look when fully met:	ALL teachers will include vocabulary development as learning objectives....		Carole Battle	06/03/2022
Actions				
Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Data analysis and instructional planning			
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	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
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Initial Assessment:	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		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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How it will look when fully met:	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
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Actions					
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	3/26/18	Map Curricula to standards	Complete 08/01/2018	Danielle Baptiste	08/01/2018
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Notes:					
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	3/26/18	Create benchmarks	Complete 08/31/2018	Richard Knight	09/01/2018
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Notes:					
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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>				
Implementation:		02/25/2020		
Evidence	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.			
	A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To
Initial Assessment:	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.	Limited Development 12/16/2021		
How it will look when fully met:	The principal will compile reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers....		Carole Battle	06/03/2022
Actions				
<i>Notes:</i>				

	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
<i>Notes:</i>					
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		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
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).	Objective Met 06/29/21	Danielle Baptiste	06/11/2021
Actions				
	9/15/20 Schedule Regular Specialized Instruction meetings once per month.	Complete 09/18/2020	Danielle Baptiste	06/11/2021

<i>Notes:</i>				
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.	Complete 06/08/2021	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.	Complete 06/08/2021	Danielle Baptiste	06/11/2021
<i>Notes:</i>				
Implementation:		06/29/2021		
Evidence	6/29/2021 Meeting dates and agendas are detailed at https://sites.google.com/dillardacademy.org/weekly-update/home			
Experience	6/29/2021 In order to complete this objective, monthly meetings were scheduled including classroom and EC teachers and support staff to discuss EC student data. Quarterly data analysis by the problem solving team includes subgroup disaggregation. EC representatives are assigned to the Problem solving team.			
Sustainability	6/29/2021 Continued monthly Instructional Support meetings and continued Quarterly Data meetings of Leadership team and continued by weekly problem-solving team meetings.			
	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To
Initial Assessment:	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, and student competitions.	Limited Development 12/16/2021		
How it will look when fully met:	The school will promote social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. DACS will continue to provide all classes with a bi-weekly SEL workshop...		Carole Battle	06/03/2022
Actions				
<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
Initial Assessment:		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		
How it will look when fully met:		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
		Notes: 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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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	06/11/2022
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
<i>Notes:</i>					
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	04/10/2022
<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	06/11/2022	
<i>Notes:</i> Target date extended due to COVID 19 restrictions in 2021.						
	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	06/11/2022	
<i>Notes:</i> Target date extended due to COVID 19 restrictions in 2021.						
	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>			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. 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.	Limited Development 11/03/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		

<p>How it will look when fully met:</p>	<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>	<p>Objective Met 03/15/21</p>	<p>Thomas Smith</p>	<p>06/11/2021</p>
<p>Actions</p>				
<p>11/3/17</p>	<p>Kindergarten, Middle and High School Plans Dillard Academy Grade Level Transition Plan</p> <p>Pre-K to Kindergarten Plan Spring meeting with parents of students in Pre-K with Pre-K and Kindergarten teachers Have Pre-K students visit Kindergarten classroom Have Kindergarten teacher visit Pre-K classroom for introductions and activities</p> <p>Kindergarten to First Grade Plan Spring meeting with parents of students in Kindergarten with Kindergarten and 1st grade teachers Have Kindergarten students visit 1st grade classrooms Have 1st grade teachers visit Kindergarten classroom for introductions and activities</p> <p>6th Grade</p>	<p>Complete 01/27/2021</p>	<p>Carole Battle and Mary Kay James</p>	<p>03/01/2021</p>

Attend Wayne Community College to participate in a campus tour. Students will hear from campus administrators about majors and opportunities at the college. The tour is designed to expose students to opportunities in higher education and possible careers they may be interested in pursuing.

8th Grade

Attend a college day at a university to motivate students to want to go college

Have a high school counselor visit 8th grade students to talk about preparing for high school and to register them for high school courses.

Tour high school

Invite high school students to come back to the school to share their high school experiences with 8th graders

Invite parents of high school students to talk with 8th grader parents about what they have learned from their children attending high school

Provide local LEA high school registration catalog to students and parents

End of year promotion ceremony

K-8

Open House prior to the beginning of the new school year to meet teachers and staff and tour the school

K-8

Introduction activities during the first two days of the new school year to acclimate students to the school norms and procedures

All Students

Exceptional Children teachers from high school will meet with 8th students and parents to talk about course offerings and course selections available at the high school.

Teachers, counselors and administrators talk with students frequently about promotion requirements.

Provide academic tutoring throughout the school year to help struggling students

Present Awards Day celebration for all students where parents are invited to attend

***Due to the COVID-19 pandemic during the 2020-21 school year, many of these activities may be virtual.

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.

Complete 03/15/2021

Carole Battle

03/17/2021

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

Implementation:

03/15/2021

Evidence

3/15/2021

Experience

3/15/2021
 Dillard Academy has created 1) an 8th grade transition presentation providing information about high school requirements, 2) a list of 9th grade course selections and 3) the DACS Transition Plan.

Sustainability

3/15/2021
 Annual review of the plan and high school requirements.

A4.19

All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.(5317)

Implementation Status

Assigned To

Target Date

Initial Assessment:

All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.

Limited Development
 12/16/2021

How it will look when fully met:

All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them....

Alan Williams

06/03/2022

Actions

Notes:

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		
	B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Leadership Team serves as a conduit of communication to the faculty and staff.	Limited Development 12/16/2021		
<i>How it will look when fully met:</i>		Leadership Team and Grade Level PLC minutes will show that The Leadership Team serves as a conduit of communication to the faculty and staff.		Danielle Baptiste	06/03/2022
Actions					
Notes:					

	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
Initial Assessment:			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		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			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.	Objective Met 11/18/21	Carole Battle	09/11/2021
Actions						
9/15/20			Publish Leadership team dates for the school year each year.	Complete 09/15/2021	Carole Battle	09/01/2021
<i>Notes:</i>						
Implementation:				11/18/2021		
Evidence		11/18/2021				
Experience		11/18/2021 The principal and leadership team chose and published dates for leadership team meeting for the entire school year. These dates are published on the school website.				
Sustainability		11/18/2021 The Leadership Team must set leadership team meeting dates at the beginning of the year and publish those dates on the school webpage.				

	B1.07	The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school's Leadership Team and Student Support Team regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs.	Limited Development 12/16/2021		
How it will look when fully met:		The school's Leadership Team and Student Support Team regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs....		Danielle Baptiste	06/03/2022
Actions					
<i>Notes:</i>					

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 instructgional 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		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<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.	Objective Met 06/29/21	Carole Battle	06/11/2021
Actions					
	10/14/20	Daily schedule to allow for collaborative instructional planning.	Complete 06/08/2021	Carole Battle	06/11/2021
	<i>Notes:</i>				
	10/14/20	Rotating meeting schedule for instuctional teams.	Complete 06/08/2021	Carole Battle	06/11/2021
	<i>Notes:</i>				
Implementation:			06/29/2021		
Evidence	6/29/2021 Scheduled meetings and agendas are detailed here: https://sites.google.com/dillardacademy.org/weekly-update/home				
Experience	6/29/2021 In order to achieve this objective, the principal ensured that cyclical instructional planning meeting times were scheduled and held.				

Sustainability	6/29/2021 Continue to schedule and hold instructional content and grade level planning meetings.			
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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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
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Initial Assessment:	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		
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How it will look when fully met:	<p>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.</p> <p>The principal and leadership team will review walkthrough data monthly to identify areas for process improvement.</p>		Carole Battle	02/15/2022
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Actions		1 of 2 (50%)		
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10/14/20	Conduct teacher observations per the NC Teacher Evaluation process.	Complete 06/08/2021	Carole Battle	06/08/2021
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<i>Notes:</i>				
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10/14/20	Conduct walkthroughs in each class at least weekly. Report aggregate walkthrough process data to leadership team monthly.		Carole Battle	02/01/2022
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<i>Notes:</i>				
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Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.	Limited Development 12/16/2021		
<i>How it will look when fully met:</i>		The School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.		Carole Battle	06/03/2022
Actions					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
	C3.01	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal celebrates individual, team, and school successes, especially related to student learning outcomes.	Limited Development 12/16/2021		
<i>How it will look when fully met:</i>		Documentation will show how The principal celebrates individual, team, and school successes, especially related to student learning outcomes. ...		Carole Battle	06/03/2022
Actions					
<i>Notes:</i>					

	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
Initial Assessment:			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		
How it will look when fully met:			<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>	Objective Met 06/29/21	Hilda Hicks	06/11/2021
Actions						
	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	Complete 05/05/2021	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	Complete 05/12/2021	Danielle Baptiste	06/11/2021
	<i>Notes:</i>			
Implementation:		06/29/2021		
Evidence	10/20/2017 2017-17 School Budget			
Experience	6/29/2021 Funding set aside through Title II for performance and sign-on bonuses for qualified staff.			
Sustainability	6/29/2021			

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		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</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 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. 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.	Objective Met 11/18/21	Thomas Smith	09/11/2021
Actions					
	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. https://docs.google.com/presentation/d/162aq-9JjzIWQmP4XEal5D-AHMGCEdWPMpkEg2d5FFyQ/edit?usp=sharing	Complete 01/28/2021	Danielle Baptiste and Thomas Smith	01/30/2021
<i>Notes:</i> Student Data Profiles/Charts				
9/1/20	Communicate with parents via multiple platforms in order to facilitate two-way communication and family engagement in the school	Complete 06/08/2021	Danielle Baptiste	06/11/2021
<i>Notes:</i> Email, Class Dojo, phone calls, parent visits, webpages, newsletters, home visits (virtual and in-person), etc				
Implementation:		11/18/2021		
Evidence	11/18/2021 www.dillardacademy.org/for-parents Parent Portal Letters			
Experience	11/18/2021 Dillard Academy implemented several initiatives in order to achieve this objective. Those included: Revising and publishing an annual Parent/Student Handbook, Acquiring a cell phone number for parents to all to reach the principal or designee 24 hours per day, Utilizing the Powerschool parent Portal to keep parents abreast of their child's grades, assignments, attendance and more, Access to the REMIND two way communication at to send out school/class announcements and receive email and text communication from parents, and Schedule monthly virtual parent engagement meetings through Google Meet to provide an open forum to share curriculum and other home-school supports.			

Sustainability

11/18/2021

Continue to update the handbook, offer various methods of communication and provide various ways to participate in engagement activities.

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