Comprehensive Progress Report

Mission: The mission of Alger B Wilkins High School is to provide a safe, caring and emotionally supportive learning environment in which students graduates with the skills and knowledge base necessary to become and remain productive members of society.

Vision: The vision of Alger B Wilkins High School is to provide educational opportunities for all students who were not successful in the traditional high school setting. This approach will enable all applicable CCS students who attend Alger B Wilkins High School to graduate with their cohort and attain the academic and emotional support necessary to meet the demands of their future endeavors beyond high school.

Goals:

Students enrolled in English 2 for the 2022-23 academic school year will increase End-of-Course proficiency by three percent.

We will increase students' cohort graduation rate (CGR) for the 2022/23 school year.

All students will graduate with their respective cohorts to improve our current year CGR from 70.1 to 80.1 for the 22-23 schoolyear.

! = 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

| Initial Assessment: | Each classroom/virtual classroom has a stated and taught "rules of conduct" which is expected of all students;

Rules and the codes of conduct are actively taught and reinforced by the teacher and reinforced by the principal;

PBIS is used to reward students for appropriate behavior and consistent efforts in the classroom. One example of virtual PBIS efforts is our implementation of Positive Note Home. Each teacher selects students to reward for positive behavior.

Consequences for inappropriate behavior is consistent and corresponds to the countywide code of conduct.

Teachers participate in a book study each year to improve discipline practices throughout the building. This year teachers are reading, "The Little Book of Restorative Discipline Practices", By Lorraine Stutzman Amstutz to help build relationships and increase student engagement.

These actions are monitored by the completion of the book study each year, presentation of concepts and teacher feedback of effectiveness of the strategies being researched.

Teachers will complete a school level effectiveness survey each year to ensure that whatever strategies are being taught, that they are being used effectively and with fidelity each school year. | Full Implementation 03/30/2021 | | |
|---|---|---|---|---|

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			**Curriculum and instructional alignment**			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, Teachers write end-of-year learning targets (or objectives) that describe the performances students should be able to demonstrate by the end of the semester; these are the performances that every teacher will focus on for the semester. Teachers finalize the end-of-semester learning targets and make any necessary adjustments based on student achievement data. Teachers attach a mastery criterion to each learning objective that describes the level of performance a student must achieve in order to meet the objective. Teachers divide the end-of-semester learning targets into quarterly learning expectations and scaffold them so that they are sequenced appropriately. The sequencing should reflect skill hierarchies from simplest to most complex, in a manner that ensures learners will meet the end-of-semester learning objectives.	Limited Development 12/04/2020		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			When fully implemented, teachers will create 6-point lesson plans that will target the learning needs of all students using standards-based instruction. Teachers will use student achievement data from pretests and posttests with fidelity to ensure students master the criterion established for each learning objective. MCLs will monitor the progress of teacher effectiveness through weekly observations, one-on-one meetings, and student achievement.	**Objective Met 06/22/22**	**Valerie Martin**	**05/27/2022**
Actions						
		3/30/21	Teachers will work with the instructional leader or MCL to identify learning objectives for each course. As a team, they will create a list of learning objectives for each unit of study.	Complete 05/27/2022	Valerie Martin	05/27/2022
	Notes:					

3/30/21	Weekly, teachers will review learning targets for each student using the learning objectives list.	Complete 05/27/2022	Valerie Martin	05/27/2022
Notes:				
3/30/21	Teachers will assign one-on-one practice with the MCL for students performing below average in order to help the student master the objective.	Complete 05/27/2022	Valerie Martin	05/27/2022
Notes:				
3/30/21	Teachers and MCLs will create daily lessons and present lessons using the 6-point lesson plan.	Complete 05/27/2022	Valerie Martin	05/27/2022
Notes:				
3/30/21	MCLs will monitor teacher effectiveness using data obtained through observations, one-on-one meetings, and student achievement data.	Complete 05/27/2022	Valerie Martin	05/27/2022
Notes:				
8/3/21	We have hired our MCL 1 for Science and English Language Arts. We will work with Opportunity Culture this year to see if their presence will help improve growth and proficiency for our students.	Complete 05/27/2022	Valerie Martin	05/27/2022
Notes:	MCLs will meet with the leadership team weekly and with team teachers to provide support as needed. We will continue to utilize the IPG grant to make changes as needed to the school culture and the overall performance of the school.			
Implementation:		06/22/2022		
Evidence	6/22/2022 Teacher performance data has not been updated. However, ELA and Biology both showed positive trends. Once EVAAS data is available we will determine if the implementation of the MCL was beneficial to our staff and students.			
Experience	6/22/2022 MCL's worked with core teachers daily to ensure the facilitation of instruction to the students. Teachers were willing to work hard to secure the intended outcomes.			
Sustainability	6/22/2022 We will continue to work with the MCL's to help grow our core teachers. It is important that the program remain at Wilkins for the success of the students and staff members.			

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**
Initial Assessment:	Currently, teachers are incorporating MTSS into instruction to ensure that they are meeting the individual needs of each of their students. Teachers meet weekly with administration in a session called data talk Tuesdays, and the student services team to discuss any students who are having difficulty keeping up and completing assignments. Students come to Wilkins off track from the normal progression toward graduation. The focus is Credit Recovery and the completion of initial credit classes.	Limited Development 12/04/2020		
How it will look when fully met:	When this objective is fully met, teachers will have multiple data points to support referring students to the student services team. Faculty and staff will have a strong knowledge base of what MTSS is and how it is utilized at A. B. Wilkins. The staff will use well-defined procedures, materials, and practices to allow quick access for students in need.		**Natasha Thompson**	**06/01/2024**
Actions		**1 of 3 (33%)**		
12/6/20	Wilkins will work with Public Impact in implementing the successfully proven Opportunity Culture Design Model which will help to develop teacher leaders and increase student achievement.	Complete 06/03/2022	Natasha Thompson	06/01/2024
Notes:	MTSS is an important component to student success and professional growth.			
10/14/22	Teachers will utilize MTSS with 100% fidelity to ensure that we are providing the services needed for ongoing student academic success.		Natasha Thompson	06/05/2024
Notes:	Teachers will be updated on the processes and procedures surrounding the ongoing usage of MTSS.			
12/4/20	All Teachers will submit the names of students to the MTSS team who need Tier 2 or Tier 3 intervention and support. The MTSS team will review submissions and provide support through the students services team.		Natasha Thompson	06/05/2024

				Implementation Status	Assigned To	Target Date
		Notes:	We have Tier 1, schoolwide MTSS support implemented for all students. We also have Tier 2 and Tier 3 designations for additional support through the SST.			
	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:			Currently, we have schoolwide mentoring program that assist students with their social and emotional needs. Students are paired with teachers or members of the community to assist them with managing their emotions. Building relationships are important at Wilkins. Educating the Whole child is our objective and learning to manage one's emotional states is one of the most important activities of early childhood. Emotional development is critical to social relationships and learning and is a predictor of later academic and social success in school. Teachers can help students learn to identify and understand their emotions and can teach students strategies for successfully managing their emotions.	Limited Development 12/04/2020		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			According to the National Commission on Social, Emotional, and Academic Development (2019b), school leadership

teams should consider the following high-impact actions as they seek to foster teachers' capacities to assess and support students' social-emotional competencies and arrange for needed interventions or programs:

• Engage all school-based staff in a professional learning agenda around building positive adult-student relationships.

• Interview or survey students and families (e.g., school climate survey) to determine whether the school provides a safe and positive environment that allows students to thrive.

• Use a social and emotional competencies framework, identifying opportunities to explicitly teach the vocabulary and practices of social and emotional development and embed opportunities to develop social-emotional competencies in academic instruction. | **Objective Met 10/10/22** | **Michael Bain** | **06/01/2024** |

	• Review instructional materials to ensure authentic connections to social and emotional learning and supplement as needed; adapt lesson planning templates or other artifacts that guide instruction and pedagogical decisions to provide opportunities to embed social and emotional development explicitly within academic instruction. • Prioritize collaborative professional learning in the master schedule to allow for sufficient time for teachers to identify opportunities to reinforce social-emotional skills during lessons, and to collaborate with social-emotional support staff around how to meet the needs of individual students. • Evaluate student need, teacher need, and resources within your school community; identify, for example, how an SEL specialist, federal Title I funds, and other grant allocations are used to support social-emotional development and note opportunities to better align existing resources, and any initiatives that are duplicative or disconnected from the school's vision, which can drain scarce resources. • Conduct an asset mapping of community resources to determine community resources such as after school care, health/mental health center, and nonprofits that support children and families. Additionally, ABWHS is now using Multitiered Systems of Support (MTSS), Positive Behavioral Intervention and Supports (PBIS), systems of care, and/or wraparound services. In addition, When this objective is fully met, we will be able to provide instruction, modeling, classroom norms, and caring attention through our mentoring program that promotes students' social/emotional competency through the continued use of the **Wilkins Professional Library**.			
Actions				
12/4/20	Reading the book "The Little Book of Restorative Justice Practices" and present the content monthly to peers. The teachers will utilize and document the strategies learned from the book.	Complete 06/01/2021	Michael Bain	06/01/2021
Notes:	All book will be stored in the newly created Wilkins Professional Library. We will have a sign in form in our professional library that will document when teachers have used the material to support student and teacher growth.			

		8/3/21	Teachers will also use the Handbook of Social and Emotional learning: Research and Practice that will also be a part of our professional library at Alger B Wilkins High School.	Complete 07/01/2022	Michael Bain	06/01/2022
		Notes:	We will read the book as a school team and each department will present on specific parts of the book.			
Implementation:				10/10/2022		
	Evidence		8/3/2021 8/3/2021Teacher powerpoints and rosters will be uploaded as documentation of completion.			
	Experience		8/3/2021 8/3/2021- In reading the book, The Little Book of Restorative Justice Practices, teachers were able to review options when it came to disciplining students. Everyone was able to relate to the content that was being presented.			
	Sustainability		8/3/2021 - We will continue to review Social and Emotional material to ensure that the students understand what we are trying to do and how we are trying to assist where needed.			
KEY	A4.16		**The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			To ensure that we have ongoing plans to support student transitions from grade to grade and level to level we monitor incoming students for early warning indicators and provide appropriate support as needed; The counselor meets with all students to review personalized learning options. Wilkins also has a Flex academy to be utilized to assist students with extenuating circumstances that would prohibit them from attending school at the traditional time and in the traditional environment. The Flex academy was created to give students more flexibility and choices when trying to graduate. To ensure that students have access to highly effective faculty we have partnered with **Opportunity Culture through our IPG Grant** to lead change and develop teacher leaders that are supportive structures for student success and achievement. We currently use IPG funding to purchase needed items for our students that will assist them in the classroom. Having updated technology is important in building a student's capacity for the future. Therefore, closing the social capital gap between low-income students and their peers through early college programs, college/career advising, and predictive analytics system have proven effective for students	Limited Development 12/04/2020		

transitioning out of high school into college/career.

Also, to assist students with future endeavors, we have created a Health Services and a Skill Building Elective through our IPG grant. The Health Services Elective will be available in January and the Skill building elective will be available for the 21-22 school year. These additional electives are important because sometimes students really don't know what they want to do in the future when they transition out of high school until they have exposure to different careers.

Currently, all students meet with a school counselor on a weekly basis to assess course completion or current educational goals. Those students will keep abreast of their current GPA and courses needed for graduation. This is done in an effort to improve our cohort graduation rate (CGR). Current implementation efforts include the tracking of dropouts, graduation rates, attendance, and student transfers. We would like to expand those tracking efforts beyond high school. We currently have a completion form system in place that will track course completion and graduation rates.

We have also been designated as a CSI school for Low Graduation Rate. We are currently working to track our seniors to ensure all seniors graduate within their 4-year cohort. Incentives, academic support, and family engagement programs have been implemented to support an increase in our cohort graduation rate.

How it will look when fully met:	Once Fully implemented, Wilkins will have the ability to monitor incoming students for early warning indicators and provide appropriate support; personalizing learning opportunities, and ensuring students have access to highly effective faculty are supportive structures for this transition. We will use grant funding to reduce the gap between low-income students and their peers by giving them the exposure needed to make productive choices about their future endeavors through early college programs, college/career advising, and the use of predictive analytics systems such as the needs assessment currently in use at Alger B Wilkins High School.		**Valerie Martin**	**06/01/2024**
Actions		3 of 5 (60%)		
12/6/20	Schedule all students into IPG provided Health Sciences I and/or Skill building classes.		Valerie Martin	06/01/2023

Notes:	All students enrolled in the 22/23 schoolyear will be required to complete either health sciences or skill building as an exit course for enrollment.			
3/30/21	Ms. Burks will work with the student services to identify students who are scheduled to graduate within the four year cohort. Ms. Burks will track class completion, grades and student progress towards class completion. This data will be updated and presented to the staff monthly. Students making progress towards graduation will be incentivized at the completion of each class.	Complete 06/03/2022	Tiffany Burks	06/30/2023
Notes:	Students will receive the fifty Wilkins bucks at the completion of each class to encourage them to continue working on graduation.			
3/30/21	Mr. Nobles will meet with all students upon entry into the Wilkin's program to determine the career path and schedule classes that will support the students goals.	Complete 06/03/2022	David Nobles	06/30/2023
Notes:	Students will meet with the CIS and the IPG grant coordinator to ensure successful transitions. This action will be completed as often as needed.			
8/15/22	All students will complete a career check-in prior to graduation. The Career Check-in will take place in the Career Counseling Center.		Nore Brantley	06/30/2023
Notes:	Criteria would be 18 credits - for implementation.. We can make the Career Check-In a part of Civics..			
12/4/20	Guidance and administration will continue to meet with all incoming students so that they can complete the needs assessment and participate in career planning. The needs assessment will be utilized in assisting students with the tools needed to remain successful.	Complete 06/03/2022	Natasha Thompson	06/30/2023
Notes:	Updates will be given monthly during the SIT meetings. Because our students are enrolled throughout the school year. Students will meet with guidance as many times as needed pending student enrollment.			

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
Initial Assessment:			The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses the SIP, work sessions, and one-on-one sessions for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 10/20/2022		
How it will look when fully met:			With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal, and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		Tonjai Roberts	06/01/2023
Actions				0 of 3 (0%)		
		10/20/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Designated schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc., and provide feedback regarding areas of improvement and success		Tonjai E. Robertson & District Curriculum Speciali	05/30/2023
		Notes:				
		10/20/22	The Area Superintendent assigned to the school will work with the principal to ensure an understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP		Tonjai E. Robertson	05/30/2023
		Notes:				

		10/20/22	Area Superintendents will provide coaching feedback in NCStar once a month for designated schools. They will monitor actions and indicators being assessed, and review the notes and monthly minutes to ensure schools are making progress toward achieving their SIP goals.		Tonjai E. Robertson	05/30/2023
		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:			Currently, the leadership team meets weekly with the SIT Chair, guidance and the IPG Grant facilitator to get updates on what is needed to ensure that the school is running effectively. Updates are given on grant funding, needs, student achievement and academic outcomes. Because we are a CSI school, we have invited the counselor to keep the school leadership team updated on student progress as it pertains to graduation.	Full Implementation 12/04/2020		

All issues are discussed, and addressed at the time of the weekly leadership team meeting as it pertains to the school.

The leadership team meets to discuss student achievement, faculty concerns, PLC's, Department Meetings, SIT concerns, School improvement Data, Data Team Data, Correlate updates, beginning teacher concerns and student services referrals.

The other teams that meet in the building:

PBIS/MTSS

Faculty Meetings

PLC Meetings

Department Meetings

School Improvement Team Meetings

Data Team Meetings

Correlate

Lead Success

Student Services Team Meetings

All teachers meet and work together to discuss the academic outcomes of students they have in common and to plan instruction and improvements.

At Wilkins, we have a collaborative culture, where members of the school community work together effectively and are guided by a common purpose.

Because we are a small school, our leadership team consists of Administrators, teachers, guidance, and SIT team members. The

leadership team meets every other week for approximately one hour and works on a number of different fronts to lead the change

process.

Instructional teams meet and will meet weekly with MCL's when hired, and discuss similar students and performance. It is important that we have a shared leadership paradigm where teamwork is the key.

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**
Initial Assessment:	ABWHS has established a team structure among teachers with specific duties and time for instructional planning. On Monday and Wednesday of each week, we have group meetings planned. The schedule is as follows: 1st Monday - Faculty Meeting 1st Wednesday - Correlate Meetings 2nd Monday - SIT Meeting 2nd Wednesday - Department Meetings 3rd Monday - Data, MTSS, and PBIS Meetings 3rd Wednesday - PLC Meetings	Limited Development 12/04/2020		
How it will look when fully met:	When fully implemented, the school will have seamless incorporations of team structures into the school improvement plan and school governance policy. Developed written statements of purpose and by-laws for each team's operation. Provided teams with work plans for the year and specific work products to produce. All teams prepare agendas for their meetings, maintain minutes, and catalog their work products. Consistently maintain a file of the agendas, work products, and minutes of all teams. There is adequate time for teams to meet, conduct business, and meet the expectations of district and school policy. The staff of ABWHS will meet regularly each week either as a whole team or in smaller, individualized teams to work towards school improvement and address the needs of our staff. We will use meeting agendas and minutes to plan and guide our meetings, and to ensure we use our time wisely. We will address the social-emotional needs of our staff and will use the Teacher's Working Conditions Survey, as a tool to assess if we have successfully served our staff as a whole.		Valerie Martin	05/27/2024
Actions		**1 of 4 (25%)**		
3/30/21	Incorporate team structures into the school improvement plan and school governance policy.	Complete 06/03/2022	Valerie Martin	05/27/2024
Notes:	The SIT members include department heads, the leadership team, and SST. All departments will meet on a monthly basis.			

3/30/21	Develop written statements of purpose for each team's operation.		Valerie Martin	05/27/2024
	Notes: See Faculty Handbook			
3/30/21	Provide teams with specific work products to produce.		Valerie Martin	05/27/2024
	Notes: See Faculty Handbook			
3/30/21	Ensure that all teams prepare and maintain agendas for their meetings, maintain minutes, and catalog their work products.		Valerie Martin	05/27/2024
	Notes:			

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**
Initial Assessment:	Currently, the principal's focus is building leadership capacity, achieving learning goals, and improving instruction. The principal conducts walk-throughs' and iRounds and provides some feedback to teachers. It is a challenge sometimes for the principal to have time to observe instruction, review lesson plans, review achievement data, and make decisions that are advantageous to the school.	Limited Development 12/04/2020		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Once this objective is fully met the principal will be able to focus on instruction by establishing expectations and processes for team planning and for instructional delivery. The principal will have adequate time to complete several classroom walkthroughs each day and provide quick and timely feedback to teachers and involved staff members. The principal will also be able to monitor the work of the teachers, meet with teams, visit classrooms, and reinforce effective instructional practices. In addition, through the use of Opportunity Culture, the principal will continue to be able to identify teacher leaders and use them effectively throughout the building.		**Valerie Martin**	**06/01/2024**
Actions		**0 of 3 (0%)**		
12/4/20	The Principal and Assistant Principal will conduct weekly Irounds with all teachers and provide timely feedback.		Valerie Martin	06/05/2024
Notes:	Once the program is fully implemented, we will continue the process of identifying teacher leaders.			
10/14/22	The Principal and Assistant Principal will use NCEES to observe all teachers and provide timely feedback as directed.		Valerie Martin	06/05/2024
Notes:	All teachers will be observed as directed by CCS.			
10/14/22	The Principal will review all lesson plans for all classes and provide timely feedback.		Valerie Martin	06/05/2024
Notes:	Teachers are required to submit lesson plans on a weekly basis.			

Implementation:		08/03/2021		
Evidence	8/3/2021 We have hired two MCL teachers: science and English Language Arts.			
Experience	8/3/2021 As a county initiative, we elected to utilize Opportunity Culture to help our teachers grow and our students succeed. This process has been a learning experience as we have tried to get the best talent to improve the academic outcomes for our students.			
Sustainability	8/3/2021 We will need the financial support of our county to continue to utilize OC teachers once our IPG has run it's course.			

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Teacher quality and experience**			
C1.01	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	This objective is fully implemented. Alger B Wilkins High School participates in school level professional development each year. We choose a book that will be beneficial to teachers to provide guidance to our students. The book this school year was The little Book of Restorative Justice Practices. All faculty and staff members had the opportunity to present content and read the book as a whole. This year we have chosen to focus of the SEL needs of all our students.	Full Implementation 08/03/2021		

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
Initial Assessment:			We look at school formative data on a weekly basis and summative data after mid-term benchmark exams. ABWHS has an established data team that meets monthly to review overall schoolwide data. The data is updated in our data room and students also regularly chart their individual student progress. Data from assessments and student performance is used to determine which professional development opportunities will be used to increase teacher efficacy. Student performance data is typically disaggregated by sub-groups; for example race, ethnicity, gender, income, special education, bilingual/ELL, Section 504 plans, Homeless/McKinney Vento Act, and migrant. Classroom observation data may be aggregated to show patterns of professional practice across the faculty. Both of these data sources are important for planning professional development, and the Leadership Team assists with planning professional development.	Limited Development 07/19/2019		
How it will look when fully met:			When this objective is fully met, teachers will meet regularly in PLCs to discuss data with the administration. Specific data disaggregation procedures will be implemented that would track student performance to ensure that students who are supposed to graduate during a specific cohort will do so. Continued implementation of professional development opportunities for teachers to ensure they understand disaggregated data and support student academic growth. All students will have the opportunity to use technology that is supportive of their career goals. In addition, students will also comprehend data with fidelity to ensure they know what classes they have completed successfully and what is needed for graduation.		Tiffany Burks	06/01/2024
Actions				2 of 3 (67%)		
	7/19/19		Teachers will meet with administration to review student data on a bi-weekly basis.	Complete 06/03/2022	Valerie Martin	06/01/2024
	Notes:		We will update actions once we have met with teachers to review overall student performance data.			

12/6/20	Establish annual goals for student achievement on the State's assessments for readling/language arts, math, and science.		Tiffany Burks	06/01/2024
Notes:	Wilkins will create annual goals in other data points required by IPG and track these data points every 20 days reporting to Fed Programs Monitoring at NCDPI.			
12/6/20	Report to NCDPI the school level improvement data, including baseline data from the year before the IPG was awarded.	Complete 06/03/2022	Tiffany Burks	06/01/2024
Notes:	The following data points will be collected and reported to NCDPI upon request and these metrics constitute the leading indicators for the IPG Program (in addition to school achievement data): 1.) Dropout Rate (if applicable); 2.) In School Suspensions (if applicable); 3.) Out of School Suspensions; 4.) Student attendance rate; 5.) Chronic Absenteeism Rates; 6.) Certified Staff attendance rate;			

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**
Initial Assessment:			Wilkins has established procedures and protocols for recruiting, evaluating, rewarding and replacing staff. Staff is recruited through the CCS job fair and advertisements. Currently, some potential employees contact the school directly to inquire about positions that are available. All vacant positions are discussed within the admin team to determine the best characteristics to best fit the vacancy. We evaluate our teachers by reviewing data, completing observations, completing iRounds, and reviewing data. A monthly reward system has been put in place for faculty, staff, and students. Each month, teachers and staff members participate in selecting a faculty and staff "Member of the Month." "Students of the Month" are selected as well. CSI funding is used to reward students who are working consistently towards graduation which will help to improve our cohort graduation rate.	Limited Development 12/04/2020		
			Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:			When this objective is fully implemented, we will have a robust system of hiring, recruiting, and replacing faculty and staff at ABWHS. There will be a strong culture of adults who understand the components of the school and work to strengthen the family atmosphere created for all persons associated with the school. The leadership team will continue interviewing and hiring prospective applicants for open and current positions.		**Michael Bain**	**05/21/2024**
Actions				**2 of 4 (50%)**		
	3/30/21		We will meet and discuss Opportunity Culture as our community partner.	Complete 04/26/2021	Tiffany Burks	05/22/2021
		Notes:	We will meet to work on the implementation plan and to hire prospective MCL I applicants.			
	3/30/21		The leadership team will interview and hire prospective applicants.	Complete 05/21/2021	Valerie Martin	05/22/2021
		Notes:	Once the applications are released, we will meet and hire for all MCL positions.			

	3/30/21	We will continue to utilize Teacher Match through CCS for all open positions.		Valerie Martin	05/22/2024
	Notes:	We will utilize Teacher Match as needed for all open positions.			
	7/12/22	We are currently interviewing for school guidance counselor. We addressed the following questions for assess: How will you assess the school counseling program? What type of data would demonstrate an effective school counseling program? How do you use data to reflect on school counseling program goals? How do you use data to inform school counseling program growth? How will you convey this impact to stakeholders?		Michael Bain	07/12/2024
	Notes:	Interview question focused on data-driven responses.			
Implementation:			10/10/2022		
Evidence		7/12/2022			
Experience		7/12/2022			
Sustainability		7/12/2022			

Core Function:	Dimension D - Planning and Operational Effectiveness			
Effective Practice:	**Facilities and technology**			
D2.09	**All students receive adequate, up-to-date equitable access to technology. (6828)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	During Plan C of Virtual instruction, it is our goal to ensure that all students have access to up to date technology. Students who are working from home will receive a laptop and a hotspot to ensure students have access to the technology needed to ensure success.	Limited Development 10/06/2020		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When this objective is fully met, all students who are enrolled at Alger B Wilkins High School will have a one-on-one device that they can utilize for academic purposes. Students will complete a questionnaire/needs assessment to ensure that we are providing them with the technology needed.	**Objective Met 08/03/21**	**Natasha Thompson**	**06/01/2021**
Actions				
10/6/20	Ms. Thompson will meet with all students who are new to Wilkins to ensure that they have a device and access to wifi services.	Complete 06/01/2021	Natasha Thompson	06/01/2021
Notes:	Students can be enrolled daily and sometimes weekly. As students are enrolled, Ms. Thompson will meet with them to ensure that they have the devices needed to remain successful.			
10/6/20	Ms. Thompson will also meet with currently students as well to ensure that the devices received continue to work and are well maintained.	Complete 06/01/2021	Natasha Thompson	06/01/2021
Notes:	Ms. Thompson will meet with all enrolled students as needed.			
Implementation:		08/03/2021		
Evidence	8/3/2021 We have our technology documentation that we will upload as evidence.			
Experience	8/3/2021 During virtual instruction, all students had to have a device. Ms. Thompson ensured that all students were given a device and parents were aware of what needed to be done and how they would do it.			

				Implementation Status	Assigned To	Target Date
Sustainability			8/3/2021 We have continued to order devices so that we can ensure that all students have a one to one device who attend Alger B Wilkins High School.			

Core Function:	**Dimension E - Families and Community**			
Effective Practice:	**Family Engagement**			
	E1.01	**ALL teachers maintain a file of communication with parents/guardians.(5177)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		This action is fully implemented. All teachers are required to keep a contact/communication log that details who the parents have spoken to and the discussion conversation. The communication/contact logs are submitted monthly to Mr. Bain, the assistant principal.	Full Implementation 08/03/2021		

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
Initial Assessment:		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). Current implementation efforts include weekly parent links so that parents and students are aware of upcoming events and deadlines. Communication includes curriculum nights during PTA meetings so that parents understand the curriculum at Wilkins and the expectations of the students. We are also upholding the establishment of the PTA at Wilkins. We have always wanted more parent involvement. This was a good way to show parents and students that they matter. Wilkins also communicates Parent Teacher Conferences and informal meetings with parents and students. We utilize emails, texts, and phone calls to the home to update student progress. Our mentoring program encourages students to consistently come to school and graduate. These initiatives will help us to improve our cohort graduation rate. Wilkins also has a yearly multicultural festival that celebrates the cultures of all students.	Limited Development 12/04/2020		
How it will look when fully met:		When this indicator is fully met, the school will regularly communicate 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). Parents are an important piece of the success of the students. Parent participation will increase and become the "norm".		Michael Bain	06/01/2024
Actions			2 of 4 (50%)		
	12/4/20	Plan more parent centered activities to solicit support of the school and initiatives.		Nore Brantley	06/01/2024
	Notes:	Mrs. Brantley will update the SIT team monthly in reference to getting parents more involved in the initiatives that support the school.			
	12/6/20	Stakeholders will continue to be notified and invited to School Improvement Team meetings. These meetings occur monthly and updates are uploaded into the NCSTAR system which is accessible from the school website. Feedback about Opportunity Design Culture implementation will also be shared with parents and guardians at monthly Parent Advisory meetings.	Complete 06/03/2022	Valerie Martin	06/01/2024

Notes:				
12/6/20	Parents and Community stakeholders are also invited to School Improvement Team meetings. These meetings will include discussion on school improvement strategies including the work being done with Opportunity Design Culture.		Valerie Martin	06/01/2024
Notes:				
8/3/21	We will continue to have parent information sessions to ensure that all parents understand what is needed for students to remain successful at Alger B Wilkins High School.	Complete 06/03/2022	Nore Brantley	06/01/2024
Notes:	All virtual and in-person activities will be documented and used as evidences.			