

SCOTLAND COUNTY SCHOOLS' CERTIFIED ACTION PLAN

Employee:	Principal:	School:	Expected Date of Completion:
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PROBLEM	GOAL	STRATEGIES	EVIDENCE OF COMPLETION	COMPLETION DATE
<p>STANDARD I a: Teachers lead in the classroom</p> <ul style="list-style-type: none"> • Failure to use data to understand the skills and abilities of students • Failure to take responsibility for the progress of students to insure they graduate from high school • No evidence of data driven instruction <ol style="list-style-type: none"> 1. Teacher does not maintain grade book 2. Teacher does not use data notebooks or 	<p>Use data to organize and plan instruction</p> <p>Show evidence of student maintained data notebooks and data tracking on bulletin boards</p> <p>Conduct remediation sessions for students needing extra help in attaining goals</p> <p>Incorporate enrichment activities for students who are superseding performance goals</p>	<ol style="list-style-type: none"> 1. Seek assistance from the curriculum facilitator to design assessments that are aligned with the NC-SCOS. 2. Track student performance on assessments to identify strengths and weaknesses on various objectives and goals 3. Have students take ownership of their performance by their maintaining personal data notebooks and tracking data on bulletin board 	<p>Assessments are marked and identified by goals and objectives</p> <p>Grade book is up to date and individual student progress in tracked</p> <p>Bulletin boards and student data notebooks are up to date and maintained</p> <p>Lesson plans denote remediation/enrichment strategies</p> <p>50% of class exhibits growth on upcoming benchmark</p>	<p>Ongoing December 20__ to March 20__</p> <p>Significant improvement must be observed in all performance expectation areas by April 1, 20__</p>

<p>track student data based as required by school initiative</p> <p>3. Out of ___ students, only ___ students showed gains on benchmark assessment</p>		<p>displays</p> <p>4. Offer remediation/tutoring for students who are not successful on assessments</p> <p>5. Indicate in lesson plans alternative assignments for remediation and/or enrichment</p>		
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DEFICIENCY	PERFORMANCE EXPECTATION	STRATEGIES	EVIDENCE OF COMPLETION	PROGRESS REVIEW DATES
<p>STANDARD I a: Teachers lead in their classrooms</p> <ul style="list-style-type: none"> • Failure to establish a safe and orderly classroom <ol style="list-style-type: none"> 1. Ignores inappropriate behavior 2. Rules not posted in classroom 3. Allows misbehavior to interrupt instructional time 	<p>Teacher stops inappropriate behavior promptly and consistently</p> <p>Evidence of established rules and procedures to govern student movement in the classroom</p>	<ol style="list-style-type: none"> 1. Read pp. __ to __ in <u>The First Days of School</u> by Harry Wong. Write a one page summary of the reading along with a minimum of 5 examples of how you will incorporate the strategies in the chapter into your daily routines. 2. Prepare a behavioral contract for students and parents to sign, give a copy to the students, and enforce rules regarding verbal participation and movement. 	<p>Adhere to the following administrative directives: You will be responsible for developing a portfolio over the next 6 weeks from (____ 20__ to ____ 20__) that demonstrates you are making improvements in the deficiency areas(s). This portfolio should have documentation of phone calls, teacher observations, workshops, and/or other attempts made to strengthen your classroom management skills.</p>	<p>Ongoing from ____ 20__ to ____ 20__.</p> <p>Significant improvement must be observed in all performance expectation areas by ____ __, 20__.</p>

		<p>3. Establish procedures for your classroom with regards to: student participation, student movement, transitions, entering classroom, on-task behavior, etc. Create a power point or other technological presentation that will address these procedures with your class.</p> <p>4. Develop a method of disciplining your students that maintains their dignity and does not require an excessive amount of loss in instructional time.</p> <p>5. One day each week visit another teacher in your teaching field during your planning period. Observe their</p>		
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		<p>classroom management procedures. Document your observation and have the observed teacher to sign that documentation.</p> <p>6. Call the parent of each child that disrupts class and request support. Document each contact on a telephone log sheet.</p>		
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<p>STANDARD II a, e: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults</p> <p>Teachers work collaboratively with the families and significant adults in the lives of their students</p> <ul style="list-style-type: none"> • Failure to appreciate and establish nurturing relationships with students • Failure to respond and communicate with family of students <p>1. All students are</p>	<p>Work on being fair to all students in class either through verbal or nonverbal communication</p> <p>Teacher works collegially and collaboratively with colleagues, families of students, and contributes to the community</p>	<p>1. Unannounced observations will occur by instructional support personnel. These observations will serve as data collection events where the teacher's responses to students will be tallied and document. After the observations, a post-conference will occur to give the teacher an opportunity to reflect on the data and make a plan to change any negative patterns.</p> <p>2. Create a notebook where you record conversations with colleagues and</p>	<p>The plan developed after data collection to improve teacher/student interaction.</p> <p>Reflective section of communication notebook.</p> <p>Parent newsletter or other form of documentation of consistent communication with parents.</p>	<p>Ongoing from _____20__ to _____20__.</p> <p>Significant improvement must be observed in all performance expectation areas by _____, 20__.</p>

<p>not being treated fairly</p> <p>2. Positive relationships with colleagues, parents, and community are not developed</p>		<p>parents. Add a reflection section to the notebook where you document any strategies or approaches you could have used or done differently.</p> <p>3. Observe a parent conference of your mentor or other veteran teacher. Record the skills and techniques the teacher used during the parent interaction.</p> <p>4. Provide parents with a positive consistent communication. For example: a newsletter, weekly email, etc.</p>		
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<p>STANDARD III a, b: Teachers align their instruction with the NC-SCOS</p> <p>Teachers know the content appropriate to their teaching specialty</p> <ul style="list-style-type: none"> • Failure to align teaching to NC-SCOS <ol style="list-style-type: none"> 1. Objectives not posted 2. Aligned instructional plans are not documented • Minimal knowledge of content area <ol style="list-style-type: none"> 1. Teacher cannot answer basic content knowledge questions when asked by 	<p>Create learning activities that make the objectives understandable and meaningful for students.</p> <p>Develop lesson plans using the NC-SCOS</p> <p>Post objectives on board daily.</p>	<ol style="list-style-type: none"> 1. Read pp. _____, Lesson Mastery, in <u>The First Days of School</u>, by Harry Wong. Reflect and cite ways you can use the strategies covered in this reading within your classroom. 2. Register and attend professional development in your content area. 3. Attend PLC meetings and collaboratively plan with other teachers in your department/grade level. 	<p><u>The First Days of School</u> reflective writing</p> <p>Documentation of professional development attendance</p> <p>Documentation of attendance at PLC meetings</p>	<p>Ongoing from _____20__ to _____20__.</p> <p>Significant improvement must be observed in all performance expectation areas by _____, 20__.</p>

<p>students or faculty</p> <p>STANDARD IV b, c: Teachers plan instruction appropriate for their students</p> <p>Teachers use a variety of instructional methods</p> <ul style="list-style-type: none"> • Failure to use data for short and long term planning of instruction. <ol style="list-style-type: none"> 1. No evidence of use of diagnostic information for developing instruction 2. • Failure to use a variety of instructional methods and materials to meet the needs of all students. <ol style="list-style-type: none"> 1. Students not actively attending to lesson or participating in the learning process 2. A variety of 	<p>Encourage active participation in order that students are engaged in and responsible for their own learning.</p> <p>Use assessment data to design and drive instruction.</p> <p>Use data to plan remediation/enrichment lessons for students</p>	<ol style="list-style-type: none"> 1. Use benchmark test scores to design lesson plans for areas needing remediation or enrichment. 2. Establish a way to maintain accurate records of grades, attendance, and test scores to better inform your lesson planning. 3. Observe another teacher in your grade/subject area and document the number of various teaching strategies used during a class period. Write a reflection on how you might incorporate these strategies into your own instruction. 	<p>Copies of lesson plans and aligned benchmark data</p> <p>Evidence of organized data records</p> <p>Reflective writing on observation</p>	
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available resources to support programs are not being accessed				
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<p>STANDARD IV e, h: Teachers help students develop critical thinking and problem solving skills</p> <p>Teachers use a variety of methods to assess what each student has learned</p> <ul style="list-style-type: none"> • Failure to understand the importance of developing critical-thinking and problem solving skills • Failure to use indicators to monitor and evaluate student progress 	<p>Use a variety of instructional strategies that encourage the development of critical thinking, problem solving, and performance skills</p> <p>Use multiple forms of assessment to assess student understanding and knowledge</p> <p>Use assessment data to design and drive instruction with a focus on areas of remediation or enrichment as needed.</p>	<p>1. Register for professional development offered through SCS or another approved facility. (The following are suggested topics: cooperative learning, critical thinking, differentiated instruction, data driven instruction)</p> <p>2. Observe another teacher in your grade/subject area and document the number of various teaching strategies used during a class period. Write a reflection on how you might incorporate these strategies into your own</p>	<p>Evidence of attendance</p> <p>Observation Notes and Reflections</p> <p>Documentation on Lesson Plans of Active Learning Strategies</p>	<p>Ongoing from _____20__ to _____20__.</p> <p>Significant improvement must be observed in all performance expectation areas by _____, 20__.</p>

		instruction. 3. Incorporate ideas in lesson plans from book, <u>Worksheets Don't Grow Dendrites</u>		
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