

HOKE COUNTY BOARD OF)
EDUCATION, *et al.*,)
)
Plaintiffs,)
)
and)
)
ASHEVILLE CITY BOARD OF)
EDUCATION, *et al.*,)
)
Plaintiff-Intervenors,)
)
v.)
)
STATE OF NORTH)
CAROLINA, *et al.*,)
)
Defendants.)

CONSENT ORDER

BY _____
JUL 16 2009 11:06:50
CLERK OF COURT

THIS MATTER is before the Court on its Notice of Hearing and Order dated March 16, 2009, wherein the Court found that the majority of students in the Halifax County public schools are not receiving an equal opportunity to obtain a sound basic education and that the State has a constitutional obligation to ensure that “each and every child,” in Halifax County have the equal opportunity to obtain a sound basic education. Based upon statements of counsel and evidence presented, and it appearing to the Court that the Halifax County Board of

Education has agreed to a Consent Order and such Order should be entered, the Court makes the following Findings of Fact and enters the following Orders:

FINDINGS OF FACT

1. Seven of the sixteen schools in the Halifax County public school system were designated as low performing for the 2007-08 school year;
2. For the past two years at least 19% of the schools in the Halifax County public school system were designated as continually low performing under N.C. Gen. Stat. § 115C-105.37A;
3. Thirty-four percent of students enrolled in Halifax County public schools in 2007-08 attended a school that was designated as continually low performing under N.C. Gen. Stat. § 115C-105.37A;
4. For the past four years no Halifax County high school has had a performance composite of more than 40%;
5. None of the schools in the Halifax County public school system are making “Adequate Yearly Progress” as required under No Child Left Behind (“NCLB”);
6. The Halifax County public school system as a whole is not making “Adequate Yearly Progress” as required under NCLB;
7. To provide all children in the Halifax County public schools with the equal opportunity to obtain a sound basic education, the State of North Carolina has the

legal authority and duty to intervene in the administration of Halifax County public schools and to take such other measures as are necessary to assure that:

- A. Every classroom be staffed with a competent, certified, well-trained teacher;
- B. Every school be led by a well-trained competent principal; and
- C. Every school be provided, in the most cost effective manner, the resources necessary to support the effective instructional program within that school;

8. The State of North Carolina has the legal obligation to assure that Halifax County public schools provide all children with the opportunity to obtain a sound basic education;

9. Many students in Halifax County public schools are not receiving an equal opportunity to obtain a sound basic education;

10. The Halifax County Board of Education could benefit from direction and assistance from the State Board of Education in the exercise of its lawful powers and duties in order to provide adequate educational opportunities for students attending Halifax County public schools;

11. The State, acting through the Department of Public Instruction (DPI) and the State Board of Education (“SBE”), has developed the initial phases of a plan set

forth in Exhibits 1 through 6 (hereinafter the “Plan”) to improve educational opportunities provided to children in Halifax County public schools;

12. An effective and efficient means of improving the educational opportunities available to students attending Halifax County public schools is for the Halifax County Board of Education to adopt and implement the Plan;

13. The Halifax County Board of Education adopts the Plan and commits itself and all the administrators, principals, teachers and staff of Halifax County public schools to faithfully implement the Plan in Halifax County public schools.

14. The Halifax County Board of Education consents to the entry of this Order.

IT IS NOW, THEREFORE, ORDERED, ADJUDGED and DECREED that the Halifax County Board of Education shall and is ordered to:

1. Provide the State Board of Education and its employees and agents access, to Halifax County public school facilities, personnel, students and records, including access to all student, personnel and financial records;

2. Schedule meetings of the Halifax County Board of Education when requested by the Chief Executive Officer of the State Board of Education;

3. Provide the State Board of Education and its employees and agents full and adequate opportunity to appear and present evidence, reports and recommendations to the Halifax County Board of Education regarding any issue related to conditions

in Halifax County public schools or proposals for improving educational opportunities in Halifax County public schools;

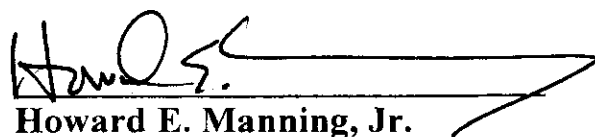
4. Fully cooperate with the State Board of Education and its designees to improve educational opportunities for students enrolled in Halifax County public schools consistent with the Halifax County Board of Education's statutory obligation to provide an adequate school system, provide all Halifax County public school students with the equal opportunity to obtain a sound basic education, and to independently exercise its judicial functions;

5. Appear and testify at any future hearings in this case regarding any member's reasons for not taking action or voting against any proposals endorsed by the State Board of Education or its designees; and

6. Report, as requested by the Chief Executive of the State Board of Education or as directed by the Court, on the actions it has taken to improve educational opportunities for students enrolled in Halifax County public schools;

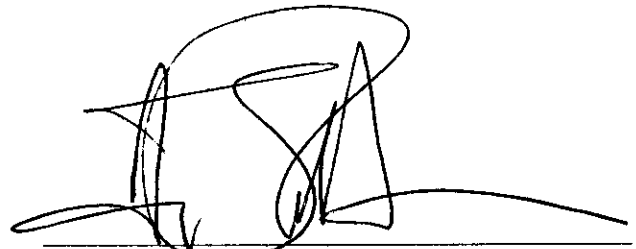
7. Nothing in the Consent Order shall require or obligate any member of the Halifax County Board of Education to violate his or her legal obligations to the students of Halifax County public schools or to violate his or her oath of office.

SO ORDERED, THIS THE 6th DAY OF ~~APRIL~~ ^{MAY} 2009. *mm*

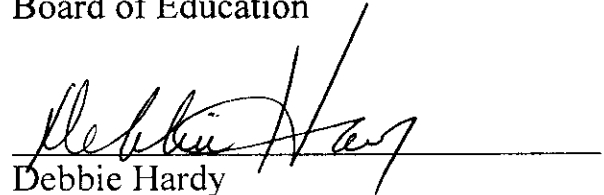

Howard E. Manning, Jr.
Superior Court Judge

In accordance with the forgoing, Halifax County Board of Education does hereby consent to the entry of this Order.

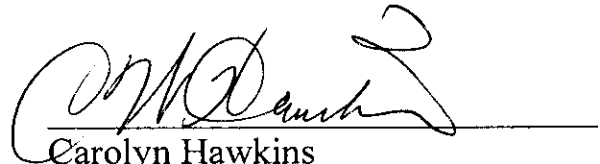
This the ___ day of April 2009.



Tyrone Williams
Chair and Member, Halifax County
Board of Education



Debbie Hardy
Vice Chair and Member,
Halifax County Board of Education



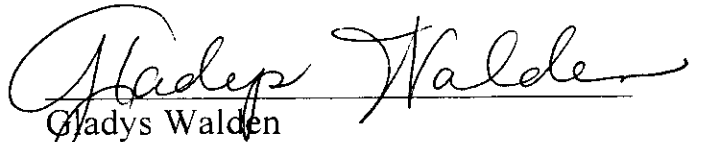
Carolyn Hawkins
Member, Halifax County Board of
Education



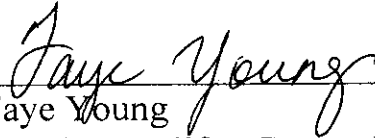
Michael Hawkins
Member, Halifax County Board of
Education



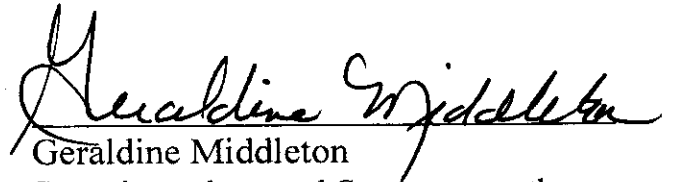
Dr. Donna Hunter
Member, Halifax County Board of
Education



Gladys Walden
Member, Halifax County Board of
Education



Faye Young
Member, Halifax County Board of
Education



Geraldine Middleton
Superintendent and Secretary to the
Halifax
County Board of Education

155 In accordance with the forgoing, the Department of Public Instruction does
156 hereby consent to the entry of this Order.

157 This the 29th day of April 2009.

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163 In accordance with the forgoing, the State Board of Education does hereby
164 consent to the entry of this Order.

165 This the 6th day of May 2009.

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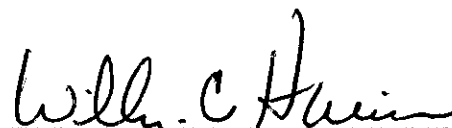
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Dr. William C. Harrison
Chief Executive Officer
State Board of Education



Dr. William C. Harrison
Chairman
State Board of Education



Dr. June Atkinson
State Superintendent
of Public Instruction
Secretary to
State Board of Education



Plan to Improve Educational Opportunities in Halifax County Public Schools

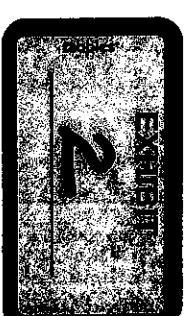
The State of North Carolina has created a plan to support the administration of the Halifax County Public Schools to improve educational opportunities. The plan includes elements to assure that:

- 1) **Every classroom is staffed with a competent, certified, well-trained teacher capable of providing instruction in the North Carolina Standard Course of Study by providing**
 - Three years of professional development for teachers beginning with two weeks of intensive training in August, 2009, for which teachers will be paid stipends.
 - Three years of coaching for improved instruction provided by a team of 12 instructional coaches trained to facilitate instructional improvement
 - A revised system for monitoring and evaluation of teachers using new state teacher evaluation standards and instruments
 - Professional development for teacher assistants

- 2) **Every school is led by a well-trained competent principal by providing**
 - Three years of professional development for principals and assistant principals beginning with a three week intensive training in July and August 2009, for which any administrator not employed routinely during this summer period will be paid a stipend
 - Three years of coaching for improved instructional leadership and administration provided in part by School Transformation Coaches provided through NCDPI
 - A revised system for monitoring and evaluation of principals
 - A revised system to clarify expectations for principals in monitoring and evaluating instruction and teacher performance

- 3) **Every school has the resources necessary to support the effective instructional program within that school so that all children in the Halifax Public Schools have the equal opportunity to obtain a sound basic education by providing**
 - Three years of professional development for central office staff in supporting schools to improve student achievement beginning with three weeks of intensive training in July 2009
 - Three years of coaching provided in part by a District Transformation Coach, provided by NCDPI, for central office staff in supporting schools to improve student achievement
 - A revised system for monitoring and evaluating central office staff
 - A revised system to clarify expectations for central office in monitoring and evaluating teacher and administrative performance district-wide
 - Targeted use of available resources and funds to drive instructional focus outlined in this plan
 - New strategies for and focus on recruiting, developing and retaining high quality personnel including additional support for the personnel function, use of strategic bonuses, and development of a leadership institute in year two
 - Reorganization of instructional central office support personnel to improve central office ability to assure schools are staffed with competent, certified, well-trained teachers and competent, well trained principals and other administrators
 - Professional development and coaching for board on processes and procedures for effective board functioning, including Master Board Training conducted by North Carolina School Boards Association beginning in May 2009.

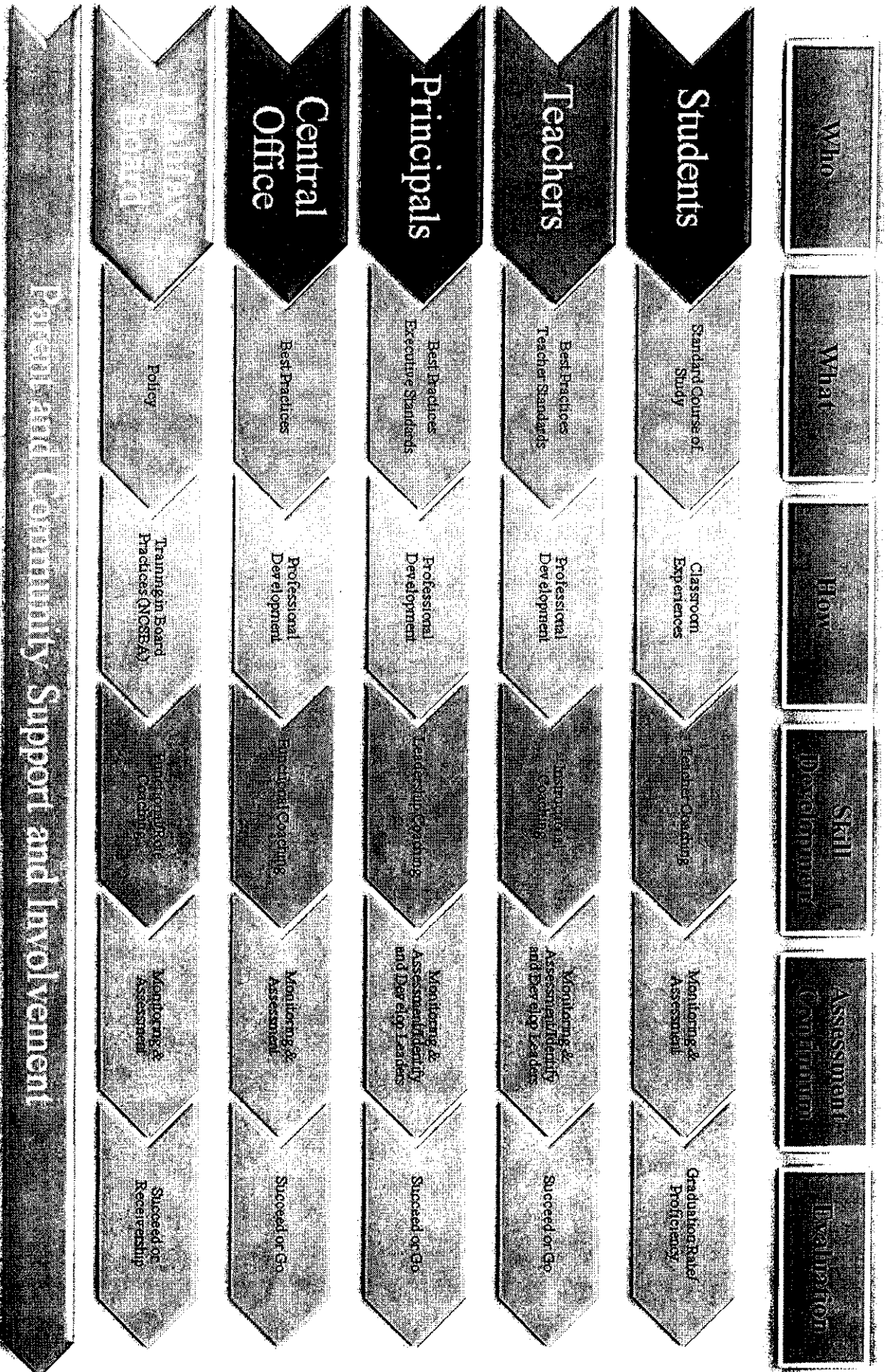
As the plan is implemented and the State Board of Education's appreciation of the issues grows, the plan will be adjusted to ensure student achievement will continue to increase.



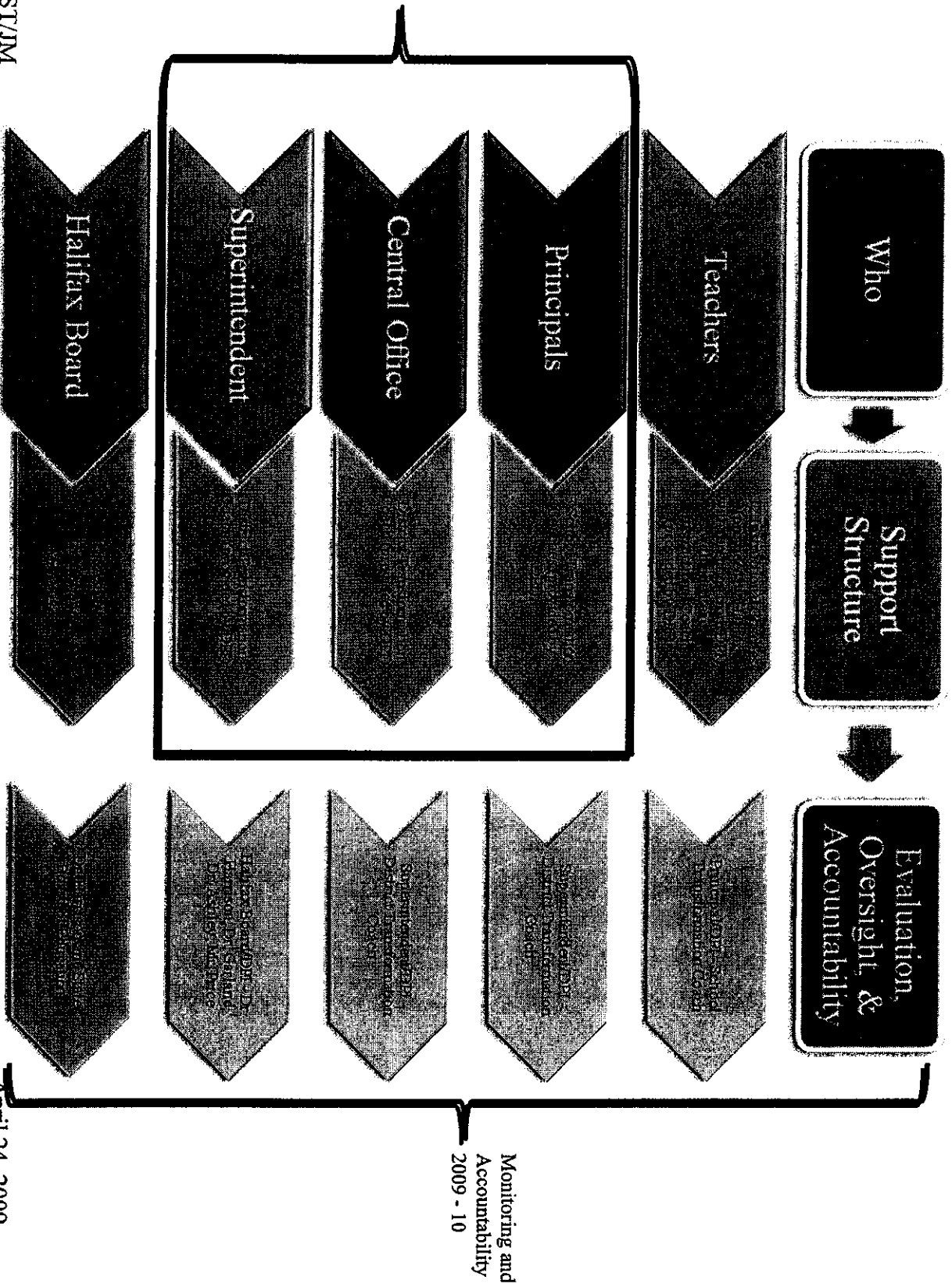
Plan to Improve Educational Opportunities in Halifax County Schools

District and School Transformation Division

Model for Improving Educational Opportunities in Halifax County Schools



Support and Oversight Framework

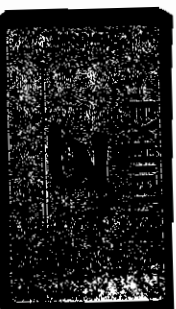


Halifax County Schools
 Summer 2009 Leadership Professional Development

Problem-based training in Halifax
 All of the topics for improving school level leadership will be based on identified problems in Halifax County

Day One – July 27	Day Two – July 28	Day Three – July 29	Day Four – July 30	Day Five – July 31
<p>DAY 1 (AM)</p> <ul style="list-style-type: none"> • Kick-Off: Dr. Harrison • Overview of the Week • Role of Norms and Beliefs • Accountable Leadership • Leadership in a Time of Change • Introduce Book Study: <i>Leading Change in Your School</i> by Doug Reeves <p>(PM)</p> <p>Leadership in Building</p> <ul style="list-style-type: none"> • Rigor • Relevance • Relationships 	<p>DAY 2 (AM & PM)</p> <ul style="list-style-type: none"> • Understanding the North Carolina Standard Course of Study from the Administrator's Perspective: • Revised Bloom's Taxonomy • Building a focus on student learning • Utilizing the Comprehensive Needs Assessment to Impact Student Learning • The Role of Observation in Instructional Monitoring 	<p>DAY 3 (AM)</p> <ul style="list-style-type: none"> • Research-based Instructional Strategies • Recognizing Good Instruction • Instructional Leadership • Effective Instructional Conversations • Teacher Support <p>(PM)</p> <ul style="list-style-type: none"> • Holding High Expectations • Observing • Evaluating • Monitoring 	<p>DAY 4 (AM)</p> <ul style="list-style-type: none"> • Building Purposeful Community <p>(PM)</p> <ul style="list-style-type: none"> • Effective Use of Rubrics • Formative Assessment • Benchmarking (Ex: ClassScape) • Summative Assessment 	<p>DAY 5 (AM)</p> <ul style="list-style-type: none"> • Understanding Data • ABC Tools • Accountability Resources • School Report Cards • Teacher Working Conditions Survey • EVAAS • Utilizing Data to Identify Trends and Patterns <p>(PM)</p> <ul style="list-style-type: none"> • Roles and responsibilities of the DPI staff in Halifax • Checking Progress • School Planning • Preparing to Open School • Mapping the First Week of School with Teachers and Students

Week One (Administrators)



**Halifax County Schools
Summer 2009 Teacher/Administrator Professional Development**

Day One (8-3-09)	Day Two (8-4-09)	Day Three (8-5-09)	Day Four (8-6-09)	Day Five (8-7-09)
<p>(AM and PM) P and All CO (AM) Whole group PK - 12</p> <ul style="list-style-type: none"> • Kick-Off: Dr. Harrison • Inspirational Speaker • Overview and Logistics For the Two Weeks • Beliefs/Culture and Change <p>(PM) Elementary, Middle, High groups</p> <ul style="list-style-type: none"> • High Expectations: What Students Are Learning • Rigor and Relevance: What do these "look like" in the classroom? Describe, Define, Apply • Relationships/Connections <p>Reflections by job alike groups</p>	<p>(AM and PM) Principals and Instructional Central Office</p> <ul style="list-style-type: none"> • All Principals • Associate Superintendent • 2 Assistant Superintendents • Director of EC • Director of Instructional Programs • Director of Testing and Accountability • Director of Secondary/NCWise • PK-2 Personnel • Director of Technology <p>Remaining Central Office</p> <ul style="list-style-type: none"> • Finance Officer • Public Relations Staff • Director of Transportation <p>(AM) Elementary, Middle, High groups</p> <ul style="list-style-type: none"> • Unpack the North Carolina Standard Course of Study in Practice • Revised Bloom's Taxonomy • Teambuilding <p>(PM) Break-outs by Grade Levels and Subject Matter Groupings: PreK-2 (grade levels) 3-5 (grade levels) 6-8 (subject areas) 9-12 (subject areas)</p> <p>Reflections by job alike groups</p>	<p>(AM and PM) Principals and Instructional Central Office</p> <ul style="list-style-type: none"> • All Principals • Associate Superintendent • 2 Assistant Superintendents • Director of Exceptional Children • Director of Instructional Programs • Director of Testing and Accountability • Director of Secondary/NCWise • PK-2 Personnel <p>Remaining Central Office</p> <ul style="list-style-type: none"> • Finance Officer • Public Relations Staff • Director of Transportation • Director of Technology <p>(AM) Grade-level or Content</p> <ul style="list-style-type: none"> • Teambuilding • North Carolina Standard Course of Study • Horizontal Alignment <p>(PM) Elementary, Middle, High Groups</p> <ul style="list-style-type: none"> • NC Standard Course of Study • Vertical Alignment • Team Building <p>Reflections by job alike groups</p>	<p>(AM) Principals and All Central Office</p> <ul style="list-style-type: none"> • Purposeful Professional Learning Communities • Personality Inventory and Team Work • Working Collegially <p>(PM) Principals and Instructional Central Office</p> <ul style="list-style-type: none"> • All Principals • Associate Superintendent • 2 Assistant Superintendents • Director of Exceptional Children • Director of Instructional Programs • Director of Testing and Accountability • Director of Secondary/NCWise • PK-2 Personnel <p>Elementary, Middle, High Groups</p> <ul style="list-style-type: none"> • Purposeful Professional Learning Communities • Personality Inventory and Team Work • Working Collegially <p>(PM) Start Elementary, Middle, High Groups and break out to grade-level/content groups.</p> <ul style="list-style-type: none"> • Formative Assessments • Rubrics • Summative Assessments • Teambuilding <p>Reflections by job alike groups</p>	<p>(AM and PM) Principals and Instructional Central Office</p> <ul style="list-style-type: none"> • All Principals • Associate Superintendent • 2 Assistant Superintendents • Director of Exceptional Children • Director of Instructional Programs • Director of Testing and Accountability • Director of Secondary/NCWise • PK-2 Personnel • Director of Technology <p>(AM) Grade-level or content group.</p> <ul style="list-style-type: none"> • Create Rubrics and Evaluate • Data-Driven Instruction • Instructional Technology <p>(PM) Start with Grade-level/Content and move to entire group.</p> <ul style="list-style-type: none"> • Essential Questions (related to curriculum and assessments) • End of week celebration (Everybody) <p>Reflections by job alike groups</p>
<p>Week Two (Administrators)</p>				
<p>Week One (Teachers)</p>				

	Day Six (8-10-09)	Day Seven (8-11-09)	Day Eight (8-12-09)	Day Nine (8-13-09)	Day Ten (8-14-09)
<p>Week Three (Administrators)</p> <p>(AM and PM) Principals and Instructional Central Office</p> <ul style="list-style-type: none"> All Principals Associate Superintendent 2 Assistant Superintendents Director of EC Director of Instructional Programs Director of Testing and Accountability Director of Secondary/NCWise PK-2 Personnel Director of Technology <p>(AM) Welcome Back! Elementary, Middle, High Groups. Building Rigorous Lessons</p> <ul style="list-style-type: none"> [Utilize <i>Unit Templates and Lesson Templates</i> for consistency and transparency] <ul style="list-style-type: none"> Differentiation Varied Instructional Strategies Teaching Curriculum, NOT the Textbook <p>(PM) Grade-level or content groups</p> <ul style="list-style-type: none"> Create/design lesson plans Introduce <i>Portfolio</i> Expectation for the coming year <p>Reflections by job alike groups</p>	<p>(AM & PM) Principals and Instructional Central Office</p> <ul style="list-style-type: none"> All Principals Associate Superintendent 2 Assistant Superintendents Director of EC Director of Instructional Programs Director of Testing and Accountability Director of Secondary/NCWise PK-2 Personnel Director of Technology <p>(AM & PM) Grade-level or content groups</p> <ul style="list-style-type: none"> Unit Planning and creating framework for a unit Create unit and choose lesson to teach to any grade level <p>Reflections by job alike groups</p>	<p>(AM and PM) (observe lessons with coaching) Principals and Instructional Central Office</p> <ul style="list-style-type: none"> All Principals Associate Superintendent 2 Assistant Superintendents Director of EC Director of Instructional Programs Director of Testing and Accountability Director of Secondary/NCWise PK-2 Personnel Director of Technology <p>Grade-level and content groups</p> <ul style="list-style-type: none"> Lesson preparation and tuning protocols <p>(PM) Group presentations (45 minutes in length): All teachers teach portions of their lesson</p> <ul style="list-style-type: none"> Feedback and reflections <p>Reflections by job alike groups</p>	<p>(AM) Grade-level and content groups</p> <ul style="list-style-type: none"> Continue reflections on previous day's lessons Re-teaching and intervention strategies/Credit Recovery Next steps in instructional process <p>(PM) Continue and extend unit development</p> <ul style="list-style-type: none"> [Improve on earlier unit] Create lesson plans <p>(AM) Grade-level and content groups</p> <ul style="list-style-type: none"> Continue reflections on previous day's lessons Re-teaching and intervention strategies Next steps in instructional process <p>(PM) Continue and extend unit development</p> <ul style="list-style-type: none"> [Improve on earlier unit] Create lesson plans <p><i>Principals and CO are all in separate job alike to discuss how to support instruction and frame the work for day 10</i></p> <p>Reflections by job alike groups</p>	<p>[Wear school colors/shirts] Central Office will meet with assigned schools</p> <p>(AM) Principals Facilitate school conversations</p> <ul style="list-style-type: none"> School Groups School meetings (Planning and debriefing): Teachers and principals meet by individual school groups. Shared responsibility for all students' learning <p>(PM) Principal-Facilitates school conversations</p> <ul style="list-style-type: none"> School Groups transition to all School Groups Meetings (continued) Closure Activities Inspirational Send-off [Keynote speaker] <p>Reflections by job alike groups</p>	
<p>Week Two (Teachers)</p>					

Halifax County Teacher, Principal and Central Office Summer 2009 Professional Development

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Proposed Budget
(Projected Figures)



Instructional Coach Positions		
12 x \$100,000 (salary, benefits, and training)		1,200,000.00
10-Month Employee Stipends		
390 x \$100/day x 10 days for attending August 2009 PD		390,000.00
Teacher Assistant Stipends		
72 x \$50/day x 3 days for attending August 2009 PD		10,800.00
Contract for Personnel Assistance		50,000.00
Master Board Training (NCSBA)		25,000.00
	Total:	1,675,800.00
Week 1: Principals and Central Office Personnel		
Presenter Expenses		
Hotel @ \$72/day x 18 presenters (DTC, STC, Selected IF) x 5 days		6,480.00
Food @ \$34/day x 18 presenters x 5 days		3,060.00
Travel @ \$100/day x 18 presenters x 5 days		19,540.00
Meals & Breaks		
50 x \$9.75 x 5 days (lunch)		2,437.50
50 x \$3.00 x 5 days (break)		750.00
11-Month Employee Stipends		
9 x \$100/day x 5 days		4,500.00
Materials		
Self-Adhesive Chart Paper		260.00
Printing and Paper		300.00
Markers		35.00
Highlighters		60.00
Tape (masking/scotch)		60.00
Binders (3")		300.00
Dividers		300.00
Post-it Notes		100.00
Pens & Pencils		150.00
Miscellaneous		250.00
	Week 1 Total	\$38,582.50
Week 2 and 3: Teachers, Principals, and Central Office Personnel		
Presenter Expenses		
Hotel @ \$72/day x 40 presenters x 10 days		28,800.00
Food @ \$34/day x 40 presenters x 10 days		13,600.00
Travel @ \$100/day x 40 presenters x 10 days		8,000.00
Meals & Breaks		
420 x \$9.75 x 10 days (lunch)		40,950.00
420 x \$3.00 x 10 days (break)		12,000.00
72 x \$9.75 x 3 days (lunch)		
72 x \$3.00 x 3 days (break)		
Materials		
Self-Adhesive Chart Paper		650.00
Printing and Paper		1,600.00
Markers		350.00
Highlighters		400.00
Tape (masking/scotch)		150.00
Binders (3")		1,025.00
Dividers		100.00
Post-it Notes		430.00
Pens & Pencils		150.00

2009

Halifax County Teacher, Principal and Central Office Summer 2009 Professional Development

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Proposed Budget
(Projected Figures)

Personality Inventories		2,100.00
Miscellaneous		500.00
Expert Consultants		
2 Consultants @ \$5,000		10,000.00
	Week 2 & 3 Total	120,805.00
	Total	1,835,187.50

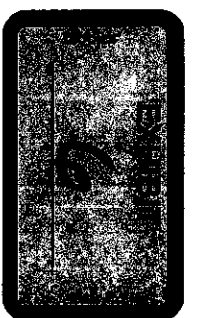


Instructional Coaching

- 1) The Department of Public Instruction recommends hiring of 12 full-time Instructional Coaches: 4 for Elementary Schools, 4 for Middle Schools, and 4 for High Schools. These coaches will be employees of the Halifax County Schools, school based, and report directly to the Assistant Superintendent of Curriculum and Instruction.

Their specific and critical responsibilities will be to build the capacity of schools to implement and sustain quality instruction to *ensure that all students graduate prepared for college and work*. These Instructional Coaches will provide on-site instructional coaching for classroom teachers, principals and school planning teams. Primary duties will include (but are not limited to)

- Coaching teachers to improve instructional excellence
 - Modeling classroom lessons
 - Planning and implementing professional development targeted directly to needs identified by the Plan to Improve Student Learning in Halifax
 - Observing classes to assess their overall progress as well as providing written and oral feedback to teachers
- 2) The Instructional Coach Lead, an employee of the Department of Public Instruction who currently serves as an Instructional Facilitator in Halifax County, will shift responsibilities. The new role will be a dual one of both coaching the 12 new Instructional Coaches, and working with the Assistant Superintendent of Curriculum and Instruction with regard to the development and supervision of the 12 coaches. The Instructional Coach Lead will work with the Assistant Superintendent of Curriculum and Instruction to
- Collaborate in planning and strategizing for implementation of instructional best practices district-wide
 - Collaborate with the monitoring and assessing of the instructional coaches' progress
 - Collaborate in evaluation of instructional coaches' performance



Halifax County Probationary Teacher Evaluation Process and Timeline

Task	Person Responsible	Timeline	STC Roles & Responsibilities
Orientation to Teacher Evaluation Process	Principal	August 18- September 1	<ul style="list-style-type: none">• Assist principals in preparation for orientation• Assist with explanation of expectations
Self-Assessment	Teachers	August 18- September 1	
Professional Development Plan (Individual Growth Plan) <ul style="list-style-type: none">• 2 SMART goals	Teachers	Completed and emailed to principal by September 15	<ul style="list-style-type: none">• Coach principals in support for appropriate goals and indicators• Monitor for completion• Monitor for fidelity to plan
Documentation of Orientation (agendas, sign-in sheets) & copies of PDP/GPs sent to central office	Principal	September 25	<ul style="list-style-type: none">• Monitor for completion• Monitor for fidelity to process• Monitor for appropriateness of goals and indicators
Pre-Observation Conf., Observations, Post-Observation Conf.	Principal & Mentors	September 2 – October 16 October 19 – December 11 January 4 – February 19 February 22 – April 16	<ul style="list-style-type: none">• Coach for development of observation schedules• Monitor for completion
Documentation of observations sent to central office including rubric signature page, mentor observation form & rubric observation form	Principals	October 23 December 18 February 26 April 23	<ul style="list-style-type: none">• Coach for accurate completion of required documentation• Monitor for fidelity to process

Task	Person Responsible	Timeline	STC Roles & Responsibilities
Summary Evaluation Conferences and Evaluation Form. Includes; <ul style="list-style-type: none"> • Summary Rating Form • Record of Teacher Evaluation Activities • Discussion of goals and indicators for next school year 	Principal & Teachers	May 2	<ul style="list-style-type: none"> • Coach for strategic scheduling of summary conferences • Coach for appropriate focus on goals and indicators • Provide input when appropriate • Monitor for completion • Monitor for fidelity to process
Documentation of Summary Evaluation Conferences and Evaluation Forms due to central office	Principal	May 4	<ul style="list-style-type: none"> • Monitor for accurate and timely completion

Halifax County
Career Status Teacher Evaluation Process and Timeline

Task	Person Responsible	Timeline	STC Roles & Responsibilities
Orientation of Teacher Evaluation Process	Principal	August 18- September 1	<ul style="list-style-type: none"> Assist principals in preparation for orientation Assist with explanation of expectations
Self-Assessment	Teachers	August 18- September 1	
Professional Development Plan (Individual Growth Plan) 2 SMART goals	Teachers	Completed and emailed to Principal by September 15	<ul style="list-style-type: none"> Coach principals in support for appropriate goals and indicators Monitor for completion Monitor for fidelity to plan
Documentation of Orientation (agendas, sign-in sheets) & copies of PDP/IGPs sent to Central Office	Principal	September 25	<ul style="list-style-type: none"> Monitor for completion Monitor for fidelity to process Monitor for appropriateness of goals and indicators
Pre-Observation Conf., Observations (<i>at least one formal</i>), Post-Observation Conf.	Principal	September 2 – October 30 November 2 – January 29 February 1 – April 16	<ul style="list-style-type: none"> Coach for development of observation schedules Monitor for completion
Documentation of observations sent to Central Office including Rubric signature page, mentor observation form & rubric observation form	Principals	November 6 February 5 April 23	<ul style="list-style-type: none"> Coach for accurate completion of required documentation Monitor for fidelity to process

Task	Person Responsible	Timeline	STC Roles & Responsibilities
Summary Evaluation Conferences and Evaluation Form. This includes Summary Rating Form & Record of Teacher Evaluation Activities <i>Appropriate to evaluation cycle of teacher</i>	Principal & Teachers	By April 28	<ul style="list-style-type: none"> • Coach for strategic scheduling of summary conferences • Provide input when appropriate • Monitor for completion • Monitor for fidelity to process
Documentation of Summary Evaluation Conferences and Evaluation Forms due to Central Office	Principal	By June 1	<ul style="list-style-type: none"> • Monitor for accurate and timely completion
Professional Development Plan for 2010-2011 begins with draft of goals at end of year review or summary evaluation conference	Teachers	June 10	<ul style="list-style-type: none"> • Coach for appropriate focus on goals and indicators

Halifax County Principal Evaluation Process and Timeline

Task	Person Responsible	Timeline	STC Roles & Responsibilities
Orientation to Principal Evaluation Process (p. 4 of Principal Evaluation Book)	Superintendent or designee	By August 20	<ul style="list-style-type: none"> • Assist with explanation of expectations
Complete Self-Assessment and Develop Draft Goal Statements and Indicators of Success (pp. 16-26 of Principal Evaluation Book)	Principals	By September 15	<ul style="list-style-type: none"> • Assist with explanation of expectations • Coach for appropriate selection of goals and indicators • Ensure principals have completed Self-Assessment prior to deadline
Meeting at respective school sites for goal-setting conference <ul style="list-style-type: none"> • Agreement on Goals and Indicators • Agreement on Data, Evidence and Artifacts that will be needed • Agreement on Principal's level of performance 	Superintendent	September 15 – October 15	<ul style="list-style-type: none"> • Coach for clear understanding of expectations and agreement on appropriate goals and indicators • Monitor for completion
Evaluator visits all schools to observe the environment and interact with staff to document progress and gather information to be used for feedback	Superintendent	September 30 – December 31	<ul style="list-style-type: none"> • Coach for goal achievement • Monitor fidelity to process

Task	Person Responsible	Timeline	STC Roles & Responsibilities
Mid-year conference to monitor growth and progress toward meeting goals	Superintendent	January 4 – 29 Conducted at the schools	<ul style="list-style-type: none"> • Coach for goal achievement and awareness of impact • Monitor fidelity to process • Monitor for completion
Evaluator will visit all schools to observe and interact with staff to document progress and gather information to be used for feedback	Superintendent	February 1 – March 31	<ul style="list-style-type: none"> • Coach for goal achievement and awareness of impact • Provide input to Superintendent when appropriate • Monitor fidelity to process
Summative conference to <ul style="list-style-type: none"> • Evaluate performance and provide/receive feedback on successes and needs for continued improvement • Discuss performance goals and recommendations in preparation for upcoming year 	Principal and Superintendent	March 2 – March 31 for those with expiring contracts By June 30 (or when all data is available) for those with continuing contracts Conducted at the school	<ul style="list-style-type: none"> • Monitor fidelity to process • Monitor for completion

**Halifax County Schools
Central Office Evaluation Process and Timeline**

Task	Person Responsible	Timeline	DTC Roles & Responsibilities
Complete Self-Assessment and develop draft goal Statements and Indicators of Success	Each Central Office Person	July-August 2009	<ul style="list-style-type: none"> Assist with explanation of expectations Coach for appropriate selection of goals and indicators
Goal-Setting Conference <ul style="list-style-type: none"> Agreement on goals Agreement on indicators 	Superintendent	August 2009	<ul style="list-style-type: none"> Coach for clear understanding of expectations and agreement on appropriate goals and indicators; Monitor for completion
Implement Agreed-Upon Plan <ul style="list-style-type: none"> Maintain artifacts Meet With supervisor Continue personal & professional growth 	Superintendent and Each Central Office Person	September 2009-January 2010	<ul style="list-style-type: none"> Coach for goal achievement and awareness of impact Monitor fidelity to process
Mid-Year Conference to Monitor Growth and Progress Toward Meeting Goals <ul style="list-style-type: none"> Implementation targets Pace of progress Fidelity to board/system priorities Balance across areas of responsibility Artifacts, information and data Continue or amend goals and indicators 	Superintendent and Each Central Office Person	February 2010	<ul style="list-style-type: none"> Coach for goal achievement and awareness of impact Monitor fidelity to process Monitor for completion

Task	Person Responsible	Timeline	STC Roles & Responsibilities
Implement Agreed-Upon Plan with Any Mid-Year Adjustments	Each Central Office Person	March-April 2010	<ul style="list-style-type: none"> • Coach for goal achievement and awareness of impact • Monitor fidelity to process
Summative Conference to Evaluate Performance and Receive Feedback on Successes and Needs for Continued Improvement.	Superintendent	May 2010	<ul style="list-style-type: none"> • Monitor Fidelity to Process • Monitor for Completion
Written Letter or Memo to Each Central Office Person <ul style="list-style-type: none"> • Executive summary of year's work • Results of summative conference • Final judgment of performance • Recommendations 	Superintendent	By June 1, 2010	<ul style="list-style-type: none"> • Coach for appropriate completion of letter • Monitor for fidelity to process • Monitor for completion