NC
Antioch Elementary (Union County Public Schools)
3101 Antioch Church Road
Matthews NC 28104
704-296-3005

**Needs Assessment - School Self-Assessment**

**OVERVIEW**

A comprehensive needs assessment is critical to the development of a high-quality school program. A systematic review of practices, processes, and systems within a school assists school leadership in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently guides the development of a meaningful school plan and suggests benchmarks for evaluation. Research supports that schools that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change.

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**Student Achievement and Growth Data**

Is proficiency for some grade levels and/or subjects higher or lower than others?
**EOG Data**

| 22 - 23 | GLP | CCR |
|---|---|---|
| 5th Grade Reading | 89.2 | 74.4 |
| 5th Grade Math | 90.1 | 72.2 |
| 5th Grade Science | 97 | 90.7 |
| 4th Grade Reading | 83.8 | 67.7 |
| 4th Grade Math | 84.4 | 73.1 |
| 3rd Grade Reading | 81.5 | 58 |
| 3rd Grade Math | 84.1 | 61.1 |

Antioch has experienced a decrease in reading proficiency as measured by the NC EOG.

Have there been increases or decreases in proficiency averages from one year to the next or within student cohorts?
Our data is trending upward.

Are there gaps between various subgroups of students (Subgroup > 30 students)?
Overall Grade 3-5 - A Gap exists between Students without Disabilities (85.4) and students with Disabilities (48.1) of (37.3%)

5th Grade Reading - Gaps exist between Asia(>95)/White(73.3) of (21.7%)

5th Grade Math - Gaps exist between Asia(95)/White(86.7) of (8.3%)

4th Grade Reading - Gaps exist between Asia(95)/White(81.6) of (13.4%)

4th Grade Math -  Gaps exist between Asia(94.4)/White(83.5) of (10.9%)

3rd Grade Reading - Gaps exist between White (81.6)/ Hispanic (62.5)of (19.1%)

3rd Grade Math - Gaps exist between White(86.4)/Hispanic (68.8) of (17.6%)

How many teachers met growth last year? How many teachers exceeded growth? Any noticeable strengths/weaknesses in grade levels? [Do not list names]
Teacher growth data is not available as of October 7, 2023.

**Student Attendance, Discipline, Demographic and Retention Data**

What is the school's student attendance rate? Are there particular days/months/blocks in the school year during which there are increases or decreases in student attendance rates? How has attendance data changed from year to year?
Our students attended school at a rate of 96.63% for the 2018-2019 school year. Students are likely to be absent during cold and flu season (January and February). Attendance data over the past six years:

2022-2023 = 97.7%

2021-2022 = 94.11%

2020-2021 = Covid

2019-2020 = Covid

2018-2019 = 96.63%

2017-2018 = 97.2%

2016-2017 = 96.22%

2015-2016 = 95.48%

2014-2015 = 97.6%

2013-2014 = 97.68%

When analyzing discipline data (to include office referrals, in school suspensions, and out of school suspensions), do any trends exist when it comes to reason, location, grade levels and/or subgroups?

Most office referrals come from students while riding the bus. While most school day referrals originate from fourth or fifth grades. No trends from sub-groups exist.

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How has student demographic data shifted through the years (including socio-economic composition)?
Our demographics have shifted slightly with an increase in Asian students and a decrease in White students.

| 2013-2014 | 2018-2019 | 2021-2022 | 2022 - 2023 | 2023 - 2024 |
|---|---|---|---|---|
| Asian=4% | Asian=14% | Asian=16% | Asian=17% | Asian=15.1% |
| Black=6% | Black=5% | Black=4% | Black= 4% | Black = 3.4% |
| White=79% | White=68% | White=66% | White= 65% | White = 66.8% |
| Hispanic=8% | Hispanic=7% | Hispanic=8% | Hispanic= 8% | Hispanic = 9.6% |
| Multi=3% | Multi=6% | Multi=6% | Multi=6% | Multi = 5.6% |

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Are there grade levels and/or subgroups that experience higher retention rates?
Philosophically, the school administration believes that retentions are most effective when used in first and second grade. Retentions are rare at the school, however they do occur at these two primary grades.

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**Teacher Recruitment, Retention, & Attendance Data**

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How many beginning teachers (BT1, BT2, and BT3) are there at your school? (Please indicate a number for each)?
Our school has three BT1 teachers, four BT2 teacher, and one BT3 teacher.

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What is the teacher turnover rate? Did it increase or decrease from previous year? Is it specific to a grade level or subject?
Our teacher turnover rate is very low. During the past three years, less than 10% of teachers have left the school and most were relocations to other parts of the country.

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Does the school have difficulties finding teachers for a particular subject or grade level?
It is more difficult to find qualified candidates compared to recent years.

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What is the school's teacher attendance rate? Are there particular days/months/blocks in the school year during which there are increases or decreases in teacher attendance rates? How has attendance data changed from year to year?
Our staff attendance is very good. Friday's are our most challenging day for absentism. Staff absentism is the highest during the period of February through spring break, which is typically in late March or early

April.

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**Perception Data**

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According to the Teacher Working Conditions Survey what areas did teachers indicate the highest percentage of "Strongly agree"?

Data was inconclusive due to the low number of responses.

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According to the Teacher Working Conditions Survey what areas did teachers indicate the highest percentage of "Strongly disagree"?
Staff Members indicated the following items as areas of need.

- Teachers have time available to collaborate with colleagues. (65%)

- Teachers have sufficient instructional time to meet the needs of all students. (61%)

- Professional development is differentiated to meet the individual needs of teachers. (53%)Teachers have sufficient training to fully utilize instructional technology. (65%)

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If the school administers parent surveys, to which areas did parents respond most positively and in which areas did they indicate concerns?
Data was inconclusive due to the low number of responses.

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If the school administers student surveys, to which areas did students respond most positively and in which areas did they indicate concerns?
Data was inconclusive due to the low number of responses.

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Accurate self-reflection and self-assessment are critical to the school improvement process. Using a self-assessment tool, such as the rubric below can assist a school in identifying areas of strength and areas for improvement. This data can then be used to create or revise the current improvement plan housed within NCStar.

**Using the DPI Rubric to Accurately Self-Assess**

The DPI rubric below has been divided into sections (A1 - E2) in order to help you in the selection process of NCStar indicators. All aspects of the rubric are underpinned by one essential question - "What is the impact on students?"

It is recommended that School Improvement Teams (SIT) use the rubric as a guide for discussion of its current state and that ratings/judgments be determined by the team.

**Structure**

Underneath each section is a bulleted list of questions. These questions can be used to guide the school

improvement team in in discussions to give themselves judgments or ratings. However, the team should not feel obligated to answer these questions or restricted to these questions, they are only a guide.

**Ratings/Judgments**

Below the guiding questions is the rubric for that particular section and it is categorized by 4 possible ratings/judgments. The ratings/judgments are Lacking, Emerging, Embedded, and Leading. The SIT should discuss the rubric and determine the school's rating/judgment.  Ratings/judgments must be based on evidence; team members should be prepared to share evidence that supports the rating/judgment they support.

When sharing evidence and ultimately determining ratings/judgments team members should ALWAYS consider the impact on students. Any initiative, strategy, program, practice, or behavior can have one of three impacts - a positive impact, a negative, impact, or no impact at all.  For example, the rubric often uses words that denote frequency of a practice. However, it is also important to consider the impact. More specifically, one indicator reads "Teachers regularly integrate student use of technology resources into classroom instruction across the curriculum." It is important the team not only consider if this is occurring and the frequency with which it is occurring, they must also ask "What impact do we see it having on student learning?"

- *Lacking:* Practices may be in place but they are not having a significant impact on students or few good practices are demonstrated. Any examples of effectiveness are outliers. There are some strengths but they are overshadowed by weaknesses.
- *Emerging:* There are some effective practices in place and the he school is seeing "green shoots" in terms of impact on students. This means that positive things are beginning to grow from effective practices and they have an impact on students. The school demonstrates effective practices, but inconsistently or in pockets.
- *Embedded:* Good and effective practices that mostly have a positive impact on students are consistently demonstrated throughout the school. Any examples of ineffectiveness are few and therefore outliers. Examples of ineffectiveness are addressed.
- *Leading:* Innovative, highly effective practices that have a significant impact on students and result in positive outcomes are occurring throughout the school. Examples of ineffectiveness are rare and short-lived because they are addressed quickly and effectively through a research-based process.

**Using Ratings/Judgments to Determine Needs**

At the bottom of each rubric section is a "Total". Once you have completed the entire rubric, give each section a total by adding each corresponding row. Sections that have the lowest percentages (Sum of Points/Max Total) should become areas of focus. The 105 indicators found in NCStar are divided by these sections (A1 - E2) to help you easily locate the ones you wish to include in your plan as objectives.

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**DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning**
**A1. High Expectations Communicated to All Teachers and Students**

**Guiding Questions**
- How does the school administration model high expectations?
- How does the school create a culture for both faculty and students in which high expectations can be met?
- How does the school consistently maintain and communicate high expectations for students?
- How do teachers help students understand the quality of work necessary to meet these high expectations?
- How does the school ensure consistency within the school and subject area/departments on what constitutes "high-quality" work?
- How does the use of instructional time in the classroom reflect high expectations and curriculum alignment?

**Rubric**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|

| The school: | The school: | The school: | The school: | |
|---|---|---|---|---|
| Exemplifies and models a culture of high expectations at all times. | Frequently exemplifies and models a culture of high expectations. | Sometimes exemplifies and models a culture of high expectations. | Rarely exemplifies and models a culture of high expectations. | 4 |
| **Has developed, implemented, and frequently utilizes a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study** | **Has developed, implemented, and regularly utilizes a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study.** | **Has developed, implemented, and inconsistently utilizes a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study.** | **Has not developed, implemented, or utilized a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study.** | 3 |
| Benchmarks expectations for student work that frequently incorporate national and state standards for all students. | Benchmarks expectations for student work that regularly incorporate national and state standards for all students. | Benchmarks expectations for student work that sometimes incorporate national and state standards for all students. | Benchmarks expectations for student work that rarely incorporate national and state standards for some students. | 4 |
| **Frequently develops and utilizes rubrics and exemplars of high quality student work to ensure teachers, students, and families understand the expectations for assignments.** | **Regularly utilizes rubrics and exemplars of high quality student work to ensure teachers and students understand the expectations for assignments.** | **Inconsistently utilizes rubrics and exemplars for assessing student work to ensure teachers and students understand the expectations for assignments.** | **Rarely or never utilizes rubrics or exemplars for assessing student work to ensure teachers and students understand the expectations for assignments.** | 3 |
| Fully utilizes instructional time for optimal learning opportunities. | Regularly utilizes instructional time for optimal learning opportunities. | Inconsistently utilizes instructional time for optimal learning opportunities. | Rarely utilizes instructional time for optimal learning opportunities. | 4 |
| | | | **A1 Total** | 18 |
| | | | **A1 % =** **(A1 Total/20) x 100** | 90 |

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**DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning**
**A2. Curriculum and Instructional Alignment**

**Guiding Questions**
- What practices ensure all students are taught a rigorous, relevant core curriculum, enabling them to compete in the global community?
- What practices are utilized to ensure the curriculum is appropriately implemented in the classroom?
- What practices and training ensure the alignment of the written (NC Standard Course of Study), taught, and tested curriculum?
- How is technology integrated into the delivery of instruction?
- What programs are available to support continuous learning and career readiness of all students?

**Rubric**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|
| The school consistently provides opportunities and support for all students to engage in | The school provides opportunities and support for most students to engage in rigorous | The school provides limited opportunities and support for some students to engage in | The school provides no to limited opportunities for few students to engage in rigorous coursework to | 4 |

| | | | | |
|---|---|---|---|---|
| rigorous coursework to be prepared for the global community. | coursework to be prepared for the global community. | rigorous coursework to be prepared for the global community. | rigorous coursework to be prepared for the global community. | |
| **School leadership engages in frequent, ongoing professional dialogue with teachers to ensure the curriculum is appropriately implemented.** | **School leadership regularly engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.** | **School leadership occasionally engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.** | **School leadership rarely engages in professional dialogue with teachers to ensure the curriculum is appropriately implemented.** | 3 |
| School administration frequently provides opportunities for collaboration among teachers and other professional colleagues to align instruction and assessment to the North Carolina Standard Course of Study and district, state, and national standards. | School administration regularly assists teachers in alignment of instruction and assessment to the North Carolina Standard Course of Study and district, state, and national standards. | School administration occasionally assists teachers in alignment of instruction and assessment to the North Carolina Standard Course of Study. | School administration rarely or never assists teachers in alignment of instruction and assessment to the North Carolina Standard Course of Study. | 4 |
| **Teachers frequently administer and use both summative and ongoing formative assessment to align and inform instruction.** | **Teachers regularly administer both summative and ongoing formative assessment aligned with instruction.** | **Teachers administer summative assessments and occasionally formative assessment aligned with instruction.** | **Teachers administer summative assessments inconsistently aligned with instruction.** | 3 |
| Teachers frequently integrate student use of technology resources into classroom instruction across the curriculum. | Teachers regularly integrate student use of technology resources into classroom instruction across the curriculum. | Teachers occasionally integrate technology resources into classroom instruction only for selected students or in limited curriculum areas. | Teachers and students rarely use technology resources in the classroom that link to curriculum. | 4 |
| | | | **A2 Total** | 18 |
| | | | **A2 % =** **(A2 Total/20) x 100** | 90 |

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**DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement A3. Data Analysis and Instructional Planning**

**Guiding Questions**

Collection and Dissemination of Data
- What practices ensure that teachers receive data in a timely manner?
- What systems are in place for collecting and using student test data and formative assessment data for the modification of instruction to improve student achievement?Subgroups
- What are the most effective practices/programs the school implements to increase student achievement across subgroups?
- Which subgroups are particular foci for improvement at this time?
- What practices are being used to identify students who are experiencing difficulty, and what is being done to assist them?
- What processes are in place to identify underrepresented student groups in advanced classes (e.g., AIG, Honors, AP)?
- What opportunities are available to meet the needs of high-achieving students (e.g., skipping grades,

earning college transfer credits)?

Subgroups

- What are the most effective practices/programs the school implements to increase student achievement across subgroups?
- Which subgroups are particular foci for improvement at this time?
- What practices are being used to identify students who are experiencing difficulty, and what is being done to assist them?
- What processes are in place to identify underrepresented student groups in advanced classes (e.g., AIG, Honors, AP)?
- What opportunities are available to meet the needs of high-achieving students (e.g., skipping grades, earning college transfer credits)?

Attendance

- What are the most effective practices/programs the school implements to increase student achievement across subgroups?
- Which subgroups are particular foci for improvement at this time?
- What practices are being used to identify students who are experiencing difficulty, and what is being done to assist them?
- What processes are in place to identify underrepresented student groups in advanced classes (e.g., AIG, Honors, AP)?
- What opportunities are available to meet the needs of high-achieving students (e.g., skipping grades, earning college transfer credits)?

Retention/Promotion/Graduation Rates

- How are issues that keep students from advancing to the next grade level or graduating identified and addressed?
- How does the promotion/graduation/retention rate vary across different student subgroups?
- How is the responsibility for promotion and graduation shared among all core and non-core subject area teachers?

**Rubric**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|
| **School leadership:** | **School leadership:** | **School leadership:** | **School leadership:** | |
| Shares and discusses data in an understandable format in a timely and effective manner. | Disseminates data in a user-friendly format in a timely manner. | Disseminates data in a format that may not be easily understood. | Disseminates minimal data. | 4 |
| **Effectively manages a shared process for data collection and analysis that informs instructional planning.** | **Manages a process for data collection and analysis that informs most instructional planning.** | **Manages a process for data collection and analysis that informs some instructional planning.** | **Provides several types of data without a clear for analysis that informs instructional planning.** | 4 |
| Effectively facilitates a systematic process for including all staff members in data analysis in a timely and effective manner. | Facilitates a systematic process for including the school improvement team in data analysis in a timely manner. | Facilitates a process for including the school improvement team in data analysis in a timely manner. | Includes no to few staff in data analysis to inform school improvement decisions. | 4 |
| **Frequently evaluates the effectiveness of implemented practices/programs to improve student** | **Regularly evaluates the effectiveness of implemented practices/programs effectiveness to improve student** | **Inconsistently evaluates the effectiveness of practices/programs effectiveness in improving student** | **Seldom/never evaluates the effectiveness of implemented practices/programs to** | 4 |

| | | | | |
|---|---|---|---|---|
| achievement across all subgroups. | improve student achievement across all subgroups. | improving student achievement across targeted subgroups. | improve student achievement. | |
| Frequently provides focused support to all subgroups and accelerates the progress of all subgroups with responsive support plans. | Regularly provides focused support most subgroups and accelerates the progress of targeted subgroups with responsive support plans. | Provides some focused support for remediation of some subgroups. | Provides little support for the performance of subgroups. | 4 |
| **Has an effective process in place to identify and provide extensive support to students experiencing difficulty meeting standards.** | **Has an established process to identify and provide support to students experiencing difficulty meeting standards.** | **Inconsistently identifies and provides limited targeted support to students experiencing difficulty meeting standards.** | **Has no formal process in place to identify and does not provide support to students experiencing difficulty meeting standards.** | 4 |
| Frequently monitors the participation of underrepresented groups in advanced classes and aggressively recruits students. | Regularly monitors the participation of underrepresented groups in advanced classes and deliberately recruits students. | Inconsistently monitors participation of underrepresented groups in advanced classes with limited student recruitment. | Rarely monitors the participation of underrepresented groups in advanced classes. | 4 |
| **Offers consistent, high-quality opportunities that extend learning for high-performing students.** | **Offers a variety of opportunities that extend learning for high-performing students.** | **Offers limited opportunities that extend learning for high-performing students.** | **Offers no opportunities that extend learning for high- performing students.** | 3 |
| Systematically monitors attendance, dropout rates, and promotion/graduation rates to identify trends. | Frequently monitors attendance, dropout rates, and promotion/graduation rates. | Occasionally monitors attendance, dropout rates, and promotion/graduation rates. | Rarely or never monitors attendance, dropout rates, and promotion/graduation rates. | 4 |
| **Frequently and systematically facilitates the early identification of students with attendance problems and provides support for both families and students.** | **Regularly facilitates the early identification of students with attendance problems and provides some support for both families and students.** | **Occasionally facilitates the early identification of students with attendance problems and rarely provides support for families and students.** | **Rarely or never facilitates the early identification of students with attendance problems and provides no support for families and students.** | 4 |
| Provides consistent and intensive intervention strategies before, during, and after school for students who are at-risk for not meeting grade-level benchmarks or graduation requirements. | Provides intervention strategies before, during, and after school for students who are at-risk for not meeting grade-level benchmarks or graduation requirements. | Provides some intervention strategies during and/or after school for students who are at-risk for not meeting grade level benchmarks or graduation requirements. | Provides few interventions for students who are at-risk for not meeting grade-level benchmarks or graduation requirements. | 4 |
| **Consistently implements a comprehensive plan to assure that the needs of students of differing cultures, abilities, and** | **Engages in strategies to assure that the needs of students of differing cultures, abilities, and primary languages are taken** | **Has tracking practices that exist in the school, yet some efforts are in place to ensure equity in class** | **Has tracking practices that exist in the school, and there are no efforts to ensure equity in class** | 3 |

| | | | | |
|---|---|---|---|---|
| primary languages are taken into account in class placement. | languages are taken into account in class placement. | ensure equity in class placement. | equity in class placement. | |
| Systematically monitors promotion and graduation rates and identifies trends. | Regularly monitors promotion and graduation rates. | Occasionally monitors promotion and graduation rates. | Rarely or never monitors promotion and graduation rates. | 4 |
| Implements a plan that includes all core and non-core teachers in supporting students at-risk of retention or not meeting graduation requirements. | Has a plan that includes most teachers in supporting students at-risk of retention or not meeting graduation requirements. | Has a plan that includes a few teachers in supporting students at-risk of retention or not meeting graduation requirements. | Has no defined plan for involving teachers in supporting students at-risk of retention or not meeting graduation requirements. | 4 |
| | | | A3 Total | 54 |
| | | A3 % = | (A3 Total/56) x 100 | 96 |

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**DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement A4. Student Support Services**

**Guiding Questions**

Student Support Services
- How does the school meet the social and emotional needs of students?
- How is the time of school counselor(s) utilized to support students?
- What process does the school have for academic advisement?
- How does the school ensure student nutrition and health?
- How is character education taught and reinforced?
- What strategies exist for helping students make the transition from the preschool setting to the elementary setting, from grade to grade, and/or from grade span to grade span?
- What strategies support student transitions year to year?
- What strategies support families as students transition?
- What strategies support student transitions to higher education or careers?

**RUBRIC**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|
| The school: | The school: | The school: | The school: | |
| Implements a systematic, effective, and developmentally appropriate program supporting the social and emotional needs of all students. | Implements an effective and developmentally appropriate program supporting the social and emotional needs of most students. | Provides inconsistent support for the social and emotional needs of some students. transitions. | Provides minimal support for the social and emotional needs of students. | 3 |
| **Consistently utilizes the time of counselors for appropriate direct work with all students.** | **Often utilizes the time of counselors for appropriate direct work with all students.** | **Uses counselors in some roles that limits time for appropriate direct work with students.** | **Uses counselors in roles that minimize time for appropriate direct work with students.** | 2 |
| Implements an effective, systematic process for academic advisement. | Implements a regular process for academic advisement. | Provides some academic advisement for students. | Provides little or no academic advisement for students. | 3 |
| **Supports student** | **Supports student** | | | |

| | | | | |
|---|---|---|---|---|
| nutrition and health through effectively operating processes and programs. | Supports student nutrition and health through processes and programs. | Offers some programs to support student nutrition and health. | Offers limited support for student nutrition and health. | 2 |
| Frequently utilizes an integrated process for teaching and reinforcing character education through curricular and extracurricular activities. | Regularly teaches and reinforces character education through curricular and extracurricular activities. | Provides minimal teaching of character education. | Does not directly teach character education. | 3 |
| **Develops and implements consistent, intentional, ongoing plans to support student transitions from grade to grade and level to level.** | **Develops and implements adequate plans to support student transitions from grade to grade and level to level.** | **Implements minimal plans to support student transitions from grade to grade and level to level.** | **Has no intentional plan to support student transitions from grade to grade and level to level.** | 3 |
| Develops and frequently implements effective plans that facilitate vertical articulation and transitions. | Regularly implements plans that facilitate regular vertical articulation and transitions. | Inconsistently implements some plans that facilitate vertical articulation and transitions. | Provides no clear plans to facilitate vertical articulation and transitions. | 3 |
| **Utilizes a consistent, ongoing process to support family understanding and involvement as students transition from grade to grade and level to level.** | **Maintains an ongoing process to support family understanding and involvement as students transition from grade to grade and level to level.** | **Inconsistently provides some activities for family understanding and involvement as students transition from grade to grade and level to level.** | **Provides no activities to support family understanding and involvement as students transition from grade to grade and level to level.** | 3 |
| Utilizes an effective, systematic process that supports students' transition to higher education or careers. | Uses an established process that supports students' transition to higher education or careers. | Inconsistently provides some support for students' transition to higher education or careers. | Provides little to no support for students' transition to higher education or careers. | 3 |
| **The school collaborates with the community to provide opportunities for all students to know and experience potential career choices.** | **The school collaborates with the community to provide opportunities for most students to know and experience potential career choices.** | **The school collaborates with the community to provide some opportunities for some students to learn about potential career choices.** | **The school collaborates with the community to provide minimal opportunities for few students to learn about potential career choices.** | 3 |
| | | | **A4 Total** | 28 |
| | | | **A4 % =** (A4 Total/40) x 100 | 70 |

**DIMENSION B: Leadership Capacity**
**B1. Strategic Planning, Mission, and Vision**

**Guiding Questions**
- Who participates in the development of the School Improvement Plan (SIP)?
- What structures are in place to meet the diverse needs of students?
- How does administrative and departmental/grade-level leadership facilitate the collaborative development of annual school improvement plans to realize strategic goals and objectives?
- What processes provide for periodic review and revision of the school's vision, mission, and strategic

goals by all school stakeholders?
- How does the school communicate its vision, goals, and priorities to appropriate stakeholders?
- What processes are in place to evaluate the progress toward achieving these goals?
- What strategies are in place to create a culture and climate conducive to learning?
- What plans support the safety of all students and staff?
- How does school leadership specifically address the issues raised by the NC Teacher Working Conditions (NC TWC) survey?

**RUBRIC**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|
| **Leadership:** | **Leadership:** | **Leadership:** | **Leadership:** | |
| Effectively involves all stakeholder groups and uses all available data in developing the School Improvement Plan. | Involves many stakeholders in using data from several sources in developing the School Improvement Plan. | Involves select stakeholders in using data in developing the School Improvement Plan. | Does not involve stakeholders in developing the School Improvement Plan. | 4 |
| **Customizes structures and strategies to meet the needs of all student populations.** | **Facilitates structures and strategies to meet the needs of most student populations.** | **Provides some oversight for structures and strategies to meet the needs of some student populations.** | **Provides little to no oversight for strategies implemented to address the needs of its student populations.** | 4 |
| Consistently facilitates a successful process for monitoring, revising, and implementing the School Improvement Plan with shared responsibilities for all stakeholder groups. | Facilitates a process for monitoring, revising, and implementing the School Improvement Plan with primary responsibility shared with the school improvement team. | Informs staff of necessary changes in the School Improvement Plan with little collaboration to ensure support. | Provides no clear system for ensuring support for school changes as outlined in the School Improvement Plan. | 4 |
| **Maintains a consistent process for ensuring that the school's vision and mission drive decisions and inform the culture of the school.** | **Maintains a process for periodically reviewing the school's vision and mission to drive decisions.** | **Maintains a process for periodically reviewing the school's vision and mission.** | **Has no process for reviewing the school's vision and mission.** | 4 |
| Effectively utilizes the School Improvement Plan to drive the change process and ensure continual support with shared responsibility for all stakeholder groups. | Utilizes the School Improvement Plan to drive the change process and ensure continual support with shared responsibility for most staff. | Provides periodic review and revision of the School Improvement Plan with shared responsibility for limited staff. | Has no process for annual review of the School Improvement Plan. | 4 |
| **Effectively utilizes appropriate data to evaluate program effectiveness and to inform and prioritized action plans.** | **Utilizes appropriate data to evaluate program effectiveness and to inform and prioritize action plans.** | **Utilizes some data other than summative state assessments to inform school action plans.** | **Limits data sources and bases decisions primarily on state assessment outcomes.** | 4 |
| Facilitates a comprehensive plan for building a school culture and climate conducive to learning based on | Has developed a comprehensive plan for building a school culture and climate conducive to | Has developed some plans for building a school culture and climate conducive to | Has no clear plan for building a school culture and climate conducive to | 4 |

| | | | | |
|---|---|---|---|---|
| collaboration, egalitarianism, and collegiality. | and climate conducive to learning. | climate conducive to learning. | learning. | |
| **Consistently implements a thorough safety plan approved by the school board and local safety units.** | **Implements an appropriate safety plan approved by the school board.** | **Implements a safety plan that addresses most school needs.** | **Implements an inadequate safety plan.** | 4 |
| Has a clearly developed plan to address issues raised by the NC TWC survey and collaborates with all staff and other appropriate stakeholders to address them. | Has a plan to address issues raised by the NC TWC survey and shares responsibility of implementing plans with all staff. | Develops a plan to address issues raised by the NC TWC survey and informs all staff and/or appropriate stakeholders. | Addresses issues raised by the NC TWC survey in an inconsistent or informal way. | 4 |
| | | | **B1 Total** | 36 |
| | | | **B1 % =** (B1 Total/36) x 100 | 100 |

**DIMENSION B: Leadership Capacity**
**B2. Distributed Leadership and Collaboration**

**Guiding Questions**
- How are the different roles and responsibilities of the school staff delineated and maintained?
- What processes are implemented that encourage collaboration between the administration and faculty?
- In what ways is leadership developed and distributed in the school?
- How does school leadership foster an atmosphere of trust and mutual respect within the school?
- What strategies are in place to build a sense of efficacy, empowerment, and collaboration among all staff to develop the ability to meet educational challenges?

**RUBRIC**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|
| School administration provides a well-defined process for shared leadership among all staff for monitoring student achievement and aligning strategies and activities to meet student needs. | School administration monitors student achievement data along with selected school leadership and uses results to revise school strategies and initiatives. | School administration monitors student achievement results with limited shared responsibility for staff. | School administration has no clearly defined process for monitoring student achievement data. | 4 |
| **School administration has well- established, effective, ongoing processes for collaboration with the faculty.** | **School administration has regular processes for collaboration with the faculty.** | **School administration has some processes for collaboration with the faculty.** | **School administration has few processes for collaboration.** | 4 |
| The development and distribution of leadership is clearly understood, equitable, and transparent. | The development and distribution of leadership is mostly understood, equitable, and transparent. | The development and distribution of leadership is somewhat understood, equitable, and transparent. | The development and distribution of leadership at the school is unclear. | 4 |
| **School administration frequently models** | **School administration regularly models** | **School administration occasionally models** | **School administration does not model** | 4 |

| expectations set for staff and students. | expectations set for staff and students. | expectations set for staff and students. | expectations set for staff and students. | |
|---|---|---|---|---|
| There is a well-developed and implemented plan to build a sense of efficacy, empowerment, and collaboration among staff. | There is a plan to build a sense of efficacy, empowerment, and collaboration for most staff. | There is a plan to build a sense of efficacy, empowerment, and collaboration for a limited number of staff. | There is no defined plan to encourage collaboration or to empower staff. | 4 |
| | | | **B2 Total** | 20 |
| | | | **B2 % =** (B2 Total/20) x 100 | 100 |

**DIMENSION B: Leadership Capacity**
**B3. Monitoring Instruction in School**

**Guiding Questions**
- What strategies ensure that leadership is visible in all classrooms, and how is that informal observation used to foster student and teacher growth?
- What practices are in place to ensure classroom observations are used to support improved instruction?
- What practices do administrative and departmental leadership use to support change?
- How does administrative and departmental leadership model the importance of continued adult learning?

**RUBRIC**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|
| Leadership: | Leadership: | Leadership: | Leadership: | |
| Frequently maintains high visibility within the school and among school staff with a systematic process for providing feedback to improve teaching and learning. | Conducts both formal and informal classroom visits with a process for providing developmental feedback to teachers. | Occasionally visits classrooms for purposes beyond staff evaluation with inconsistent or limited feedback to teachers. | Visits classrooms for evaluation of staff only. | 4 |
| **Consistently implements an ongoing system of teacher observation that fosters dialogue about effective instructional practice.** | **Regularly implements an ongoing system of teacher observation that fosters dialogue about effective instructional practice.** | **Occasionally uses a system of teacher observation that fosters dialogue about effective instructional practice.** | **Utilizes state or district mandated teacher observation practices, with little/no dialogue about instructional practices.** | 4 |
| Effectively communicates the need for change in an understandable and transparent way. | Communicates the need for change so that it is mostly understandable and transparent. | Communicates the need for change that is somewhat understandable. | Is unclear in communicating the need for change. | 4 |
| **Frequently models continued learning on educational issues to improve job-related skills.** | **Regularly models continued learning on educational issues to improve job-related skills.** | **Occasionally models continued learning by attending mandatory and some self-selected workshops and conferences on educational topics.** | **Rarely or never models continued learning by attending only mandatory professional development offerings.** | 4 |
| | | | **B3 Total** | 16 |
| | | | **B3 % =** (B3 Total/16) x 100 | 100 |

**DIMENSION C: Professional Capacity**

**C1. Teacher Quality and Experience**

**Guiding Questions**
- How are appropriately certified teachers selected and placed in every curricular area?
- How are teachers selected?
- In what areas (grade levels/subject areas) does the school lack effective teachers?
- How are teacher weaknesses identified and addressed?
- How do teachers demonstrate leadership by:
  - Establishing a respectful environment for a diverse population of students?
  - Knowing the content they teach?
  - Facilitating learning for their students?
  - Reflecting on their practice?

**RUBRIC**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|
| Teachers: | Teachers: | Teachers: | Teachers: | |
| Are certified at a rate of 100% and teaching in their curricular/grade area. | Are certified at a rate of 70-99% and certified staff are teaching in their curricular/grade area. | Are certified at a rate of 51-69% and those certified are teaching in their curricular/grade area. | Are certified at a rate of less than 50% with those that are certified teaching in their curricular area/grade level. | 4 |
| **Are collaboratively involved in a systemic process for identifying ineffectiveness and developing plans for improvement.** | **Engage in a systemic process for identifying ineffectiveness and plan for improvement is collaboratively decided.** | **Engage in a process for identifying ineffectiveness and plan for improvement is administratively decided.** | **Engage in no clearly established process for identifying ineffectiveness or have no plan for improvement.** | 4 |
| Consistently demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs. | Regularly demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs. | Occasionally demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs. | Seldom demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs. | 4 |
| **Consistently facilitate student learning of accurate and appropriate content.** | **Often facilitate student learning of accurate and appropriate content.** | Occasionally facilitate student learning of accurate and appropriate content. | **Rarely facilitate student learning of accurate and appropriate content.** | 4 |
| Are engaged in a consistent process for reflecting on classroom practices and student achievement in an effort to improve their effectiveness. | Regularly reflect on their classroom practices and student achievement in an effort to improve their effectiveness. | Occasionally reflect on their classroom practices and student achievement in an effort to improve their effectiveness. | Seldom reflect on their classroom practices and student achievement in an effort to improve their effectiveness. | 3 |
| | | | C1 Total | 19 |
| | | C1 % = | (C1 Total/20) x 100 | 95 |

**DIMENSION C: Professional Capacity**
**C2. Quality of Professional Development**

**Guiding Questions**
- How are professional development programs and offerings differentiated based on student achievement data and school needs?

- How is professional development for staff aligned with the school improvement plan?
- How are professional development offerings aligned, selected, and sustained?
- How are teachers supported in taking and implementing high-quality professional development?
- What professional development offerings prepare staff to support global education?
- To what extent does professional development exemplify the NC Professional Learning Standards?
- How does the school ensure that teachers are attending the appropriate professional development to improve their instruction?
- What professional development has the principal participated in during the last two years? How was it selected?

**RUBRIC**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|
| **Professional development offerings:** | **Professional development offerings:** | **Professional development offerings:** | **Professional development offerings:** | |
| Frequently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school. | Regularly model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school. | Inconsistently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school. | Do not reflect scientifically research-based curriculum, instruction, and assessment strategies to support student learning and to respond to the identified needs in the school. | 4 |
| **Are strategically and collaboratively selected, sustained, and consistently monitored for fidelity of implementation aligned with the School Improvement Plan and Personal Growth Plans.** | **Are selected based on identified needs aligned with the School Improvement Plan and Growth Plan and plans are sometimes sustained and monitored for fidelity of implementation.** | **Are selected based on identified needs aligned with the School Improvement Plan and Personal Growth Plan but are not monitored for fidelity of implementation.** | **Are generally selected by individuals with no clear alignment with the School Improvement Plan or Personal Growth Plans.** | 4 |
| Are frequently, strategically implemented and collaboratively designed, shared, and evaluated. | Are regularly developed utilizing processes and schedules that facilitate the collaborative design, sharing, and evaluation of professional growth opportunities. | Are inconsistently developed utilizing some processes or schedules that facilitate some collaboration or sharing of professional growth opportunities with little or no evaluation. | Are rarely developed utilizing processes and schedules that facilitate the collaboration, design, sharing, and evaluation of professional growth opportunities. | 4 |
| **Consistently exemplify the NC Professional Learning Standards.** | **Frequently exemplify the NC Professional Learning Standards.** | **Minimally exemplify the NC Professional Learning Standards.** | **Are not aligned with the NC Professional Learning Standards.** | 4 |
| | | | **C2 Total** | 16 |
| | | | **C2 % =** (C2 Total/16) x 100 | 100 |

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**DIMENSION C: Professional Capacity**
**C3. Talent Recruitment and Retention**

**Guiding Questions**
- What school recruitment strategies are in place to attract highly-qualified staff to the school?
- How are high-performing teachers recognized and rewarded?

- What patterns emerge from teacher exit interviews?
- What support is in place for newly hired, Initially Licensed (ILT), and lateral entry teachers?
- How are teachers on action plans supported and coached?
- What processes and support structures are in place for all teachers to improve performance (e.g. curricular coaching, study groups)?
- What training and supports are in place to ensure effective professional learning communities at the school?
- What is the teacher supplement? What other extra-pay structures are in place?
- How does teacher turnover impact the school's instructional program?

**RUBRIC**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|
| The school: | The school: | The school: | The school: | |
| Effectively utilizes district and school resources and seeks other resources to recruit, retain, and reward highly-qualified and effective staff. | Effectively utilizes both district and school resources to recruit, retain, and reward highly-qualified and effective staff. | Utilizes district resources and existing programs to recruit, retain, and reward highly-qualified and effective staff. | Utilizes only existing district resources to recruit, retain, and reward highly-qualified and effective staff. | 3 |
| **Frequently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.** | **Regularly guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.** | **Inconsistently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.** | **Lacks a process for guiding and supporting continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.** | 4 |
| Utilizes effective processes to help all teachers improve effectiveness of teaching and learning. | Utilizes regular or defined processes to help teachers improve effectiveness of teaching and learning. | Has limited processes in place to help teachers improve effectiveness of teaching and learning. | Lacks necessary processes to help teachers improve effectiveness of teaching and learning. | 4 |
| **Professional learning communities promote professional dialogue and inform instruction.** | **Professional learning communities occur, promote professional dialogue, and inform instruction in some classrooms.** | **Professional learning communities occur and promote professional dialogue, but do not inform instruction.** | **Professional learning communities occur but do not promote professional dialogue or inform instruction.** | 4 |
| | | | **C3 Total** | 15 |
| | | | **C3 % =** **(C3 Total/16) x 100** | 94 |

**DIMENSION D: Planning and Operational Effectiveness**
**D1. Resource Allocation**

**Guiding Questions**
- How are budgeting decisions made, and who is involved in making those decisions?
- What processes have been created to provide for an aligned operational budget for school programs and activities?
- In what areas is the school experiencing shortages, and what actions have been taken to address the shortages?
- What external sources of funding are available to the school (e.g., through booster clubs, grants, community/corporate partnerships)?
- What processes are in place to determine how teachers are assigned to specific courses/classes?

- How does the school ensure maximum instructional time for students?
- What systems are in place for developing master schedules based on specific school needs?

**RUBRIC**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|
| **School leadership:** | **School leadership:** | **School leadership:** | **School leadership:** | |
| Consistently collaborates with appropriate stakeholders in making budgetary decisions. | Frequently collaborates with appropriate stakeholders in making budgetary decisions. | Occasionally collaborates with appropriate stakeholders in making budgetary decisions. | Does not collaborate with stakeholders in making budgetary decisions. | 4 |
| **Establishes a systematic and transparent process for reviewing and allocating resources to most effectively support school needs.** | **Establishes a systematic process for reviewing and allocating resources to support school needs.** | **Has a plan for reviewing and/or allocating resources but does not systematically utilize the plan to support school needs.** | **Has no clearly-developed system for reviewing and allocating resources from year to year.** | 4 |
| Strategically coordinates and monitors spending of required and discretionary funds to align with identified student needs. | Coordinates spending of required and discretionary funds to align with identified student needs. | Coordinates spending of required funds to align with student needs. | Lacks coordination of required and discretionary funds to best meet student needs. | 4 |
| **Aggressively seeks funding in addition to base local and state allocations.** | **Seeks funding in addition to base local and state allocations.** | **Occasionally seeks funding in addition to base and state allocations.** | **Does not actively seek funding beyond base local and state allocations.** | 3 |
| Consistently allocates teachers based on changing student needs. | Allocates teachers based on current student needs. | Allocates teachers considering some but not all student needs. | Allocates teachers based on teacher preference as opposed to student needs. | 3 |
| **Maximizes instructional time and quality instruction to support the mission of the school.** | **Effectively aligns instructional time with student needs across grades and departments.** | **Aligns instructional time with student needs in some but not all grade levels or departments.** | **Lacks alignment of instructional time with student needs.** | 4 |
| Regularly utilizes comprehensive data analysis that is clearly reflected in all schedules and plans. | Regularly utilizes data analysis that is reflected in all schedules and plans. | Inconsistently utilizes data analysis in schedules and plans. | Lacks collection and analysis of data as basis of planning and scheduling. | 4 |
| | | | **D1 Total** | 26 |
| | | | **D1 % =** **(D1 Total/28) x 100** | 93 |

**DIMENSION D: Planning and Operational Effectiveness**
**D2. Facilities and Technology**

**Guiding Questions**
- How is the physical condition of the school maintained?
- How does the school ensure that teachers and students have sufficient access to instructional technology, including computers, printers, software, and internet access?
- To what extent are the reliability and speed of internet connections in this school sufficient to support the integration of 21st century instructional practices?
- What activities and training support teachers in fully utilizing and integrating instructional technology?

**RUBRIC**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|
| **School leadership:** | **School leadership:** | **School leadership:** | **School leadership:** | |
| Ensures that the school and grounds are exceptionally clean, well maintained, and safe. | Ensures that the school and grounds are clean, well maintained, and safe. | Ensures that some areas of the school and grounds are clean, well maintained, and safe. | Does not ensure that the school and grounds are clean, well maintained, and safe. | 4 |
| **Consistently implements a process to determine and acquire necessary instructional technology to support 21st century instructional practices.** | **Determines and acquires adequate instructional technology to support 21st century instructional practices.** | **Acquires some instructional technology to support 21st century instructional practices.** | **Has no plan to acquire instructional technology to support 21st century instructional practices.** | 4 |
| Provides a system of sustained professional development for staff in the innovative application of technology for planning, instructional delivery, record keeping, and communications. | Provides ongoing professional development for staff in the application of technology for planning, instructional delivery, record keeping, and communications. | Provides some professional development for staff in the basic applications of technology. | Provides little to no professional development for staff in the innovative application of technology. | 3 |
| | | | **D2 Total** | 11 |
| | | | **D2 % =** (D2 Total/12) x 100 | 92 |

**DIMENSION E: Families and Communities**
**E1. Family Engagement**

**Guiding Questions**
- How does the school create an inviting and welcoming environment when families visit the campus?
- In what ways does the school establish and maintain positive, collaborative relationships with families and involve them in shared decision making?
- How are clear expectations for school and student achievement communicated to families? How does the school ensure that these are received and understood?
- What specific strategies have been implemented to increase familial involvement based on the identified areas of need?
- How does the school measure the effectiveness of family involvement efforts?

**RUBRIC**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|
| **The school:** | **The school:** | **The school:** | **The school:** | |
| Creates a welcoming environment where all families and visitors are greeted and assisted. | Creates an environment where most families and visitors feel welcome. | Has a designated welcoming area for families and visitors and creates an environment where some families feel welcome. | Has no welcoming area nor makes any effort to welcome families or visitors. | 4 |
| **Proactively requests familial feedback and incorporates feedback** | **Provides opportunities to collect familial feedback/input on school instruction and operations with some** | **Provides family engagement activities mostly limited to large school events, family/teacher** | **Provides little to no family engagement.** | 4 |

| | | | | |
|---|---|---|---|---|
| into school decisions. | operations with some consideration for school decisions. | conferences, and teacher phone calls home. | | |
| Provides a broad spectrum of forums for two-way communication with families through school report cards, meetings, announcements, newsletters, and a consistently updated website. | Provides opportunities for timely, two-way communication with families through school report cards, newsletters, and a frequently updated website. | Communicates with families by newsletters, school report card, and an occasionally updated website. | Has no clear system to provide families with required school report card information or other timely communication such as newsletters. | 4 |
| **Maintains clear policies and processes for researching and applying best practice, familial engagement strategies and activities.** | **Has developed policies and procedures for engaging families in student academic performance and school operations.** | **Infrequently engages in discussions with families regarding student academic performance and/or school operations.** | **Practices ad hoc planning of familial engagement programs/ workshops.** | 4 |
| | | | **E1 Total** | 16 |
| | | | **E1 % =** | **(E1 Total/16) x 100** | 100 |

**DIMENSION E: Families and Communities**
**E2. Community Engagement**

**Guiding Questions**
- In what ways does the school establish and maintain positive relationships with businesses and nonprofit organizations?
- How are clear expectations for school and student achievement communicated to the community at large?
- How does the school work with community partners to establish supplemental programming such as after-school programs or tutoring?
- How does the school receive and use feedback from the community?

**RUBRIC**

| Leading=4 | Embedded=3 | Emerging=2 | Lacking=1 | Rubric Scores |
|---|---|---|---|---|
| The school: | The school: | The school: | The school: | |
| Consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school. | Regularly implements strategies for partnering with local businesses, community organizations, and other agencies to meet the needs of the school. | Develops plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or plan is not clearly aligned to the needs of the school. | Lacks established strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school. | 3 |
| **Provides a broad spectrum of forums for two-way communication opportunities with the community through** | **Provides opportunities for timely, two-way communication with the community through** | **Infrequently communicates with the community** | **Has no clear system for ongoing** | 4 |

| | | | | |
|---|---|---|---|---|
| newspapers, school report cards, meetings, announcements, and a consistently updated website. | through announcements, school status reports, and a frequently updated website. | the community through a website and other media. | communication with the community. | 4 |
| Effectively devotes appropriate financial resources and personnel to community partnership efforts. | Devotes financial resources and part- time personnel resources to community engagement efforts. | Devotes limited financial and no personnel resources to community engagement efforts. | Lacks devoted financial and/or human resources for community engagement efforts. | 3 |
| **Frequently monitors effectiveness of community engagement efforts and uses results to improve future school improvement efforts.** | **Regularly monitors effectiveness of community engagement efforts with some results incorporated into school improvement efforts.** | **Informally collects community feedback and monitors effectiveness of community engagement efforts.** | **Has no process in place for collecting community feedback or monitoring community engagement effort.** | 3 |
| | | | **E2 Total** | 13 |
| | | | **E2 % =** **(E2 Total/16) x 100** | 81 |