

Comprehensive Progress Report

Mission:

At Newlin, we inspire children to be confident, responsible leaders who make a difference in the world.

Vision:

Together we will create student success stories.

Goals:

Students will increase in reading proficiency from 34% to 45% as measured by NC Reading EOGs by June 2020.

All students will demonstrate behaviors that positively impact social and emotional development, academic learning, and physical and mental wellbeing.

Students will increase in math proficiency from 29.5% to 42% as measured by NC Mathematics EOGs by June 2020.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		In 2017 our school required students & parents to sign a Student Code of Conduct handbook outlining student and parent responsibilities. All classrooms have common jobs to allow students to demonstrate responsibility and leadership. Our school implemented safe hallway procedures using posted signs--"Pause at the Paw". Each morning, expectations are stated with a school wide LEAD chant on the intercom. All classrooms use Class Dojo to communicate effectively with parents. Teachers utilize The First Eight Days from The Leader in Me to build relationships and establish classroom expectations and procedures. Every teacher builds relationships with students during Club Days. Teachers may also utilize provided guidance referrals to seek help for a student from the guidance counselor.	Limited Development 11/02/2017			

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>During the 2018-19 school year, teachers and students are empowered to solve problems academically and emotionally. Students use Leadership notebooks to track leadership accomplishments. Students will grow as empowered servant leaders. Teachers including specialty and support staff all use Class Dojo as a means for behavior management and parent communication. Teachers create a classroom culture which empowers students to be an active member in developing rules and procedures. Students will demonstrate the 7 habits and can clearly articulate the habits.</p> <p>During the 2019-20 school year, teachers and students continue to be empowered to solve problems academically and emotionally. Students continue to use Leadership notebooks to track leadership accomplishments. Students continue to grow as empowered servant leaders. Teachers including specialty and support staff use Class Dojo as a means of parent communication. Teachers create a classroom culture which empowers students to be an active member in developing rules and procedures. Students will demonstrate the 7 habits and can clearly articulate the habits. Teachers utilize a PBIS point system and class tracking chart to monitor and provide feedback on school wide behavior expectations.</p>		Objective Met 06/09/20	Kelvin Belle	06/14/2020
Actions					
12/7/17	Each classroom will create a calm down bottle for students to use or to suggest to a classmate. Teachers will create the calm down bottle during a class meeting the first week in January.		Complete 01/31/2018	Laura Hollister	01/31/2018
<i>Notes:</i>					
12/7/17	Teachers will facilitate a classroom meeting at least once a week as monitored by ILT. Teachers will share a time and day indicating the planned classroom meeting. Teachers will include the class meeting in their lesson plan.		Complete 06/04/2018	Lawrence Conte	06/04/2018
<i>Notes:</i>					

12/7/17	As an administrative assistant, Mrs. Jones will lead a survey and analyze data to establish a baseline of behaviors. Data will be used to clarify classroom versus office referrals and rewards versus consequences. Both classroom and office referrals will be documented.	Complete 06/04/2018	Rickeya Jones	06/04/2018
<i>Notes:</i>				
9/25/18	In Fall 2018, new teachers will create and implement the calm down bottles which were addressed in the 2017-2018 action steps.	Complete 01/31/2019	Holly Herring	12/20/2018
<i>Notes:</i>				
12/7/17	Leadership Binders will be consistently utilized school-wide. Binders will consist of student data, academic and personal goals (WIGS), and student success stories.	Complete 01/31/2018	Lawrence Conte	06/11/2019
<i>Notes:</i> Based on teacher-turnover rate this goal action step will be reevaluated for the 2018-2019 school year.				
9/25/18	Classroom teachers will use the "First 8 Days" of the Leader In Me to establish rules, procedures, and expectations with their students.	Complete 09/30/2019	Lawrence Conte	09/30/2019
<i>Notes:</i> Teachers will reference and reteach the rules, expectations, and procedures weekly in classroom meetings, after long breaks, or as needed based on teacher judgement.				
10/7/19	Teachers implement school-wide PBIS procedures. Teachers submit student points weekly.	Complete 03/13/2020	Kelvin Belle	06/12/2020
<i>Notes:</i>				
Implementation:		06/09/2020		
Evidence	6/27/2018 6/9/2020 First 8 Days of Leader in Me Teacher Guide & PBIS Data			

<p><i>Experience</i></p>	<p>6/27/2018 Teachers continued weekly classroom meetings to reinforce the 7 Habits and a positive classroom culture. Our administrative intern conducted a survey to establish a baseline of behaviors, analyzed the data, and shared the findings with the staff. Additionally during a staff meeting, teachers learned how to make a calm down bottle. Teachers made calm down bottles with their classes.</p> <p>6/9/2020 All Teachers implemented the First 8 Days of Leader in Me. During the First 8 Days, students contributed to creating classroom rules, expectations, and procedures. Also at the beginning of the 2019-2020 school year, teachers received professional development on PBIS. Teachers implemented PBIS in their classrooms including a classroom point management system. From week 1, teachers began reporting earned points to the PBIS Coach. Newlin has monthly celebrations for students who earned the qualifying points.</p>			
<p><i>Sustainability</i></p>	<p>6/27/2018 During the 2018-19 school year, teachers will continue to have weekly classroom meetings. During the first week of school, students will update personal information in their leadership notebooks. During the 2018-19 school year, the specialty rotation will include “Mindfulness” to contribute to students’ social emotional learning.</p> <p>6/9/2020 Teachers will continue to receive professional development in Leader in Me. Teachers will begin the following school year with the First 8 Days of Leader in Me. Teachers will continue to receive PBIS professional development. Newlin will continue to expand efforts in PBIS implementation as well as all components implemented thus far.</p>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		During the 2019-20 school year, grade levels create curriculum maps utilizing the ABSS pacing guides and NC Standards. Grade levels meet during PLCs to develop tasks aligned to the rigor of the standard using the Powerful Task Rubric as a guiding document. Teachers differentiate standards during guided reading and guided math instruction.	Limited Development 09/23/2019		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Grade levels continually utilize and implement standards-aligned units. Units include pre and post tests, unpacked standards, tasks aligned to the cognitive demand of the standard, and success criteria for each standard aligned task. Pre and post tests are used to inform instruction. Evidence: Student engagement in tasks that meet the cognitive demand of the standard, teacher evaluations/walk-through data, PLC Backward Planning Design documents (Plan-Do-Study-Act). Resources: ABSS Curriculum documents, including pre and post tests; PLC curriculum maps; Math in Practice; Jan Richardson's <u>Next Steps Forward in Guided Reading</u> ; Achieve 3000 in Grades 3-5, Imagine Math in K-5; Math journaling in Grades 3-5.	Objective Met 06/10/20	Judy Hiatt	06/14/2020
Actions					
	10/21/19	Provide PD on backward design planning.	Complete 09/18/2019	Judy Hiatt	06/12/2020
<i>Notes:</i>					
	10/21/19	Grade levels will utilize backward design planning for math during PLCs	Complete 05/18/2020	Judy Hiatt	06/12/2020
<i>Notes:</i>					
	10/21/19	Present PD for math journaling in Grades 3-5	Complete 01/21/2020	Rickeya Jones	06/12/2020
<i>Notes:</i>					
	10/21/19	Grades 3-5 will implement math journaling.	Complete 02/28/2020	Rickeya Jones	06/12/2020
<i>Notes:</i> Math journaling for Imagine Math					

10/22/19	The Instructional leadership team will monitor math journaling as a component of instructional time through weekly walk-throughs and provide feedback.	Complete 03/12/2020	Lawrence Conte	06/12/2020
<i>Notes:</i>				
Implementation:		06/10/2020		
Evidence	6/9/2020 PD sign in			
Experience	6/9/2020 Staff was provided with professional development in backwards designing and math journaling. This work then continued within PLCs and workstations in classrooms.			
Sustainability	6/9/2020 Backwards design planning with continue to occur after each quarter as well as components of backwards design integrated into weekly PLCs. The work will be continued through an added focus on criteria for success and common formative assessments. Math journaling will continue to be apart of workstations during small group math instruction and expand this work to our K-2 classrooms.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our master schedule includes time for whole group reading instruction and whole group math instruction. In addition, the schedule includes time for differentiated core instruction including small group guided reading and small group guided math. There is also a 30 minute schoolwide tier 2 intervention time. Interventionists also serve students identified in Tier 3.</p> <p>During the 2018-19 school year, the Instruction Leadership Team will focus on Teacher Clarity (.75) during PLCs. Teachers will unpack the entire standard(s) (using ABSS curriculum maps) with students daily, by identifying academic vocabulary, examples of mastery and non mastery, the use of pictorial representations, and kid-friendly "I can" statements to scaffold the strategies toward mastery.</p> <p>During the 2019-20 school year, the Instructional Leadership Team will continue to focus on Teacher Clarity and teacher/student relationships. Teachers will develop tasks aligned to standards that empower students to demonstrate mastery of standards and provide clarity around a variety of strategies for students to demonstrate mastery.</p>	Limited Development 09/22/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		Newlin will have an identified and shared tiered instructional system utilizing standard treatment protocol. Teachers will utilize data to identify individual student needs. All students will receive core instruction and differentiated core instruction. Students needing additional support will be provided with identified tier 2 academic and/or behavior interventions. After receiving tier 2 interventions, but not making expected growth, students referred to the MTSS team may be escalated to receive tier 3 academic and/or behavior interventions.		Rickeya Jones	06/11/2021
<i>Actions</i>			13 of 16 (81%)		
	10/10/16	PLC's will implement a "consistent" structure using Google Forms to prepare and reflect for the next PLC and/or MTSS meeting.	Complete 12/13/2016	Christine Chun	11/30/2016

Notes: Christine Chun, Nicole Valenti, and Stephanie Yarboro will assist James East in creating a Google Form for PLC and MTSS meeting minutes. A Google Sheet is also utilized during each PLC's MTSS meeting to record student data, tiers, and interventions for ELA, math, and behavior. Grade level PLC's meet every 6 weeks with the MTSS team to analyze data and interventions/enrichment for students. However, grade level PLC's meet weekly to plan, create CFA's, and analyze CFA data.

9/25/18	Utilize walk-through form to address evidence-based instructional practices	Complete 11/30/2018	Lawrence Conte	11/30/2018
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Notes:

9/25/18	Professional Development on Effective Best Practices	Complete 05/28/2019	Rickeya Jones	06/11/2019
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Notes: School-based ER days Teacher Clarity, District Early Release PD (Making the Core Four M.I.N.E.), School-based Academic Coach after-school PD

12/3/18	K-5 PLCs facilitated by leadership team analyze standards and data.	Complete 05/28/2019	January Bowles	06/11/2019
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Notes:

12/3/18	K-5 PLCs meet independent of the leadership team and complete a feedback and goals form.	Complete 05/28/2019	Rickeya Jones	06/11/2019
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Notes:

1/3/19	The academic coach models lessons and plans with teachers to support differentiated instruction to meet the needs of students.	Complete 06/06/2019	January Bowles	06/11/2019
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Notes:

1/3/19	Teachers provide interventions daily in math or reading to support individual needs of students in Tier 2 during school-wide "Learning Zone".	Complete 05/24/2019	Rickeya Jones	06/11/2019
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Notes: Evidence: master schedule, Learning Zone walk-through forms, Learning Zone Logs, Learning Zone groups on the Literacy and Math assessment/planning documents

1/3/19	Interventionists provide daily instruction to meet the individual needs of students in Tier 3.	Complete 05/29/2019	April Drake	06/11/2019
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Notes: Evidence: tier 3 schedule, Data warehouse paperwork & reviews, student data

1/3/19	The MTSS team will meet weekly with a grade level to review student data and progress to determine the effectiveness of Tier 2 interventions.	Complete 05/22/2019	April Drake	06/11/2019
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Notes: Evidence: MTSS team meeting minutes

9/12/19	Leadership Team will utilize the ABSS academic and behavior core walk-through form.	Complete 03/12/2020	Rickeya Jones	06/12/2020
<i>Notes:</i>				
10/7/19	Teachers in grades 3-5 will participate in Achieve 3000 professional development.	Complete 02/13/2020	Rickeya Jones	06/12/2020
<i>Notes:</i>				
10/7/19	Teachers will implement Imagine math in grades K-5.	Complete 06/10/2020	Rickeya Jones	06/12/2020
<i>Notes:</i>				
10/21/19	Utilizing Achieve 3000, students in grades 3-5 will complete a minimum of 6 articles per month--2 in ELA, 2 in science, and 2 in social studies.	Complete 06/10/2020	Judy Hiatt	06/12/2020
<i>Notes:</i>				
8/24/20	Administrators, literacy coach, and MTSS coach will disaggregate STAR Reading data during PLCs to meet the individual needs of students.		Judy Hiatt	06/12/2021
<i>Notes:</i>				
9/12/19	Teachers will utilize the Powerful Task Rubric as a tool to meet the cognitive demand of the standard.		Judy Hiatt	06/12/2021
<i>Notes:</i> During the 2020-21 school year, continue to increase fidelity using the Powerful Task Rubric.				
9/12/19	Teachers will design CFAs to meet the cognitive demands of the standard.		Judy Hiatt	06/12/2021
<i>Notes:</i> During the 2020-21 school year, Newlin teachers will continue to focus on creating CFAs and using data to drive task alignment and student success.				
Implementation:		06/11/2019		
Evidence	12/13/2016 We will upload an example of the Google Form used at MTSS meetings. 6/11/19 We have evidence of professional development plans, MTSS meeting minutes, PLC meeting minutes, academic coach model lesson plans, feedback forms, and intervention plans and logs for tier 2 and tier 3.			

<p><i>Experience</i></p>	<p>12/13/2016 A Google Form was created to document MTSS minutes. We also created Google Sheets to save individual student information, including Tier information, intervention, and notes for each grade level PLC. 6/11/19 The Leadership Team continually reflectives on school-wide teacher and student needs. Professional development was created and delivered to provide teachers with best practices to meet student needs at all tiers. We continue to take minutes for MTSS meetings. We have a school-wide spreadsheet for all student data.</p>			
<p><i>Sustainability</i></p>	<p>12/13/2016 MTSS Team - Ashley Westmoreland, April Drake, Penny Taylor, Angela Southard, January Bowles, and K-5 Grade Level PLC Team Members; 6/11/19 We will continue to hold MTSS grade level meetings every 6 weeks. We will continue to provide professional development as needed. We will continue a school wide tier 2 intervention time. Interventionists will continue to serve students in tier 3. The academic coach continues to model lessons, plan with teachers, and provide feedback. The administrative team continues to meet with PLCs, set goals, and provide feedback.</p>			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>During the 2018-19 school year, teachers and the guidance counselor continue to incorporate the 7 Habits as the school continues to implement <u>The Leader in Me</u>. A Mindfulness class was added as part of the specials rotation. Mindfulness provides students strategies for calming and focusing that can be utilized in the school and home environments.</p> <p>During the 2019-20 school years, teachers and the guidance counselor continue to incorporate the 7 Habits as the school continues to implement <u>The Leader in Me</u>. A Mindfulness class remains a part of the specials rotation. Teachers implemented a school-wide PBIS system.</p> <p>During Remote Learning small groups in breakout rooms supported by the Student Support Services Team to meet the social emotional needs of students. Revise school-wide PBIS system to support remote learning.</p>	Limited Development 09/22/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			All students and staff are participating in the <u>Leader in Me</u> initiative to promote the <u>Seven Habits of Happy Kids</u> and the "Seven Habits of Highly Effective People." All classrooms are conducting "Classroom Meetings" to create a risk-free environment, building relationships within the classroom, and modeling positive behaviors. Teachers utilize MTSS to provide support and interventions for students in Tier 2 or 3 for behavior. Evidences include Educators Handbook, <u>Leader in Me</u> lesson plans and MRA, Leadership notebooks, and Tier 2 CI/CO and FBA/BIP documents. Teachers implement PBIS with fidelity.		Justin Bethea	06/03/2021
Actions				10 of 13 (77%)		
	10/29/18	Students in Tier 2 for behavior are paired with an adult for Check-in/Check-out.	Complete 12/20/2018	Penny Taylor, MTSS Behavior Coach	12/20/2018	
<i>Notes:</i> After 12/20/18, students will be paired with an adult for CI/CO when added to tier 2.						
	10/29/18	Teachers will participate in Learning Walks for Classroom Management. Teacher will have the opportunity to observe and reflect on strategies to address students social and emotional needs. Teachers will debrief with their PLCs and the Leadership Team to discuss how to implement strategies in their own classroom.	Complete 11/30/2018	January Bowles	12/20/2018	

	<i>Notes:</i>			
10/10/16	Classroom meetings take place once a week.	Complete 10/17/2016	Lawrence Conte	01/07/2019
	<i>Notes:</i> Our Leader in Me "Lighthouse" team assisted staff with initiating classroom meetings. There is a classroom meeting schedule that will be uploaded as evidence.			
10/29/18	New staff members will attend a regional Leader in Me training. All staff members will participate in a Leader in Me coaching sessions.	Complete 03/12/2019	Rickeya Jones	06/11/2019
	<i>Notes:</i>			
9/24/19	Teachers will participate in professional development for the behavior core.	Complete 11/05/2019	Rickeya Jones	11/05/2019
	<i>Notes:</i> PD planned for Oct. 16 and Nov. 5.			
9/24/19	Newlin staff will opt to participate in a book study titled Hacking School Discipline.	Complete 06/12/2020	Rickeya Jones	06/12/2020
	<i>Notes:</i> *Meetings/PD offered school-wide in January on the first two hacks. During COVID-19 school closure, staff was provided the option to continue the book study.			
6/12/20	Teachers utilize the social worker, guidance counselor, and school nurse for student support and services when needed.	Complete 06/12/2020	Holly Herring	06/12/2020
	<i>Notes:</i> Data is shared montly at SIT meeting. The SST dat spreadsheet is uploaded as evidence.			
9/24/19	Behavior interventionists serve students in tier 3.	Complete 03/13/2020	Kelvin Belle	06/12/2020
	<i>Notes:</i>			
9/24/19	Behavior coach will support PBIS implementation and support classroom teachers.	Complete 03/13/2020	Kelvin Belle	06/12/2020
	<i>Notes:</i> Daily behavior coaching occurs. Teachers submit PBIS points weekly. Students receive PBIS rewards weekly, monthly, and quarterly.			
9/24/19	Behavior coach supports implementation of CHAMPS as differentiated for identified teachers.	Complete 03/13/2020	Justin Bethea	06/12/2020
	<i>Notes:</i>			
8/27/20	Student Support Services Team will meet with small groups via Zoom breakout rooms		Justin Bethea	06/03/2021
	<i>Notes:</i>			
8/27/20	Virtual Check-in and Check-out with students at risk, Tier 2, and Tier 3		Justin Bethea	06/03/2021
	<i>Notes:</i>			

8/27/20	Home visits to support student needs		Justin Bethea	06/03/2021
<i>Notes:</i> Occurrence will be contingent upon student needs				
Implementation:		08/27/2020		
Evidence	<p>10/25/2016 A Google document was created to create a schedule of weekly meetings for each classroom. There are cards outside each classroom door with the time and day of their weekly meeting.</p> <p>12/12/2016 A master schedule of classroom meetings will be uploaded as evidence.</p> <p>6/11/19 We have evidence of the Mindfulness class and Leader in Me trainings/coaching days.</p> <p>6/9/2020 PBIS Data & Tier 3 behavior notes</p>			
Experience	<p>10/25/2016 Each classroom has a weekly "morning" or "afternoon" meeting. Days and times are posted outside each classroom door and there is a master schedule. This objective originated from our "Leader in Me" school-wide initiative to create a "safe" and "respectful" classroom culture.</p> <p>12/12/2016 As a part of our "Leader in Me" initiative, each classroom is meeting weekly. Signs are posted outside each classroom with the day and time of their meeting.</p> <p>12/12/2016 As a part of our "Leader in Me" initiative, each classroom is meeting weekly. Signs are posted outside each classroom with the day and time of their meeting.</p> <p>6/11/19 Newlin implemented Mindfulness in the specialty rotation. We also have daily Mindful Minutes after the morning announcements, school-wide over the intercom. Teachers continue to integrate The 7 Habits in daily lessons.</p> <p>6/9/2020 Teacher received professional development on behavior core/PBIS. Behavior interventionists provided interventions for students in tier 3 for behavior. Behavior coaches supported implementation of CHAMPS and PBIS. Staff participated in an optional book study, Hacking School Discipline.</p>			

	Sustainability	<p>10/25/2016 Within the classroom weekly meetings, teachers are modeling communication skills and think alouds. The goal is for the teacher to become the facilitator of the weekly meetings, so the meetings are student-led.</p> <p>12/12/2016 Support staff and administrators are visiting weekly meetings.</p> <p>6/11/19 We will continue Mindfulness in the specialty rotation and as part of morning announcements. We will provide professional development on social-emotional learning. Teachers will continue to implement Leader in Me, including the First 8 Days, classroom meetings, and WIGs.</p> <p>6/9/2020 Newlin will continue to support professional development and differentiated training for discipline including hacks from Hacking School Discipline.</p>			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

Initial Assessment:

For the past several years and including the 2019-20 school year, Newlin implemented several plans to support student transitions as follows:

Newlin Pre-K teachers complete home visits prior to the beginning of the school year each year. Evidence: parent signature form

Kindergarten teachers and additional Newlin staff host Kindergarten Orientation Day. Teachers screen/assess incoming kindergarten students and use the assessments to rate and assign students to classes.

Interventionists participate in MTSS File Share Day with Broadview where interventionists give all Tier 2 and Tier 3 files to Broadview. Interventionists also discuss student progress and suggested interventions as needed. Evidence: Tier 3 DWH report and signature of receiving school.

EC teachers participate in File Share Day and hold IEP transition meetings with receiving middle schools. Evidence: receiving school signed document.

EL teachers meets with receiving middle school EL teachers to discuss recommended services.

EC and EL teachers cluster students according to their ability level.

Newlin's school counselor, school social worker, and nurse share students' names and information of students who may be at risk with the receiving middle school.

Newlin's 5th grade students visit Broadview. Broadview staff members and administrators visit Newlin. Evidence: Title 1 field trip request form; email scheduling Broadview's follow-up visit.

Full Implementation
11/19/2019

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Learning Team currently serves as the LEA Support & Improvement Team and meets weekly.	Limited Development 09/23/2019		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When fully implemented, the district's LEA Support and Improvement Team will structure NCStar feedback cycles to occur monthly and be communicated by the Chief Elementary Officer and Chief Secondary Officer via the platform. Additionally, Central Services support staff will be called on to provide and/or review data sources to ensure that schools are setting measurable goals that guide continuous improvement and rely on evidence-based strategies. Additionally, the NCStar tool will consolidate the School Improvement/MTSS, Professional Development, and Title I plans so that there is a concerted effort to align all school improvement documentation.	Objective Met 06/12/20	Lawrence Conte	06/30/2020
Actions					
	11/25/19	The Student Learning Team & Student Services will support the implementation of academic and behavior core.	Complete 10/01/2019	Dr. Robin Finberg and Dr. LaJuana Norfleet	10/01/2019
		<i>Notes:</i> All schools are provided with Regional Coaches, Curriculum Specialists, MTSS Coordinator, Advanced Learner Specialist, Lead Behavior Specialist, District Professional Learning, and SEL/Attendance Support.			
	11/25/19	ABSS will implement a process for the on-going review of the School Improvement Plan.	Complete 12/01/2019	Dr. Angela Bost	12/01/2019

Notes: The on-going structure will be based on the following:

Leadership of the “Why” of school improvement will come from Dr. Bruce Benson (Superintendent), Dr. Angela Bost (Deputy Superintendent), Dr. Jean Maness (Chief Elementary Officer), and Ms. Revonda Johnson (Chief Secondary Officer).

The leadership of the “How” of School Improvement will be monitored by Dr. Jean Maness (Chief Elementary Officer), and Ms. Revonda Johnson (Chief Secondary Officer).

The additional support structures will specifically include the following as necessary:

Dr. LaJuana Norfleet (Student Support Services), Dr. Robin Finberg (Curriculum and Learning), Dr. Ilana Dixon (Federal Programs Compliance), Ms. Amy Richardson (Data Analysis and Evaluation).

11/25/19

Leadership Meeting Schedules:
The monthly principal leadership meetings were planned in advance of the school year and were based on three primary objectives:
1. Review of the three priority NCStar Indicators (A4.01, A4.06, and B1.03)
2. Leading and Modeling the PDSA Cycle for Three of the NCEES Indicators (Strategic, Instructional, and Cultural Leadership)
3. Implementing the Education and Nurturing components of the M.I.N.E. Personalized Learning Model

Complete 06/11/2020

Dr. Angela Bost

04/29/2020

Notes:

11/25/19

School Support Sessions: The Chief Elementary and Secondary Officers will facilitate semester or quarterly Student Support Meetings with all schools in partnership with our Chief Student Support Officer, Director of English Learners, and Chief Special Education Officer. These meetings will be centered around academic and behavior core data and how it supports our MTSS process.

Complete 06/11/2020

Dr. Jean Maness and Revonda Johnson

06/30/2020

Notes:

Implementation:

06/12/2020

Evidence

6/12/2020
Student Support Meetings
Leadership Meetings

Experience		6/12/2020 The Lead LEA facilitated monthly principal leadership meetings. The Chief Elementary and Secondary Officers facilitated quarterly Student Support meetings.			
Sustainability		6/12/2020 The Lead LEA will continue to provide support at the school level. The Lead LEA will facilitate monthly principal leadership meetings to review priority NCStar indicators, NCEES indicators, and support implementation of components of M.I.N.E. Personalized Learning Model.			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The Leadership Team meets once a month for School Wide Improvement, 4 times a month for MTSS, and once a month for <u>Leader in Me</u> Action Teams. In addition, grade level PLCs meet with the Instructional Leadership Team weekly for instructional planning and to discuss data.	Full Implementation 09/23/2019		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School Improvement team members serve in an advisory role to the principal making school wide decisions related to the school improvement process as a whole. This panel writes, reviews, and aligns the school improvement plan (SIP) to ensure each student's success. Each teacher has a common planning time assigned to a group of teachers from their grade level. During these planning meetings, teachers discuss the plan and provide feedback in a shared Google Drive. During common planning time, grade levels spend time sharing successful instructional strategies to meet all students' needs, and creating common formative assessments facilitated by the Literacy Coach and the Administrative team. Additional teaming structures include <u>Leader in Me</u> Action Teams, Holy Comforter Episcopal Church-Newlin partnership, and the Elon University partnership.	Limited Development 09/22/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		School Improvement team members continue to meet twice a month to ensure SIP implementation. All students receive quality core instruction as a result of grade level planning. In addition, student behavior discussions and data trends will be integrated within the grade level common planning. A grade level agenda for each PLC will be shared before the meeting and notes taken within the meeting will be recorded. Each grade level will have data days at the BOY, MOY, and EOY to disaggregate data and formulate/adjust student groupings as needed. Instructional Leadership weekly meetings will occur with the school administration, MTSS Academic and Behavior teams. Parent engagement will increase by the expansion of curriculum nights, increased attendance at parent-teacher conferences, and increased parent representation as part of the Family Involvement Action Team.	Objective Met 06/10/20	Judy Hiatt	06/12/2020
Actions					
	11/25/19	At least 1 parent representatives on Family Involvement Team	Complete 03/13/2020	Amy Gillingham	06/11/2020
<i>Notes:</i>					

10/30/19	The School Improvement Leadership Team meets twice a month to assess, create, and monitor whole school improvement.	Complete 06/12/2020	Lawrence Conte	06/12/2020
<i>Notes:</i>				
10/30/19	Grade level PLCs will meet weekly to analyze student data, develop instructional strategies aligned to standard, and create common formative assessments facilitated by the Literacy Coach and Administrative team.	Complete 06/12/2020	Judy Hiatt	06/12/2020
<i>Notes:</i>				
10/30/19	Teaming structures will ensure school wide safety and common procedures during arrival and dismissal.	Complete 10/30/2019	Rickeya Jones	06/12/2020
<i>Notes:</i>				
10/30/19	MTSS Behavior team will meet to review student progress, complete FBAs, and create and monitor BIPs.	Complete 03/13/2020	Penny Taylor	06/12/2020
<i>Notes:</i>				
10/30/19	The MTSS Academic team will meet to review student data and effectiveness of interventions and instruction.	Complete 04/03/2020	April Drake	06/12/2020
<i>Notes:</i>				
Implementation:		06/10/2020		
Evidence	6/10/2020 6/10/2020: Tier 3 referral sheet Tier 2/3 tracking sheet, teacher duties for Morning/Afternoon, PLC agendas			
Experience	6/10/2020 6/10/2020: As a school we have created a systematic schedule to provide supervision of students during arrival and dismissal. In addition, Newlin created a meeting schedule for the school year for the School Improvement Team, the MTSS Academic team, and MTSS Behavior Team.			
Sustainability	6/10/2020 6/10/2020: As a school we will continue to create a schedule shared with the entire staff for the school year and continue to work to improve our MTSS and Behavior structures by continuing the work and meetings to analyze student data. We will have add a focus on analyzing multiple data points in order to make decisions about students academically, behaviorally, and social-emotionally.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administrators and the academic coach assist teachers to be more effective in the classroom. Administration conducts formal and informal observations, as well as provides feedback during post-observation conferences. Administration is approachable. There is a need for more consistent feedback.	Limited Development 09/22/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Administrators conduct pre and post conferences before and after teacher observations and evaluations to provide consistent, individualized, timely, and specific feedback in order to enhance instruction. Administrators conduct informal walkthroughs using the district tool aligned to the M.I.N.E. model and evidence based practices. Evidences consists of walk-through forms and evaluation documents.		Rickeya Jones	06/03/2021
<i>Actions</i>			2 of 3 (67%)		
	10/10/16	Administrators will utilize a walk-through form to give monthly, consistent, and individualized feedback to teachers.	Complete 10/10/2018	Lawrence Conte	10/31/2018
		<i>Notes:</i> Mr. Conte and Mrs. Jones created a walk-through form to monitor teacher clarity and evidence-based practices. The walk-through form will be updated to include each best practice as it is implemented school-wide (Nov. Self-Efficacy will be added). The Literacy Coach is utilized to clarify curriculum and instructional strategies.			
	9/25/18	Communicate effective feedback to teachers, at least monthly, following a walk through, informal or formal observation. Administration and the Academic Coach will follow up with modeled lessons, peer observations, and/or professional development as needed.	Complete 06/06/2019	Rickeya Jones	06/11/2019
		<i>Notes:</i>			
	8/27/20	The Administration Team will provide weekly feedback on instruction using the DigiCoach Tool aligned to ABSS framework.		Lawrence Conte	06/03/2021
		<i>Notes:</i>			

Implementation:		08/27/2020		
Evidence	6/10/2020 6/10/2020: Tier 3 referral sheet Tier 2/3 tracking sheet, teacher duties for Morning/Afternoon, PLC agendas			
Experience	6/10/2020 6/10/2020: Utilized the district walk-through tool to conduct weekly walkthroughs. The admin team created a schedule to follow and provided feedback to teachers in a timely manner.			
Sustainability	6/10/2020 6/10/2020: Continue to monitor the fidelity of instruction using the walkthrough tool and use the data to provide differentiated support to teachers.			

Core Function:	Dimension C - Professional Capacity
Effective Practice:	Quality of professional development

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>There are ample amounts of required/optional professional development provided on and off school site for all grade levels and vertical team planning. (Technology, ELA, Math) Teachers were surveyed on what type of professional development opportunities to better serve their needs, help them grow professionally, and enhance instruction. For the 2017-18 school year, the Instructional Leadership Team meets with Grade Level Teams every Thursday to facilitate planning with best practices and discuss data analysis. The SIT team elected not to block schedule math and reading as determined by student outcome data, teacher feedback, and administrative classroom observations.</p>	<p>Limited Development 09/22/2016</p>		
	<p>Priority Score: 3 Opportunity Score: 2</p>	<p>Index Score: 6</p>		
How it will look when fully met:	<p>Teachers will use summative and formative data to consistently inform instructional practices. This will result in student growth and proficiency.</p> <p>Using Leadership Notebooks, students will be able to articulate their strengths and weaknesses in the areas of academics, behavior, and leadership. The Leadership Notebooks will include anecdotal notes, personal and academic goals, data, and celebrations.</p> <p>By June 2020, 95% of teachers will demonstrate mastery of two effective instructional practices, including teacher clarity and self-efficacy, as measured by classroom observations using the walk-through form.</p>		<p>Lawrence Conte</p>	<p>06/03/2021</p>
Actions		<p>7 of 9 (78%)</p>		
<p>3/13/18</p>	<p>The academic coach provided professional development for classroom teachers to analyze implications for instruction of student performance data using anecdotal notes. Information and exemplars were provided to structure leadership/data notebooks.</p>	<p>Complete 01/11/2018</p>	<p>January Bowles</p>	<p>01/11/2018</p>

<i>Notes:</i>				
3/13/18	The Academic Coach provided professional development for Instructional Assistants on reading conferencing. The AC also modeled for each IA. The Academic Coach and Media Specialist created “browsing boxes” to help facilitate students choosing “just right” books.	Complete 06/04/2018	January Bowles	06/08/2018
<i>Notes:</i>				
3/13/18	The ILT disaggregated data to determine patterns of professional practice to determine professional development needs.	Complete 06/04/2018	January Bowles	06/08/2018
<i>Notes:</i>				
3/13/18	The ILT meets weekly as a PLC to make decisions on the focus and direction of the school. The ILT (principal, assistant principal, academic coach, technology coach, and MTSS chair) planned professional development for the year as determined by EOY needs assessment and student learning data.	Complete 06/04/2018	Lawrence Conte	06/08/2018
<i>Notes:</i>				
3/13/18	The school psychologist, guidance counselor, and principal created a Student Care Team. Each Student Care Team member was purposefully paired with a student identified as high risk behaviorally and academically from teacher input and office referral data. The partners check in daily to begin each day in a positive manner.	Complete 06/04/2018	Holly Herring	06/08/2019
<i>Notes:</i>				
9/25/18	2018-2019: Teachers will participate in data days to disaggregate data in preparation for intervention groups, guided reading groups, and to inform and drive classroom instruction.	Complete 05/30/2019	January Bowles	06/11/2019
<i>Notes:</i>				
5/1/20	The principal and AP utilized the digiCoach tool to monitor classroom instructional practices. The ILT team meets weekly to make decisions on the focus and vision of the school.	Complete 06/12/2020	Lawrence Conte	06/12/2020
<i>Notes:</i> Since February 122 walkthroughs have been completed.				
8/27/20	The Admin Team will utilize DigiCoach data to differentiate professional development for individual teachers.		Rickeya Jones	06/03/2021
<i>Notes:</i>				
8/27/20	The Literacy Coach and Behavior Coach will provide differentiated support through coaching and professional development to meet the needs of individual teachers.		Judy Hiatt	06/03/2021
<i>Notes:</i>				

Implementation:		06/10/2020		
Evidence	<p>6/26/2018</p> <p>6/10/2020: DigiCoach Walkthrough report; PD sign-in sheets</p>			
Experience	<p>6/26/2018</p> <p>The ILT met and documented meetings with PLCs weekly. The academic and technology coach surveyed staff members to plan professional development.</p> <p>6/10/2020: The administration team utilized the walkthrough tool and provided feedback to teachers. The Instructional Leadership Team meets weekly to discuss teacher support needed.</p>			
Sustainability	<p>6/26/2018</p> <p>The ILT will continue meeting with PLCs weekly.</p> <p>6/10/2020: The ILT team will continue to meet weekly with grade level PLCs. The admin team will continue to utilize the district walkthrough tool.</p>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Newlin attends the ABSS Job Fair. Teams of staff members interview potential candidates. The principal attends the Elon University Principal panel and recruits teacher candidates. The principal speaks to Elementary teacher classes at Elon University. Adminstrators utilize the ABSS walk-through tool to provide on-going feedback and follow up with coaching and support as needed. Adminstrators utilize NCEES to evaluate staff as outlined by the state. As a school, administration and community partners provide snacks, lunch, duty-free lunch time, gift baskets, and jean passes as rewards to teachers.	Limited Development 09/22/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		Newlin will maintain a positive, reciprocal realationship with Elon University and recruit the best teacher candidates. Newlin will build a positive, working environment with minimal teacher turnover. Newlin administrators and community partners will continue to provide rewards to teachers. These structures help build and foster cultural capacity as well as building positive relationships with both community and school stakeholders. We will continue to build systems and relationships that utilize the staff's diversity, leverage staff expertise, and influence to realize the school's vision for success.		Lawrence Conte	06/12/2021
Actions			4 of 5 (80%)		
10/30/19		The principal will maintain a partnership with Elon University by attending a Principal Panel and by speaking to Education classes.	Complete 06/12/2020	Lawrence Conte	06/12/2020
<i>Notes:</i>					
10/30/19		Adminstrators will utilize the ABSS walk-through tool to provide on-going feedback and follow-up with coaching and support as needed.	Complete 03/12/2020	Rickeya Jones	06/12/2020
<i>Notes:</i>					
10/30/19		Administrators will utilize NCEES to evaluate staff as outlined by the state.	Complete 03/13/2020	Rickeya Jones	06/12/2020

Notes: BT1s, BT2s, BT3s, BT4s, and staff renewing licensure are evaluated 5 times a year.
 Educators in license non-renewal are evaluated 3 times a year.

Due to COVID-19 school closure, evaluation cycles were altered and additional guidance will be provided by DPI.

10/30/19	Administrators will coordinate rewards for staff members.	Complete 06/12/2020	Rickeya Jones	06/12/2020
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Notes:

10/30/19	The administrators will attend the ABSS Job Fair.		Rickeya Jones	06/12/2021
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Notes: Due to COVID-19 school closure, ABSS cancelled the job fair.

Implementation:

06/09/2020

Evidence	6/9/2020			
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Experience	6/9/2020			
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Sustainability	6/9/2020			
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Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>During the 2018-19 school year, Newlin began a Family Involvement Team, as one of the <u>Leader in Me</u> action teams, that coordinates family events. There was a family movie night in the fall and one planned for the spring. There is also a Spring Fling planned.</p> <p>During the 2019-20 school year, the Family Involvement Action Team continue to meet monthly to plan and coordinate events. Parents will attend curriculum nights aligned to Leader in Me.</p>	Limited Development 09/22/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>When parents are engaged and supportive of their children's learning, the following actions will be evident:</p> <ul style="list-style-type: none"> • Parents sign students' reading logs and practice math fact fluency. • High parental attendance for fall and spring information nights; curriculum, field trips, RtA, standards mastery; math games; evidence: sign-in sheets • Annually build on Leadership Day and have multiple Leadership days during the year. • Parents discuss what students' are learning with them. • Increased parent report card conference attendance; evidence: sign-in sheets 	Objective Met 06/12/20	Barbara Taylor	06/12/2020
<i>Actions</i>					
	2/1/18	Host a Leadership Day in Spring 2018.	Complete 05/24/2018	Lawrence Conte	06/14/2018
	<i>Notes:</i>				
	5/1/20	Teachers will facilitate a Fall parent-teacher conference to share student progress towards standards.	Complete 12/20/2019	Rickeya Jones	12/20/2019
	<i>Notes:</i>				

2/1/18	Parents will complete a Leader in Me survey, Measureable Results Assessment, to gather information about parent interest in the life of the school.	Complete 06/12/2020	Rickeya Jones	06/12/2020
<i>Notes:</i> Parents will be invited to complete the Leader in Me MRA (Measureable Results Assessment) at the end of year.				
Implementation:		06/12/2020		
Evidence	6/10/2020 MRA results Title I Parent and Family Engagement plan & budget			
Experience	6/10/2020 Teachers hold in person parent teacher conferences to discuss student progress. Students, staff, and parents also take a Measurable Results Assessment survey at the end of each year.			
Sustainability	6/10/2020 The MRA will be administered one time a year and the results will be used to plan for the coming school year.			