

Comprehensive Progress Report

Mission:

Garrett Elementary School's mission is to build a collaborative culture focused on challenging and engaging work for our students. Our teachers and staff support the academic and personal development of each child in order to prepare them for a successful future in a competitive and changing world.

Our vision is to create a safe learning environment where caring adults provide rigorous instruction designed to meet the diverse needs of our learners.

We will strive for the following indicators:

Vision:

Students need to be equipped with life-long skills to be successful--academically/interpersonally

Students need to understand their place in this world and how they can lead in it

Our community is an asset--we need to capitalize on it and involve all stakeholders

Goals:

Garrett Elementary School will increase K-2 total reading proficiency and 3-5 total reading proficiency according to district and state assessment measures. Through the implementation of daily targeted intervention and core instruction, Garrett Elementary School will increase the percentage of students achieving GLP in reading from 51.7% to 62% (2020-2021 Reading EOG) +10% while growing ALL students to meet or exceed a year's worth of growth. In grade 3 this means we have a total of 52 students to achieve GLP on the 2022 EOG. (Last year we had 57 3rd grade GLP; we have 13 out of 89 kids GLP on this year's BOG. We need to move 39 more students to GLP on the 2022 EOG). In grade 4 this means we have a total of 67 out of 96 students to achieve GLP on the 2022 EOG. (57 out of 102 3rd graders GLP last year 58.8% to 69% 2022 goal +10 students) In grade 5 this means we have a total of 68 students to achieve GLP on the 2022 EOG. (63 students 4th graders GLP last year 54.8% to 65% 2022 goal +5 students). Based on MClass BOY data from the Fall of 2021, Garrett Elementary will increase their overall reading proficiency from 28% to 38% proficient as measured by the MClass composite score average for Kindergarten, 1st, and 2nd grade.

Garrett Elementary students will increase in K-2 total math proficiency and in 3-5 total math proficiency according to district and state assessment measures. Through the implementation of daily targeted intervention and core instruction, Garrett Elementary School will increase the percentage of students achieving GLP in math from 37.7% to 50% (2020-2021 Math EOG) + 13% while growing ALL students to meet or exceed a year's worth of growth. In grade 3 this means we have 45 out of 89 students to achieve GLP on the 2022 math EOGs. (47 out of 102 3rd graders GLP last year; to achieve 50% GLP last year we would need to move 4 more students) In grade 4 this means we have 48 out of 96 students to achieve GLP on the 2022 math EOGs (47 out of 102 3rd graders GLP last year 46.1% to 50% 2022 goal +1 students); (46.1% to 60% is 58 4th grades GLP +11 students) In grade 5 this means we have 53 out of 105 students to achieve GLP on the 2022 math EOGs. (50 out of 115 4th graders GLP last year 41.7% to 50% 2022 goal +3 students); (41.7% 55% is 58 students 5th grade GLP +8 students) Based on aimswebPlus proficiency data, K-2 will increase overall composite score from 32% to 42% proficiency by the end of 2021-2022 school year.

Garrett Elementary will show growth in their Social Emotional Learning Development. By May 2022, Garrett Elementary will show growth in their "Teacher/Student Relationships" subcategory in Panorama. **Specific data will be added once we collect this data. By May 2022, Garrett Elementary will maintain a positive teacher perception (80% and above) regarding Q5.1 managing student conduct in our school according to the NC Teacher Working Conditions Survey.



! = 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>		<p>Review classroom procedures consistently. Reward good behaviors. Morning meetings.Dojo points for following rules, mindful meetings, social-emotional lessons, using books to teach a certain type of behavior. Posted rules, Gators ROCK posters. By consistently following rules established at BOY. Giving students active roles in choosing classroom rules. Consistently using Dojo to document both behavior and correspondences. PBIS expectations on the website: https://www.abss.k12.nc.us/domain/3208</p> <p>Morning meetings topics and follow-up questions to promote deeper SEL learning. Goal setting and tracking. Need to increase the number of faculty members who maintain strong rapport with students (Hattie. .75) and have open and honest conversations with kids to build deeper relationships. Have more teachable moments with kids (not an avoidance of consequences, but true learning experiences to reduce future problems). OK to feel anger, but managing anger is critical. A greater sense of belonging and love for students will yield better academic performance.</p>	Full Implementation 11/25/2019			

We have fully implemented PBIS at our school. We have a matrix that is posted in each classroom and throughout the building. Teachers teach PBIS lessons aligned with the Matrix at the start of the year and quarterly. All classroom discipline and consequences are aligned with the PBIS matrix.

- A school-wide pledge is recited every day during announcements.
- School-wide Mindful meeting held daily. Provided resources and professional development.
- Second Step curriculum is taught school-wide weekly during SWAMP time.
- Conduct classroom guidance lessons by our school counselor.
- Tier 2 and Tier 3 interventions for our students with repetitive behaviors.
- Instituted check-in and check out adult mentors for students struggling with behavior.
- SST team collaborates with grade levels to review discipline data and concerns and devises grade level and individual teacher plans. This is tracked through At-risk data and educator handbook.
- Discipline flowchart posted and professional development provided.
- The school-wide expectation for the integration of Kagan Structures. Professional development and professional coaching 2 times throughout the year. School-based coaches and admin training.
- Established a discipline continuum for office referrals.
- Learning lab is in place for students who need a time out or is assigned in-school suspension.
- Individual and group counseling sessions.
- Mediation with students led by student services staff.
- BIP process in place for Tier 3 behavior students.
- CFT meeting with parents to provide support and resources.

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>		Currently, our grade level teachers meet weekly to plan during their 45 minute daily planning time. Our literacy coach plans with teachers on Tuesday for content and Wednesday for data. Each grade level has a shared drive of instructional plans and materials in which they collaborate and share. We are currently, working to include our AG, ESL, EC and Arts teachers to assist with planning to integrate and differentiate lessons. We are also in the initial year of standards-based grading. Teachers are continuing to improve teacher clarity with a focus on the cognitive demand of tasks and assessments in order to determine mastery of the standard.	Limited Development 11/25/2019		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When fully implemented, PLCs will function effectively and efficiently without oversight. Our teachers will have the opportunity to collaborate with specialists to differentiate instruction. All teachers will feel confident in what mastery is for each standard.	Objective Met 06/12/20	Christina Gross	06/30/2021
Actions					
	11/25/19	Grade Level PLC's will meet weekly to plan instruction and assessments aligned with the standards.	Complete 06/12/2020	Grade Level Chairs	06/30/2021
<i>Notes:</i>					
Implementation:			06/12/2020		
<i>Evidence</i>		6/12/2020			
<i>Experience</i>		6/12/2020			
<i>Sustainability</i>		6/12/2020			
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
			<p><i>Initial Assessment:</i></p> <p>September 2021 - This school year we realigned our PLC agenda to allow for concentrated planning sessions wherein we unpacked all standards for reading and math and focused on creating standards aligned CFA's to increase the understanding of learning outcomes and gather more timely data regarding student performance so that we can adjust our instruction to better meet their needs. Additionally, we will use the Rigor Divide rubric to help us vet tasks to ensure that we are implementing engaging assignments.</p> <p>For teacher-directed small group instruction guided reading is the expectation. Training will be conducted using Jan Richardson's Next Steps in Guided Reading during our PD Workdays.</p>	Limited Development 08/13/2019		
			<p>Priority Score: 3</p> <p>Opportunity Score: 2</p>	Index Score: 6		
			<p><i>How it will look when fully met:</i></p> <p>September 2021: This year we will work to design and implement lessons in both whole group and small group instruction that are appropriately aligned with the standards and meet the cognitive demand of what the standard addresses. We will focus on defining our Instructional Core (the manner with which we teach on a daily basis) and our Academic Core (the resources we pull from that make up the backbone of our instruction).During these PLCs we will be working to create CFAs and aligned learning progressions to support individual student proficiency on priority standards.</p> <p>We will work to define our core in the areas of ELA and in math. We will define our areas of focus by identifying the two areas of instructional pedagogy during the day and then determine how best to meet the needs of each of these components. These two areas are:</p> <p>Whole group:</p> <p>Continued focus on unpacking standards with students (Instructional Core) with standards-based instruction (standards clarity) at the center of our planning.</p>		Christina Gross	06/30/2022

Small group:

Continued focus on interpreting data obtained from CFA's as well as district and state assessments to create aligned small group instruction that will support student mastery (Differentiated Core)

Additionally, we will be working to realign our MTSS work to ensure that we have processes in place to measure fidelity. Currently we met each nine weeks, but have gone away from a consistent measure.

*Guided Reading: Staff will regularly implement guided reading as a part of core.

*Start an after school tutoring program partnered with Elon University that targets Tier 2, Tier 3 and any student having academic difficulties.

Currently we have a functional multi-tiered system of supports in place. We are reviewing data weekly to ensure whether students are being successful with core instruction, whether they need tier 2 support, or whether they need more individualized support at Tier 3. We currently have a Swamp Time intervention designated at each grade level for grade levels to share in the intervention responsibilities. Additionally, we have a Tier 3 interventionist who supports students in Tier 3. We have established a core MTSS Team in year 1 of implementation. We will continue with 3 more days of professional development and support. In past years we have been inconsistent in how we have determined Tier 2/3 students and what resources we used.

Actions

17 of 29 (59%)

8/13/19 Teachers will provide a guided reading and/or math instruction schedule for small groups in the Google Drive.

Complete 10/30/2019

Kristi Allred

10/30/2019

Notes:

8/13/19 Teachers will provide a detailed schedule outlining the specific elements from the ABSS differentiate core for literacy and math.

Complete 10/30/2019

Jennifer Keefe

10/30/2019

Notes:

10/7/19	Teachers in grades K-5 that support literacy will participate in a running records training sessions to support administering the running record and another session to help analyze the results of the running records. The literacy coach will work to support the teachers by modeling, coaching, or observing during the administration of the running records. The teachers will then uses this data to determine the instructional focus for the guided reading groups.	Complete 10/30/2019	Kristi Allred	10/30/2019
<i>Notes:</i> Teacher will attend the training on September 10th and 11th. The literacy coach will follow up to support the teachers as needed during the beginning of the year running record process.				
8/13/19	Literacy coach will provide a professional development series from The Next Steps Forward in Guided Reading. Literacy coach will begin peer coaching cycles after the first professional development session.	Complete 12/17/2019	Jennifer Keefe	12/20/2019
<i>Notes:</i> The professional development sessions will be lead by the literacy coach in the fall. There will be 3 sessions with a possibility of additional sessions as needed.				
10/7/19	Running Records will be administered to students that are at risk with fidelity and other students as determined by the teacher. Teacher will track student progress data and continue running records as needed. This data will be used to support the teacher's guided reading instruction.	Complete 06/12/2020	Kristi Allred	05/20/2020
<i>Notes:</i> Teachers have completed the BOY running records for students. (10/15/2019) Teachers will complete running records as needed for students during their guided reading/Swamp time throughout the year. All students in grades K-4 will have an EOY running record by 6/10/2020. Due to COVID-19 school closure and students not being on campus the teachers are unable to perform a running record on individual students. Other means of tracking students fluency were conducted and teachers used this data for guided reading groups.				
11/18/19	Teachers will implement personalized learning for students through the use of Imagine Math, IStation, and Achieve 3000 to improve student success in the areas of math and reading. 3-5 Teachers attended Achieve 3000 training and will implement a minimum of 6 lessons per month, including Science, Social Studies, and Literacy. K-3 Teachers participated in iStation data training and are administering ISIP once a month. K-5 teachers implement Imagine Math for 60 minutes per week.	Complete 06/12/2020	Brittany Jackson	06/10/2020

Notes: Achieve 3000 training was held on 11/1/2019 and 2/27/2020 with grades 3-5 and the consultant from Achieve 3000. The sessions included a general overview, navigation tools, and data reports. Teachers in grades K-3 participated in a iStation training with district lead on 11/15/2019 focused on the components of iStation focused on tools and reports. Teacher leads from grades K-3 will participate in a Google Hangout on 2/13/2020 focused on iStation updates, MOY data trends, and any other areas of concern.

Due to the COVID-19 closure, the students continued to use these online platforms to support instruction, however they were completed at home. Teachers monitored student usage and these tasks/assignments on these platforms were assigned weekly. iStation's contract ended on March 31st with the state and was not renewed. The teachers received the student's data from BOY and MOY.

2/10/20	Teachers will work as a grade level to implement the components of the vertical data team process. The teachers will determine a standard that needs re-teaching based on current data. They will work through the components of the data implementation process as they work through one standard at a time.	Complete 06/12/2020	Jennifer Keefe	06/10/2020
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Notes: Vertical Data Team Leads from each grade level participated in a day long training on 1/14/2020. The team worked to determine how grade levels are tracking grade level mastery, to develop a common method for monitoring student progress, and will share and implement this common format with their individual grade levels. On 2/5/2020 the vertical data team leads and grade level chairs met together to analyze MOY data to determine a priority standard for re-teaching. They will work through the data implementation process cycle as a grade level or content area for approximately 4 weeks.

Due to the COVID-19 school closure the teachers were not able to continue with the data team process. Teachers were unable to get an accurate picture of the students mastery of the standards that were re-taught due to the level of support at the student's home.

10/7/19	Teachers will focus on teacher clarity through the use of Standard Anchor Charts that are posted and current. Each standard will be unpacked in its entirety with students. The chart will include the following: Standard, Academic Vocabulary, Alignment to Assessment, Strategies and Graphic Organizers.	Complete 06/12/2020	Jennifer Keefe	06/10/2020
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Notes: Teachers will be unpacking standards as needed based on students progress within the district units/pacing guides.

Due to COVID-19 school closure the teachers continued to unpack the standards for/with students, however it was done through a variety of digital platforms.

9/9/20 Review and identify current resources used for Reading as Core and Tier 2 Intervention.

Complete 09/16/2020

Brian Kurek

09/30/2020

Notes:

9/9/20 Create a Tier 2 intervention resource matrix that will be used by the school as the only source for tier 2 interventions.

Complete 12/30/2020

Christina Gross

12/30/2020

Notes: The matrix has been created and shared out but due to Plan C instruction still being implemented, specific tier 2 interventions are not being delivered. As a school, we are providing tier 2 interventions through our differentiated core. When students return to the building, interventions will resume once proper achievement levels have been determined. Intervention time has already been scheduled for the new Plan B.

1/25/21 Train all staff on Digital AIMS Web Plus

Complete 01/15/2021

Brian Kurek

01/20/2021

Notes:

1/26/21 Generate a parent interest survey and an informational letter will be sent through ConnectEd.

Complete 01/25/2021

Maria Gordillo-Davis

01/29/2021

Notes:

1/26/21 Staff will have the opportunity to participate in walk-throughs during guided reading and use the ABSS Guided Reading fidelity checklist as a "look-for" guide.

Complete 02/26/2021

Christina Gross

02/15/2021

Notes:

1/25/21 Identify what students are Tier 2, what interventions they need and what screeners to use

Complete 03/30/2021

Brian Kurek

03/30/2021

Notes:

1/25/21 Establish at least one data day for grades k-5 during the 2020-2021 school year

Complete 03/30/2021

Daniel Habla

03/30/2021

Notes:

9/9/20	The school wide time devoted to intervention will remain protected when students return to school. Tier 2 interventions will resume in a reasonable timeline that will allow teachers gather appropriate student data and determine which strategies to use that best suites the needs of the students.	Complete 03/30/2021	Daniel Habla	03/30/2021
<i>Notes:</i> While we are still in plan C - the initial target date selected for this indicator will not be possible. Intervention time is built into the Face to Face schedule when the students return to school where teachers will be able to provide what is listed in this indicator. We will push the date of this out to 2021.				
9/22/20	Teachers will attend PLC meetings focused on standards-based grading and standards-based instruction. With the support of administration and the literacy coach, teachers will unpack standards and align student mastery expectations to assessments intended to check for mastery.	Complete 06/07/2021	Christina Gross	06/30/2021
<i>Notes:</i> Beginning with the end in mind, teachers will then consider instructional strategies and scaffolds needed to provide students with instruction and practice opportunities to teach into mastery of standards.				
1/26/21	Begin the after school tutoring program on February 16th to provide additional academic opportunities for K-2 tier 2 and tier 3 students.		Daniel Habla	10/30/2021
<i>Notes:</i>				
9/26/21	All classroom teachers and support staff will utilize Google Classroom as a means to deliver core instruction throughout the school year.		Emily Marks	12/30/2021
<i>Notes:</i>				
9/26/21	3-5 classes will utilize Achieve3000 at a minimum of 1 article per week.		Daniel Habla	12/30/2021
<i>Notes:</i>				

9/22/20	<p>During PLC meetings with administration and the academic coaches coach, teachers will analyze data from standards-based assessments to drive instructional decisions for both whole group and small group instruction. Teachers will determine the level of mastery based on the assessment by following the standards-based grading rubric. Teachers will then determine next steps for instruction to ensure continued student growth for each standard.</p> <p>Conduct twice weekly 45 minutes PLCs (curriculum/instructional planning and data review/analysis)</p> <p>Curriculum/instructional planning: --unpack standards to be taught --vett instructional tasks aligned with the demand of the standard --Discuss principle of +1 (extension of Rigor Rubric)</p>		Christina Gross	12/30/2021
<i>Notes:</i>				
9/22/20	Teachers will continually revisit previously taught standards to maintain progress made during previous instruction and continue to support student progress throughout the entire school year.		Christina Gross	12/30/2021
<i>Notes:</i>				
9/26/21	K-5 classes will utilize Imagine Math at a minimum of 60 minutes per week.		Daniel Habla	01/30/2022
<i>Notes:</i>				
9/26/21	K-5 classes will utilize Imagine Math at a minimum of 60 minutes per week.		Daniel Habla	01/31/2022
<i>Notes:</i>				
9/26/21	ILT will Conduct regular walkthroughs using the Digicoach platform and provide staff with regular and consistent feedback.		Daniel Habla	02/11/2022
<i>Notes:</i>				
9/26/21	Digicoach trends will be shared with the school improvement team in order to plan next steps.		Daniel Habla	06/15/2022
<i>Notes:</i>				

1/25/21	All teachers will implement guided reading for all students, across all tiers, through utilization of the framework provided in Jan Richardson's The Next Steps Forward in Guided Reading. Teachers will provide instruction digitally with the Digital Reader for Literacy Footprints while students are learning remotely during Plan C.		Christina Gross	06/30/2022	
<i>Notes:</i>					
1/25/21	CFA will be administered for each standard taught. Teachers will meet as a team to analyze data from CFAs to determine criteria for levels of mastery Data review/analysis --Create/review CFAs for Standards-based grading (rubrics		Christina Gross	06/30/2022	
<i>Notes:</i>					
1/25/21	Teachers will implement rigorous instruction regularly across all areas of core instruction.		Daniel Habla	06/30/2022	
<i>Notes:</i>					
Implementation:		06/12/2020			
Evidence	6/12/2020				
Experience	6/12/2020 We were successful in achi				
Sustainability	6/12/2020				
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:

09/2021 We have made progress towards this goal in the past 2 years. We now have a core program for SEL and are working towards collecting and reviewing data to ensure that it is positively affecting 80% or more of our students (core!) Additionally we have worked to establish morning meetings. We have tightened this structure for 2021 (driven by morning announcements) and have added game day to the routine in order to practice the skills we are learning in a meaningful way.

Our school-wide PBIS team has established and implemented school-wide explicit PBIS instruction. PBIS lessons and resources are provided to teachers and school-wide expectations are posted throughout the building and we recite a daily pledge on the announcements. Teacher classroom expectations are aligned with our PBIS matrix for Gators ROCK. Last year, teachers introduced schoolwide the second step program to their class on Fridays during SWAMP time. We also have embedded the 7 keys of Kagan throughout our school in order to provide an engaging, cooperative environment designed for every student to have a voice. Through the Kagan Structures teachers promote team and class building. Our Student Service Support team provides 3-5 monthly guidance lessons to students in addition to 1-on-1 emotional conferences; family meetings; class discussions regarding interpersonal communications; peer mediation; peer shout-outs/encouragement and small group counseling. Lastly, we use classroom Dojo to track student behavior and share positive learning experiences happening in the classroom with parents and students.

Limited Development
08/13/2019

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>September 2021 - This year, in an effort to provide consistent support for social-emotional skills we will be implementing the Second Steps Program. Lessons will be taught 1 x per week for 20-30 minutes and we will use the assessment at BOY, MOY, EOY to monitor growth. Additionally, we will invite Karen Morris in to support our staff with de-escalation strategies. She will: Define elements of communication ; Share Verbal De-escalation Continuum; Share deescalation strategies; Discuss Precipitating Factors, Rational Detachment, Integrated Experience. During the second semester we will use a checklist to monitor the carry over of strategies learned into application by monitoring our behavior-referral data.</p> <p>While we have spent a great deal of time focusing on individual and peer-to-peer interactions (driven by inherently-sound Kagan structures), we need to spend time focusing on the class/team building component to create a climate with specific structures in place so that all students can learn in a nurturing environment.</p> <p>* Teachers will implement the Kagan suggestions, such as student assignments to help with daily grouping and interactions.</p> <p>* Teachers will infuse a Kagan-based structure into their instruction, at least weekly, to help support cooperative learning.</p>			Randy Sodano	06/30/2022
Actions			11 of 16 (69%)		
8/13/19	Implement first 2-week intentional instructional delivery of the PBIS Matrix and school expectations. We will intentionally conduct a quarterly review of Gators ROCK matrix.		Complete 06/12/2020	Randy Sodano	05/15/2020
	<i>Notes:</i>				
8/13/19	Referral to SST members for social/emotional skills, resources, and/or support.		Complete 06/12/2020	Ambraya Timmons	06/10/2020
	<i>Notes:</i>				

8/13/19	Implement school-wide Mindful Meetings/Class Meetings to establish a nurturing classroom environment.	Complete 06/12/2020	Ambraya Timmons	06/10/2020
<i>Notes:</i>				
9/23/20	Implement school wide time in the daily schedule devoted to “Mindful Meetings” (Morning meetings) for teachers to build a strong classroom culture.	Complete 08/17/2020	Cynthia O'Neal	11/01/2020
<i>Notes:</i>				
12/7/20	Review the Fall Panorama Data with the PBIS committee and determine action steps to take with the staff to address issues/concerns that have arisen as a result of the survey.	Complete 12/01/2020	Randy Sodano	12/01/2020
<i>Notes:</i>				
12/7/20	Review Educators Handbook with the staff and make sure they know how to use the platform and what the data will be used for by the PBIS committee.	Complete 12/07/2020	Daniel Habla	12/07/2020
<i>Notes:</i>				
9/23/20	Develop a system of “look fors” to use as a guide for walkthroughs during Mindful Meetings that will serve as a means to gather data, determine fidelity/effectiveness and provide insight on what needs to be addressed as these meetings are implemented school wide.	Complete 12/30/2020	Randy Sodano	12/30/2020
<i>Notes:</i>				
1/26/21	Teachers attend an online training focused on Kagan classroom adaptations for Covid19. They will be provided with strategies and changes that allow typical Kagan structures to be modified for required social distancing.	Complete 01/19/2021	Daniel Habla	01/19/2021
<i>Notes:</i>				
1/26/21	School wide participation in a state sponsored A+ professional development training (live or self-paced). Teachers will receive CEU credits for their attendance in the professional development training.	Complete 03/24/2021	Daniel Habla	03/24/2021
<i>Notes:</i> The A+ training was pushed out to the summer of 2021 (AGE year 3 Training). Dates were established and had to be changed due to NC summer school expectation for all NC schools in the summer of 2021. Training will be conducted during Teacher Workshop days in 2021-2022 school year.				

9/9/20	Establish a structure that will support the continued implementation of the school wide "mindful meetings" each day. Homeroom teachers will implement the following components in their daily mindful meetings: Greeting; Sharing; Group/Partner Activity; Morning Message.	Complete 06/07/2021	Randy Sodano	06/30/2021
<i>Notes:</i>				
1/26/21	Generate a list of all teachers/certified staff that have not completed the Kagan Cooperative Learning Day 1 training and research Kagan training opportunities for teachers to attend an online training.	Complete 09/30/2021	Daniel Habla	09/30/2021
<i>Notes:</i>				
9/26/21	Create 2 formal trainings (1 at BOY and 1 at MOY) to review school level data Educator's Handbook and reinforce next steps.		Daniel Habla	02/15/2022
<i>Notes:</i>				
9/26/21	PLCs/PBIS team will review Panorama and K-2 SEL survey data following each assessment period (October/April) to determine strengths and areas for grade level and total school improvement.		Randy Sodano	05/30/2022
<i>Notes:</i>				
9/9/20	Continue to seek out and develop new strategies that will address the current SEL needs of our students.		Randy Sodano	06/30/2022
<i>Notes:</i>				
9/26/21	Define when and how to use Educator's Handbook so that data is entered regularly. (3 minors=1 office referral for same behavior or 3 minors within a 2 week period)		Daniel Habla	06/30/2022
<i>Notes:</i>				
1/26/21	Teachers will complete one A+ infused activity before the end of the school year.		Jennifer Dufort	06/30/2022
<i>Notes:</i>				
Implementation:		06/07/2021		
Evidence	11/18/2019 Formal and Informal observations, continuous collaboration and consultation with all stakeholders, including teacher, parents, students, and community resources via SST notes, logs/quarterly report data, and minutes.			

<i>Experience</i>		11/18/2019 We have successfully implemented school-wide Mindful/Class Meetings to establish a nurturing classroom environment via distribution of classroom resources, mini-PD for staff, and ongoing discussions/walkthroughs and feedback.			
<i>Sustainability</i>		11/18/2019 Ongoing discussions/walkthroughs and feedback.			
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:

Kindergarten Orientation-

In the spring before enrollment, our school offers a 2-hour parent and student orientation. Students are assessed and acclimated to the classroom at this time while parents receive specific information about Kindergarten and information to prepare for the transition. We provide parents with several resources to prepare them for the academic and social-emotional transition. Also, our district hosts a Kindergarten Fair in the community which allows parents to learn about our individual and school-based programs. In the fall, we offer an open house night just for Kinder parents and students. At this event, parents attend a general session about the school and then proceed to classrooms to learn more about Kinder. Next, our students begin the school year on a staggered start schedule. On day 3 of the schedule, students are assigned homerooms and parents attend a meet the teacher night to learn more about the individual classroom procedures and to meet their child's teacher. In September, the Kinder teachers invite parents to curriculum night. Curriculum night is designed for parents to learn about the Title 1 process and more about standards and assessments. During the first 9 weeks and 3rd Nine Weeks, Kinder parents are mandated to attend parent-teacher conferences.

5th to 6th Grade Transition

We collaborate with Hawfields Middle School for a visit in the spring which includes a tour of the school and allows students to learn about middle school. We are a connected campus which allows for a smooth transition and availability for collaboration between grade levels.

Vertical planning

Our students participate in a move up day every spring. In addition, our teachers work vertically to share the planning of instruction and data. Our students meet monthly with their "Buddy classes" for reading events. Our buddy classes are designed to partner classroom, teachers and students with other grade levels. Currently our partnering is K/3rd grade; 1/4 and 2/5.

Full Implementation
11/25/2019

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 11/25/2019		
		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	Daniel Habla	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; 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 12/11/2019	Angela Bost	12/11/2019

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	Complete 06/12/2020	Dr. Angela Bost	04/09/2020
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Notes: The monthly principal leadership meetings were planned in advance of the school year and were based on three primary objectives:
 Review of the three priority NCStar Indicators (A4.01, A4.01, and B1.03)
 Leading and Modeling the PDSA Cycle for Three of the NCEES Indicators (Strategic, Instructional, and Cultural Leadership)
 Implementing the Education and Nurturing components of the M.I.N.E. Personalized Learning Model

11/25/19	School Support Sessions	Complete 06/12/2020	Jean Manness	06/30/2020
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Notes:
 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.

Implementation:		06/12/2020		
Evidence	6/12/2020			

<i>Experience</i>	6/12/2020 e LEA has a support and improvement team indicator - you will mark those as completed and your evidence will be the Leadership Meeting agendas and the Student Support Meeting agendas. Feel free to only 1 each as an example instead of all of them.			
<i>Sustainability</i>	6/12/2020			

	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:			<p>September 2021 - As a school we decide to keep the same people in place for this academic year on the Leadership Team to continue to work on what was begun last year here at School. The team was voted on by the staff.</p> <p>New leadership (principal and academic coach) have been brought into Garrett this year therefore we need to establish new routines and practices to review instructional implementation of this key indicator because this is strategic planning in line with the school and the district mission and vision.</p>	Limited Development 11/25/2019		
How it will look when fully met:			<p>September 2021 - As a school, committees were restructured and all teachers are apart of one committee. These committees are not the same as the SLT and representatives of the leadership team are also on other committees as well. A MTSS committee was created as one of these new committees and many members of the SLT, including the principal, as members.</p> <p>The leadership team at AGE will meet twice a month for more an hour for each meeting analyzing and monitoring the implementation of effective practices through the school in line with SIP. Communication and coordination will be facilitated throughout the school by employing teacher representatives from the grade levels and from each department as active members of the leadership team. The bi-monthly meeting schedule along with detailed meeting agendas and minutes taken will serve as focus reminders to maintain on-task behavior from all members of the committee's.</p>		Daniel Habla	06/30/2022
Actions				4 of 7 (57%)		
	9/4/20	Learn, review and assess all 12 key indicators in the Indistar platform making note of where far into the implementation process the school currently is.		Complete 09/15/2020	Daniel Habla	10/01/2020
<i>Notes:</i>						

9/27/21	Provide staff with details of new committees and have them sign up for the committee of thier choosing during staff opening meeting	Complete 09/01/2021	Daniel Habla	08/30/2021
<i>Notes:</i>				
9/27/21	Establish consistent monthly meeting schedule for committees and make staff aware of these dates at the beginning of the school year.	Complete 09/01/2021	Daniel Habla	08/30/2021
<i>Notes:</i>				
9/9/20	Create school committees to distribute the leadership of the current SLT. The SLT will then function as a sub-committee of the larger team. These teams will meet monthly for up to 1.5 hours at a time.	Complete 09/30/2021	Daniel Habla	09/30/2021
<i>Notes:</i>				
9/27/21	Meet with Committee leaders to establish expectations for meetings, create agendas and provide support for how specific committees fit into the schools SIP		Daniel Habla	10/30/2021
<i>Notes:</i>				
9/27/21	Establish a survey to share with committee members 2 times a year to identify effectiveness of the committees and take suggestions for improvement.		Daniel Habla	06/30/2022
<i>Notes:</i>				
9/27/21	Establish quarterly meetings with committee leaders to monitor direction of each team and determine what needs to be done to improve the process.		Daniel Habla	06/30/2022
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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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
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Initial Assessment:

Currently, all of our Homeroom teachers have 45 minutes of common grade-level planning five times a week. Planning time is protected from all meetings on Tuesday and Wednesday each week. During this time our Literacy coach and admin meet with grade-level teams to plan instruction and review data.

In grades, 3-5 students are assigned to two teachers in which they team teach. Within these grade levels teachers focus on specific content areas. We provide specific support based on the content area.

In addition, our teachers also have 1 45 minute planning during specialty lessons(guidance, extra PE and Media).

We have devised school-based norms and provide ongoing professional development and opportunities for our teachers in the area of team building.

Each grade level has a team drive in which they share lesson plan templates and resources. The daily lesson plan format follows the AOL format and our elements are aligned with the ABSS differentiated core.

Teachers have access to the Curriculum share drive in which grade levels share with all staff the content they are teaching each week. This allows for specialists(such as Encore, EC, ESL, AG) to align their instructional content.

Our grade level chairs meet monthly to review all curriculum updates as well as to plan for grade-level instruction vertically. In addition, these individuals lead and coach their colleagues within their team.

Grade level chairs lead their grade level PLC after school meetings monthly in which all grade-level report out what they learned or are working on within their assigned school-based committee.

Full Implementation
11/25/2019

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>		<p>September 2012 - The ILT meets with every grade level twice a week and is involved in the planning of rigorous activities. The ILT conducts walk-throughs on a regular basis and uses the walk-through tool as a form of communicating what was seen and what could be implemented next time.</p> <p>The Principal, AP and Academic Coach currently meet with every grade level on a weekly basis and are involved in the planning and implementing of the practice of Standards Based Grading. Informal walkthroughs are taking place on a regular basis and will be conducted formally when the district purchased digiCoach walk through tool has been re-normed at the school level.</p>	Limited Development 11/25/2019		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Walkthroughs will be done on a regular basis using the digiCoach Walkthrough tool as prompt feedback. Teachers will be able to see what their strengths are as well as areas that need improvement. The Principal will meet with grade levels to focus on rigorous instruction and the practice of implementing Standards Based Grading that will be taking place throughout the school. The NCEES teacher development cycle will be used as a tool for professional growth and schedule observations will serve as another way to provide teachers with feedback and set goals for their future professional practice.		Daniel Habla	05/30/2022
<i>Actions</i>			10 of 14 (71%)		
11/25/19	Attend the Digi-coach district professional development to learn how to use the new district tool.	Complete 02/14/2020	Michelle Ammann	01/31/2020	
<i>Notes:</i> District provided professional development.					
2/14/20	Implementation Plan Schedule Calibration for walkthroughs and share information with grade levels.	Complete 06/12/2020	Michelle Ammann	05/30/2020	
<i>Notes:</i>					

11/25/19	Establish a walkthrough schedule designed to provide all teachers with timely feedback and to determine instructional trends.	Complete 06/12/2020	Michelle Ammann	06/30/2020
	<i>Notes:</i> Completed			
9/4/20	Attend DigiCoach refresher training	Complete 09/08/2020	Daniel Habla	09/08/2020
	<i>Notes:</i>			
9/4/20	Establish a walkthrough schedule for ILT to follow to make sure every classroom is consistently monitored.	Complete 09/15/2020	Daniel Habla	09/28/2020
	<i>Notes:</i>			
9/4/20	ILT will practice calibrating their walkthrough observations so that consistent feedback can be given to the teachers.	Complete 12/02/2020	Daniel Habla	11/30/2020
	<i>Notes:</i> Digicoach training has been attended by principal and AP. Walkthroughs have begun throughout the building.			
9/4/20	ILT will implement digiCoach walkthroughs throughout the school to capture data and provide teachers with feedback that is aligned with the schools SIP and the districts expectation for academic and behavior core for instruction.	Complete 01/25/2021	Daniel Habla	12/18/2020
	<i>Notes:</i> Walk throughs have been begun in limited capacity by principal and AP due to need for planning for students return to the building. Student planned return has been changed again with a new set of expectations for building level occupancy and is, yet again, being re-planned for. ILT will return to walkthroughs consistently by the end of February.			
1/25/21	Walkthroughs will take be a focus for ILT during the month of February. A schedule has been established and each teacher will receive at least 1 walk through a week.	Complete 04/30/2021	Daniel Habla	04/30/2021
	<i>Notes:</i>			
9/11/20	Create a observation schedule through NCEES that will serve as a means for the Principal and AP to maintain consistency in conducting observations for the teachers.	Complete 06/07/2021	Cynthia O'Neal	06/30/2021
	<i>Notes:</i> The schedule will be created before September 2020 but will be completed by June of 2021.			
9/26/21	Create a schedule for weekly walkthroughs for teachers/admin to participate in together	Complete 09/30/2021	Daniel Habla	09/30/2021
	<i>Notes:</i>			
9/26/21	Take weekly walkthroughs to review core fidelity		Daniel Habla	06/30/2022
	<i>Notes:</i>			

9/26/21	Review Walkthrough data monthly to review CORE trends; share with SLT during monthly ILT meetings.		Daniel Habla	06/30/2022
<i>Notes:</i>				
9/10/20	Grade levels will review walk through data quarterly to review trends and develop grade level action steps.		Daniel Habla	06/30/2022
<i>Notes:</i>				
9/10/20	Walkthroughs will be conducted and shared with teachers on a regular basis		Daniel Habla	06/30/2022
<i>Notes:</i>				
Implementation:		08/31/2020		
Evidence	6/12/2020			
Experience	6/12/2020			
Sustainability	6/12/2020			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:

September 2021 - This year we will continue our focus on Creating and implementing CFA's and rigor in PLC meetings. We will meet two times a week - 1 day devoted to ELA and 1 day devoted to Math and will follow a PLC schedule that focuses on creating CFAs, analyzing the data collected, and planning to address findings from data analysis.

This year we will be meeting twice weekly to focus on creating and implementing properly aligned CFA's to be implemented with our learning progressions.

Teachers analyze and track student mastery of the standards through common formative assessments, student performance, and benchmarks. Our students practice self-reported grading and goal setting in grades 3-5 and screener tracking for students in grades K-2.

Teachers analyze screener data to identify gaps for individual students. Then through the MTSS process, they provide levels of intervention to supports the student during SWAMP(intervention block) and small group reading.

The student support team along with the MTSS coach analyzes data points to determine supports for students in the areas of attendance, discipline and intervention progress.

Teachers and grade levels determine SMART goals through the AGE data cycle every 6-9 weeks.

Teachers participate in a core data planning day in which they analyzing team and individual student data 2 times a year as a grade level.

Limited Development
11/25/2019

<p>How it will look when fully met:</p>	<p>September 2021- Expected Outcomes: We will better understand how to plan lessons that are driven by our CFA's and then provide feedback to our students in the form of additional instruction (remediation or enrichment) using the data gathered from them. CFA's will be created together as a PLC for standards in reading and math. We will use data more regularly to better group students; students will receive more purposeful instruction and more meaningful feedback.</p> <p>When data is properly analyzed, our school will be able to identify specific strategies that led to improved outcomes.</p>		<p>Daniel Habla</p>	<p>05/30/2022</p>
<p>Actions</p>		<p>4 of 8 (50%)</p>		
<p>10/5/21</p>	<p>Develop a template for reading and math to be used by each grade level to be used during each PLC that will utilize the "pre-planning" document to develop CFA's, vet academic tasks and plan the focus for upcoming lessons.</p>	<p>Complete 08/16/2021</p>	<p>Christina Gross</p>	<p>08/16/2021</p>
<p><i>Notes:</i></p>				
<p>10/5/21</p>	<p>Develop a "pre-planning" template to be used by the grade levels to fill out prior to each scheduled PLC that unpacks the NC standards, identifies key vocabulary and learning targets to be used by the teachers while teaching the lesson.</p>	<p>Complete 08/16/2021</p>	<p>Christina Gross</p>	<p>08/16/2021</p>
<p><i>Notes:</i></p>				
<p>10/5/21</p>	<p>Establish framework for PLC's including expectations, protocols and norms for how each PLC will operate during the year.</p>	<p>Complete 08/16/2021</p>	<p>Christina Gross</p>	<p>08/16/2021</p>
<p><i>Notes:</i></p>				
<p>10/5/21</p>	<p>Review with each grade level the template to be used during each PLC and review intended outcomes.</p>	<p>Complete 08/27/2021</p>	<p>Daniel Habla</p>	<p>08/27/2021</p>
<p><i>Notes:</i></p>				
<p>9/26/21</p>	<p>Weekly meetings with PLC (Tuesday ELA and Thursday Math) creating CFAs during PLCs in each subject (reading and math)</p>		<p>Christina Gross</p>	<p>12/30/2021</p>
<p><i>Notes:</i></p>				
<p>9/26/21</p>	<p>Analyze data gathered from previous CFA's and determine how to meet the demonstrated needs of the students based on the data.</p>		<p>Christina Gross</p>	<p>12/30/2021</p>
<p><i>Notes:</i></p>				
<p>11/25/19</p>	<p>In collaboration with data teacher leaders, devise grade level plans based to improve student performance.</p>		<p>Daniel Habla</p>	<p>06/30/2022</p>

Notes:

11/25/19 Establish a format for teachers to track student performance.

Daniel Habla

06/30/2022

Notes:

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>		Garrett has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff by using an effective performance management system when evaluating teachers and other staff members. All staff is evaluated based on clear standards and objective criteria that are a matter of description and not conjecture.	Full Implementation 10/05/2021		

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
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Initial Assessment:

Curriculum Nights for each grade level in the Fall. During this event, we provided parents with standards information in addition to strategies.

Teachers send weekly newsletters both in print and in Class Dojo.

Teachers send messages and photos to parents regarding classroom events, student progress and behavior using class dojo and seesaw.

Meet the teacher and Open house events for all grade levels.

Active and engaged Parent Teacher Organization. There are monthly meetings and community events held.

Parent-Teacher Conferences in the fall and student-led conferences in the spring.

Quarterly Gator Gathering events.

Updated School webpage maintained by the translator.

Child and Family Care Team meetings

MTSS parent meeting

Parent Student Handbook

Full Implementation
11/25/2019