Comprehensive Progress Report

Mission: Our mission is to provide a learning centered, arts-enriched environment that is responsive to the needs of our student population. At the core of the mission, is the goal of building a culture of collaboration among all stakeholders. As a professional learning community, our mission nurtures the willingness to support one another. At North Graham Elementary, staff members operate with a "whatever it takes" mindset. For example, if a student needs help, we provide it. If a staff member needs assistance, we respond. By taking this approach, both students and staff will be better able to embrace the challenges before them.

Vision: At North Graham Elementary, it is our vision to work as an instructional team to develop student learners who are artistic, collaborative, problem solvers that are eager to strive for personal growth and achievement. As members of our professional learning community, we will accomplish this vision by providing engaging instruction, modeling a passion for learning through the arts and building a culture which values relationships, collaboration, and self-efficacy.

Goals:

All North Graham Elementary staff will utilize the MTSS Process to ensure that 100% of students have equal access to the resources and instruction they need in order to be successful, life-long learners in all academic and behavioral areas.

Through the implementation of the ABSS Core, daily targeted intervention and the unpacking of the ELA NCSCOS, North Graham Elementary will increase the number of students achieving grade-level proficiency in reading from 39.9% to 46% in reading using the EOG in grades 3-5. At K-2 students will progress from 49% proficient on the TRC to 55% proficient. Target: In order to achieve this goal, each grade level will work towards adding five additional students to the grade level proficiency totals.

Through the implementation of the ABSS Core, daily targeted intervention, and the unpacking of the Math NCSCOS, North Graham Elementary will increase the number of students achieving grade-level proficiency in math from 44.9% to 52% using EOG data. Target: In order to achieve this goal, each grade level will increase the number of students who score at grade level proficiency in the area of math by six students.

! = 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**

Initial Assessment:		North Graham has an effective PBIS program and PBIS Team. Every classroom, cafeteria, etc utilize a clip chart system. All staff gives out tickets to classes demonstrating positive behaviors from the matrix. Monthly incentives are provided in the classroom and quarterly incentives are provided school wide. Daily take home charts communicate student behavior to parents and is well supported by our families. Our number of tier 3 kids for behavior, average 3-5% of our populations. Suspension rates are also declining each year.	Full Implementation 08/10/2017		
		A1.10	**All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Our staff currently has access to multiple online resources including the ABSS Resource Bank and the ABSS Differentiated Core. In addition, the NC Dept. of Public Instruction has released the VIK (Virtual Implementation Kit) to support the use of the ELA Curriculum. Since the ELA VIK and the NC SCOS in the areas of reading and math are new, we consider this a priority for ensuring alignment of standards and teacher clarity.	Limited Development 08/06/2018		
How it will look when fully met:					
Actions					
Notes:					

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**
Initial Assessment:	Five of our teacher leaders have served on a district team to write standards-aligned units of study for grades 3-5. This includes all subject areas. The K-2 units have not been fully updated at the district level. However, they are currently aligned with NC's Curriculum. The K-2 upgrade will happen during the summer of 2017. In addition, staff members participate in quarterly curriculum mapping with an "arts-integrated focus" since we are a Specialized Program. Staff members also utilize a planning template to ensure that each core area is fully met. For example, the ELA Template requires planning for shared reading/close reading, guided reading, word study, writing, ELA Stations.	Limited Development 09/22/2016		
	Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:	100% of instructional staff members will participate in monthly PLCs to develop and refine Curriculum Maps and units of study. With North Graham being an A+ Arts Integrated School, our curriculum maps will include art integrated activities. After examining the "Indicators in Action Guide, district resource banks will be examined first as guidelines for generating the Units of Study, Scope, and Sequence.	**Objective Met 10/09/17**	**Erika Gallagher**	**06/18/2018**
Actions				
10/11/16	Create master schedule to include all core subjects (120 minutes of ELA, 90 minutes of mathematics, 45-60 minutes of Sci/S.S., daily intervention.	Complete 10/17/2016	Nancy Cothren	10/31/2016
Notes:	The master schedule reflects 120 minutes of ELA, 90 minutes of mathematics, 45-60 minutes of Sci/SS, 30-35 minutes of daily intervention			
10/11/16	Provide announced and unannounced observations in the areas of ELA and Mathematics with an emphasis on alignment of standards and ABSS core structures.	Complete 03/17/2017	Nancy Cothren	05/31/2017

Notes:	Peer observations were conducted during January and February. Each observation focused on either the ELA block or Math block. During peer observations, staff members utilized our walkthrough checklists provided by A+. Final feedback will be turned into administration and logged on the observation tool. NCEES. PDP goals will also be designed based upon the first round of observations. Announced observations were conducted by the principal and assistant principal according to the state schedule.			
10/11/16	Utilize new planning templates designed to reflect the ABSS Core Structures in ELA and Math. Utilize the Anatomy of a Lesson Planning Template for Science, Social Studies and Specialty Areas.	Complete 11/14/2016	Nancy Cothren	06/01/2017
Notes:	Staff Development has been provided at the start of the year, to familiarize staff members with new ABSS Core Structures and Resource Banks. The academic coach is providing on-going coaching and professional development in the planning and instruction of the ELA block. For example, word study, guided reading, whole group reading, These are parts of the new planning templates. New planning templates are attached in the artifact folder			
10/11/16	Utilize best practices from The A + Essentials/ A+ Specialized Program and Kagan Structures when planning lessons and designing units of instruction.	Complete 02/07/2017	Erika Gallagher	06/01/2017
Notes:	We continue to refine our "best practices" by providing ongoing staff development on early release days and during staff meetings. All of our early release days have focused on either the implementation of A+ Essentials or district training on effective planning and instruction using the ABSS Resource Bank and Units of Study. We also dedicate all of our staff meetings to staff development. For example, on Feb. 6 the principal presented training on Blended Learning and the use of Sketchnotes as an effective practice to support close reading and writing Summaries.			
10/11/16	Provide on-going staff development and coaching on using the A+ Essentials to enhance student engagement and pedagogical practices.	Complete 02/07/2017	Erika Gallagher	06/01/2017

Notes:	We continue to refine our "best practices" by providing ongoing staff development on early release days and during staff meetings. All of our early release days have focused on either the implementation of A+ Essentials or district training on effective planning and instruction using the ABSS Resource Bank and Units of Study. We also dedicate all of our staff meetings to staff development. For example, on Feb. 6 the principal presented training on Blended Learning and the use of Sketchnotes as an effective practice to support close reading and writing Summaries.Staff Development dates provided by A+ Teaching Fellows include July 13, 14, 15, Oct. 19, December 7, April 26. We have also had a coaching day on Dec. 8 to monitor implementation of best practices, planning, and integration of the arts. Teachers also received coaching feedback forms.			
10/11/16	Create common planning time with Bi-weekly PLCs with the Academic Coach with the focus on aligned units of study, instruction, and assessment.	Complete 02/07/2017	Erika Gallagher	06/08/2017
Notes:	PLCS are held twice a month with the first PLC designed for planning and unpacking the curriculum with the academic coach and administration. During the meetings, we look at upcoming curriculum and best practices, resources in our Curriculum guides, etc. We also discuss and design pre and post CFAs within our resource banks or self-created.The second PLC focuses on assessment and student outcomes. Work samples from each type of meeting will be uploaded to our document folder.			
10/11/16	Utilize the ABSS Resource Bank at PLCs and Wise Ways Guidelines and Videos to plan Units of Study.	Complete 10/09/2017	Erika Gallagher	06/01/2018
Notes:	The ABSS Resource Bank has been created for grades 3-5. These materials are already aligned and include suggested pre and post assessments, illustrative tasks, etc. We plan to work with grade levels to bridge the ABSS Resource Bank with the Unit Plans. We have scheduled extended planning dates for grade levels to work on Criteria for Mastery and Pre-test/Post Tests. Templates have been created by the Academic Coach to align with Units of Study Templates in Wise Ways and the ABSS Resource Bank. We are starting with the fourth nine weeks and then working our way backward since our fourth nine weeks starts after intercession break. Extended Planning Dates Math 4th 9 focus 2/28 (1, K, 3), 3/1 (4, 5, 2), ELA 4th 9 focus 4/4 (1, K, 3), 4/5 (4, 5, 2)			

Implementation:			10/09/2017		
Evidence	10/9/2017 We will upload our shared folder.				
Experience	10/9/2017 This has been a long process. However, the ABSS resource bank has provided support. We have also found that unit plans are a continuous work in progress as we adjust for standards-based grading and criteria for mastery.				
Sustainability	10/9/2017 We will continue to have extended planning meeting in addition to our PLCs so that we can monitor our curriculum maps and implementation of our unit plans. Since we are also committed to the implementation of Standards based grading this year, we will be constantly unpacking our standards and examining our unit plans to ensure that they are keenly focused on the expectations of the standards and how students must demonstrate mastery.				
A2.13	**Units of instruction include standards-based objectives and criteria for mastery.(5103)**		**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	We have developed standards based units of instruction for the second, third and fourth 9 weeks. We are currently working on the development of the first 9 weeks. We also have CFAs pre and post to determine mastery.		Limited Development 08/22/2017		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Teachers will have a bank of three assessments per priority standard in ELA, Math, Science, and Social Studies. During PLCS, teams will critique assessments to ensure that criteria for mastery align with the standard. Since we score each assessment, using a 1, 2, or 3, teams will need to determine what constitutes a 1, 2 or 3 score using the district's rubric for mastery.		**Objective Met 05/23/18**	**Laura Calone**	**06/08/2018**
Actions					
10/10/17	Utilize NC Check In to collect data and to monitor student mastery of standards in grades 4 (math only) and 5 (reading and math).		Complete 11/14/2017	Nicole Smith	04/30/2018
Notes:					
10/10/17	A Reading portfolio process will be used in grades 3-5 to determine specific areas of mastery and weakness for every student. In grade 3, teachers will utilize the state-mandated reading portfolio. In grades 4-5, reading portfolio assessments will be created for each tested standard.		Complete 10/31/2017	Hannah Demirdogen	04/30/2018

Notes:				
10/10/17	Using Aims Web Plus (Grades K-5), teachers will monitor and analyze data to determine mastery of standards and Quantile levels in the area of mathematics.	Complete 05/22/2018	Erika Gallagher	04/30/2018
Notes:				
9/14/17	Develop a universal rubric to determine mastery level of each assessment.	Complete 09/11/2017	kelly jackson	06/08/2018
Notes:	Posted in all classrooms, shared parent conferences, used in kid friendly language for all school operations...including specialty classrooms.			
9/14/17	Develop data tracking system for ELA and Math to monitor student mastery of priority standards.	Complete 05/22/2018	Grade level Chairs	06/08/2018
Notes:				
9/14/17	During data days, grade level teams will plan differentiated interventions based on student performance on standards based assessments.	Complete 05/23/2018	Christina Larock	06/08/2018
Notes:				
9/14/17	Provide daily online, leveled instruction in the area of mathematics in grades 3-5 using Think Through Math benchmarks and assessments.	Complete 05/23/2018	grade level chairs	06/08/2018
Notes:				
9/14/17	Review units of instruction created during the 2016-17 year and specifically focus on the criterion for mastery with clear details on what would be scored a 1, 2, or 3 using the ABSS standards based grading rubric.	Complete 05/23/2018	Erika Gallagher	06/08/2018
Notes:				
9/14/17	Using Aims Web Plus (Grades 4-5) Data and the TRC (Grades K-3), teachers will work with students to create individualized goals for progress in the area of reading comprehension and fluency.	Complete 05/23/2018	Erika Gallagher	06/08/2018
Notes:				
Implementation:		05/23/2018		
Evidence	5/23/2018 See Artifacts Spreadsheet.			
Experience	5/23/2018 5/23/2018A reading portfolio process will be used in grades 3-5 to determine specific areas of mastery and weaknesses for every student. In grade 3 teachers will utilize the state-mandated portfolio. In grades, 4-5 portfolio assessments will be created for each of the tested standards. Teachers in grades 4 and 5 have implemented the reading portfolio to			

demonstrate student understanding of their grade level ELA standards.

Using Aims Web Plus, Grades K-5 teachers will monitor and analyze data to determine mastery of standards and Quantile levels in the area of mathematics.
 Teachers are able to use the skills plan to monitor how students are progressing in grade level domains for math. A quantile score was given based on performance on the Concepts and Applications assessment. We still have some more to learn about how to utilize this data for mastery.

Develop a rubric to determine mastery level of each assessment.

Develop data tracking system for ELA and Math to monitor student mastery of priority standards.
 District level data trackers are available for grades K-5 in both reading and math.

During data days, grade level teams will plan differentiated interventions based on student performance on standards-based assessments.
 Based on student performance on the aimswebPLUS and mClass assessments the students with the greatest needs were placed in tier 2 and received interventions, along with progress monitoring.

Provide daily online, leveled instruction in the area of mathematics in grades 3-5 using Think Through Math (Imagine Math) benchmarks, assessment, lessons, etc.
 Teachers in grade 3-5 had students using Imagine Math on a regular basis to help support their grade level instruction as well as fill in any gaps from previous grade levels.

Review Units of instruction created during the 2016-17 school year and specifically focus on the criterion for mastery with clear details on what would be scored a 1, 2, or 3 using the ABSS Standards Based Grading Rubric.
 This was not an artifact that we were able to work on this year. With the introduction of the new standards next year we will begin work on this again at that time.

Using aimswebPLUS in grades 4-5 and the TRC (M-Class) in grades K-3,

			teachers will work with students to create individualized goals for progress in the area of reading comprehension and fluency. This is another area that we will need to consider working on again next year.		
	Sustainability		5/23/2018 Since there will be be changes to the NCSCOS for the upcoming year, our team will need to work on updating Unit Plans and assessments to align with need expectations. In addition, we have implemented DATA Trackers in some grade levels. We will need to work to get this fully implemented at all levels. Keep in mind that the data trackers will also need to be adjusted to reflect the new state standards.		

		A2.18	**ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Many classrooms provide multiple opportunities for students to engage in cooperative conversations around given topics, questions, tasks. We do not provide many opportunities for students to raise questions about conversations, debate or experience positive interdependence. (See Wise Ways)	Limited Development 08/22/2017		
How it will look when fully met:						
Actions						
	Notes:					
		A2.21	**All teachers use online curricula whose goals are measureable and clearly state what students will know or do at the end of instruction. (5308)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Both the ELA and math standards have been revised for the 2018-19 school year. This year we will be unpacking our standards with students at the start of every lesson to ensure teacher clarity. The goal of this strategy will be to ensure that students clearly understand the goal, the vocabulary and what is involved to reach mastery. As a result, we see this goal as a priority for our school improvement.	Limited Development 08/06/2018		

How it will look when fully met:	According to Hattie, visible learning assumes that teachers focus their attention on determining the impact that they have had on student learning and that they use that information to determine the success of the lesson. As a result, teachers need tools that allow them to check for understanding frequently. In addition, they need to know when students have met the learning goals. As a part of this equation, teachers must fully comprehend the standards to be taught and what mastery should include. As a result, we plan to unpack our new standards (as a part of our daily instructional practices) in the areas of reading and mathematics to ensure clarity of objectives. Our focus will be to ensure the following: • Teachers know what students are supposed to be learning. • The students know what they are supposed to be learning. • Both the teacher and the students know what success looks like.		Leslie Woody	06/03/2019
Actions		0 of 7 (0%)		
9/11/18	All teachers will unpack key standards within the ELA and math curriculum with their students using anchor charts. During the unpacking of the standard, the teacher will explicitly teach the academic vocabulary within the standard and provide clear examples mastery to be demonstrated.		Nancy Cothren	10/31/2018
Notes:	Supports goals 2 and 3			
9/11/18	Teachers will attend a weekly PLC with the academic coach to unpack the math and ELA standards and to review the guidance documents. Teachers will discuss the academic vocabulary encompassed within the standard as well as the rigorous instructional strategies that will be used to ensure and measure student mastery. A graphic organizer will be used to guide collaborative conversations.		Erika Gallagher	06/01/2019
Notes:	Supports goals 2 and 3			
9/11/18	During our quarterly data team meetings, utilize M Class data at grades K-3 to determine which students are on grade level or below, to write ambitious goals, and to outline a plan for instruction.		Erika Gallagher	06/01/2019
Notes:	Supports goals 1, 2, and 3			
8/14/18	Teachers will consistently utilize the online ABSS Resource Bank and Guidance Documents for ELA and math to ensure that all instructional efforts fully align with the rigorous demands of the standards and the necessary skills needed in order to demonstrate mastery.		Leslie Woody	06/03/2019
Notes:	Supports goals 2-3.			

					Assigned To	Target Date
	8/14/18	Utilize Imagine Learning to benchmark and align personalized learning pathways for students in the areas of ELA and Mathematics.			Erika Gallagher	06/03/2019
	Notes:	Imagine Reading is available for K-5 students. Imagine Math is available for 3-5 students Reading Eggs is available for K-2 Imagine math facts is available for K-5. K will start the second semester. Supports goals 1, 2 and 3.				
	8/14/18	Utilize online data from Imagine Learning to monitor every student's scale score in reading and quantile score in math to evaluate student growth and program outcomes.			Erika Gallagher	06/03/2019
	Notes:	Students are benchmarked three times per year. Quantiles and Lexiles are only provided for grades 2 and up.				
	8/14/18	Staff members will unpack data collected from student surveys provided by Panorama during three scheduled data day events. This data will give staff new information on how students perceive teacher-student relationships, their sense of belonging to the school setting, and the levels of rigorous expectations offerred within the academic setting.			Nancy Cothren	06/03/2019
	Notes:	Panorama is administered 3 times annually. Supports goals 1, 2, and 3.				
A2.22		**All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)**	**Implementation Status**		**Assigned To**	**Target Date**
Initial Assessment:		This is an areas of continuous focus as we feel that it directly impacts student outcomes.	Limited Development 08/06/2018			
How it will look when fully met:						
Actions						
	Notes:					

	A2.23	All teachers assign rich reading and the application of the reading in written work and discussion.(5327)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently provide instructional strategies to ensure that students work with rich complex text which requires high levels of cognitive processing. We also utilize interactive writing journals to accompany the comprehension of text. However, our reading outcomes continue to be an area of need. In addition, we are serving large numbers of students at Tier 2 and 3 for areas of ELA which support reading and comprehension. For example: phonemic awareness, phonological awareness, phonics and decoding.	Limited Development 08/08/2018		
How it will look when fully met:		Students will be given opportunities to read rich, authentic text daily, followed by written exercises and oral conversations about the content. Teachers will also model reading strategies ("What good readers do,") to comprehend text, to make predictions, inferences and summaries. We will also strengthen our word study block with the full implementation of "Fundations," at grades K-2.		Laura Calone	06/03/2019
Actions			0 of 11 (0%)		
	9/19/18	Fundations will be implemented with fidelity in grades K-2. All K-2 teacher and administrators will be trained at the start of the school year.		Erika Gallagher	09/30/2018
	Notes:				
	9/11/18	We will purchase additional nonfiction text to support the integration of reading comprehension during science and social studies instruction		Nancy Cothren	01/07/2019
	Notes:				
	8/22/18	All teachers will unpack the ELA Standards with their class so that their students clearly grasp the objective, the vocabulary involved and examples of mastery.		Gallagher	05/01/2019
	Notes:				
	9/19/18	We will use the online Imagine Learning Reading Portfolio to collect students' written responses to text and recordings of students reading passages with fluency. Portofolios will be used for assessment, standards based grading, progress monitoring and conferencing with students and parents.		Nancy Cothren	05/01/2019
	Notes:				
	9/11/18	All staff will follow the Jan Richardson Guided Reading Planning Templates which align with the student's reading level.		Laura Calone	06/01/2019

	Notes:				
	8/14/18	During the unpacking of the ELA reading objective, teachers will ensure that they Activate Prior Knowledge so that students are better able to comprehend the text being utilized.		Grade Levels	06/03/2019
	Notes:				
	8/14/18	Teachers will provide interactive journaling, writing opportunities and collaborative conversations that focus on the comprehension of a variety of texts in all subject areas.		Classroom Teachers	06/03/2019
	Notes:				
	8/14/18	Provide students with instruction on the close reading process in grades 2-5 to empower students to comprehend complex text in small managable chunks.		Classroom Teachers	06/03/2019
	Notes:				
	8/14/18	Provide daily read aloud opportunities within the ELA Core where teachers model think aloud strategies, fluency and fix up strategies so that students can witness "What good readers do to comprehend complex text."		Classroom Teachers	06/03/2019
	Notes:				
	8/14/18	Utilize Kagan Structures on a daily basis to engage in the teacher to student and student to student conversations about the text being read and interpretations of texts.		Classroom Teacher	06/03/2019
	Notes: Supports goal 2				
	8/14/18	All ELA lesson plans will include opportunities for students to manipulate and cite text to make predictions, compare/contrast, make inferences, summaries, cause/effect, etc.		Classroom Teachers	06/03/2019
	Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Data analysis and instructional planning**			
A3.01	**Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Every grade level meets bi weekly with the academic coach and RTI coach to examine student data and to monitor grade level plans.	Full Implementation 08/22/2017		
A3.02	**Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:			Students are tracked using data collected over the course of the year. This data is used to create student specific IEPs which address academic deficits.	Full Implementation 08/22/2017		
		A3.04	**Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			North Graham has transitioned to Standards Based Grading for all subject areas. We have been writing Pre and Post CFAs for several years and are using these to determine every student's mastery on each tested standard. We also have a daily intervention block for remediation.	Limited Development 08/22/2017		
How it will look when fully met:						
Actions						
Notes:						
		A3.05	**The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			We assess all students a minimum of three times per year using multiple formats: Aims Web Plus (K-5), M class (k-3), KEA (K only), NC Check-In (4-5) RTA portfolios (grade 3 only) School Created portfolios (grades 4-5), district benchmarks, state assessments, grade level created CFAs.	Full Implementation 08/22/2017		

	A3.06	ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Some data can be tracked through our Data Warehouse and on Amplify (MClass). Teachers can also track student's progress on standards through Power Teacher 10. However, data notebooks are not fully in place.	Limited Development 08/22/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Teachers will track every student's performance on the "tested standards/priority standards" using Power Teacher 10. With each tested standard/priority standard, we will administer a minimum of 3 assessments to determine mastery. In specialty areas (PE, Art, Music, etc.) teachers will curriculum map selected areas for a quarterly focus and assess prioritized standards within the area of focus a minimum of three times per standard.	Objective Met 05/23/18	Erika Gallagher	06/08/2018
Actions					
	9/14/17	Training on Power Teacher 10 and levels of standards.	Complete 09/30/2017	Nancy Cothren	09/30/2017
	Notes:	Trainer of trainer model provided by Julie Cozort with ABSS.			
	10/10/17	Provide ongoing professional development, coaching and studio days for the creation of Arts Enriched assessments as it aligns with the implementation of the A+ Specialized Program	Complete 05/23/2018	Nancy Cothren	04/30/2018
	Notes:	A+ Fellows will provide training on Early Release Days.			
	9/14/17	All students will be progressed monitored in ELA and Math using AIMS Web Plus or M Class three times per year. K-5 Math will use Aims Web Plus. Grades K-3 Reading will use M Class. Grades 4-5 Reading will use Aims Web Plus.	Complete 05/23/2018	Erika Gallagher	05/31/2018
	Notes:	Data days are scheduled after each testing window so that staff members can unpack the data, write grade level plans and design intervention groups. K-5 will be assessed in the area of math using AIMS WEB Plus. For reading, grades 4-5 will receive AIMS Web Plus and grades K-3 will receive M Class assessments.			
	10/10/17	Provide Professional Development/PLCs to delve deeply into our Reading and Math data to determine specific areas of weakness (Common trends) and what students must be able to do in order to demonstrate mastery of these objectives.	Complete 11/21/2017	Nancy Cothren	05/31/2018
	Notes:	We will host bi-weekly data team meetings and three data days.			

9/14/17	Utilize the Read to Achieve Portfolio process for all students in grades 3 to determine mastery of tested ELA standards.	Complete 05/23/2018	Erika Gallagher	06/08/2018
Notes:				
9/14/17	Upper-grade teachers and the academic coach will create an ELA portfolio process, similar to the third grade RTA process, to monitor student mastery of tested reading standards.	Complete 01/23/2018	Jennifer Frank	06/08/2018
Notes:	Create tracking sheets and data base of assessments (a minimum of three assessments per tested standard)			
9/14/17	Using School Net and ABSS Resource Banks, complete 1-3 assessments for each priority standard in the areas of ELA, Math, Science and Social Studies, PE, Art, Music. The number of assessments will be adjusted based on mastery. If a student masters the standard on the first assessment, they will not be required to take additional assessments. However, if a student does not master a standard, additional assessments will be given with interventions, etc.	Complete 01/23/2018	Grade Level Chairs	06/08/2018
Notes:	Use Data Trackers, data notebooks and Power Teacher 10 to track student performance. ABSS SBG policies and procedures were included in the modification of this task.			
9/14/17	Continue to modify/adjust grade level curriculum maps and unit plans to ensure that quarterly objectives are taught, monitored, and assessed.	Complete 05/23/2018	Erika Gallagher	06/08/2018
Notes:	To be completed during data days and at PLCS.			
9/14/17	Teachers will utilize Power Teacher 10 to note differentiated/modified grading for students who require extra support while accessing the priority/assessed standards. This information will be visible for parents.	Complete 01/23/2018	grade level chairs	06/08/2018
Notes:				
Implementation:		05/23/2018		
Evidence	5/23/2018 5/23/2018: See artifact upload.			
Experience	5/23/2018 Training on Power Teacher10 and levels of standards: There has been ongoing training this year by the academic coach, principal and data manager from the district level. As Power Teacher 10 has changed, we have provided support with how to enter standard ratings and how to keep parents informed. The principal has also served on the panel and advisory team at the district level on the implementation of Standards Based Grading. Provide professional development/PLCs to delve deeply into our data to			

determine specific areas of weakness and what students must be able to do in order to demonstrate mastery of these objectives.

Provided ongoing professional development for the creation of ARTS Enriched assessments as it aligns with the implementation of the A+ Specialized Program: Multiple trainings were provided during the summer and on our early release days. In addition, Studio Days and A+ coaching walkthroughs were conducted. During walkthroughs, every teacher received individualized feedback and coaching. During our studio days, the A+ Fellows provided demonstration lessons in the teacher's classrooms with opportunities for pre and post debriefing.

All students will be progressed monitored in ELA and Math using aimswebPLUS or mClass three times per year. In addition, students with higher needs will be progress monitored to determine the effectiveness of the interventions.

Upper grades teachers and the academic coach created an ELA portfolio process similar to the third grade RTA process, to monitor student mastery of tested reading standards.

Utilize School Net and ABSS Resource Banks, complete 1-3 assessments for each priority/tested standard in the areas of ELA, Math, Science, Social Studies, PE, Art, Music, Drama. The number of assessments will be adjusted based on mastery. If a student masters the standard on the first assessment, they will not be required to take additional assessments. However, if a student does not master a standard additional assessments will be given with interventions.

Continue to modify/adjust grade level curriculum maps and unit plans to ensure that quarterly objectives are taught, monitored and assessed.

Teachers will utilize Powerteacher10 to note differentiated/modified grading for students who require extra support while accessing the priority/assessed standards. This information will be visible for parents. Handouts were also provided at awards assemblies to help parents navigate the online grading system and standards-based grading. For parents without internet access, report cards were printed and made available.

Sustainability		5/23/2018 We will need to continue to modify and adjust our curriculum maps since the NCSCOS will be changed starting next year. In addition, this will have an impact on our current bank of standards-based assessments.			
	A3.07	**Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.(5116)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		We participate in data teaming to examine student data and to create a pathway for intervention and guided instruction in reading in math. This year students in grades 3-5 will utilize Panorama to complete surveys which will give us greater insight concerning every student's personal interests and aspirations. Teachers will unpack this data during their quarterly data days.	Limited Development 08/08/2018		
How it will look when fully met:		Teachers will utilize data to customize individual students' learning paths. The teacher will evaluate student performance data in the areas of reading and math to develop prescriptive learning pathways during guided math, guided reading, and intervention. In addition, teachers will unpack perception data using Panorama to encompass students' perceptions of rigorous expectations, their sense of belonging, and teacher-student relationships.		**Marla Mccomas**	**06/03/2019**
Actions			0 of 5 (0%)		
	8/22/18	The PBIS Team will conduct a book study using the book: Teasing, Tattling, Defiance and More, by Wilson.		Larock	04/02/2019
	Notes:				
	9/19/18	Provide additional instructional opportunities for students who are working below grade level in the areas of reading and math through intercession tutoring and after school tutoring.		Nancy Cothren	05/08/2019
	Notes:	We will provide intercession tutoring during our fall break. We will provide afterschool tutoring during our second semester. Supports goals 1, 2, and 3.			
	8/14/18	Teachers will participate in ongoing data days to determine which students need extra support in the areas of reading, math and behavior. During these meetings teachers will plan for interventions and develop grade level plans with action steps designed to support student improvement.		Erika Gallagher	06/03/2019
	Notes:				

8/14/18	Teachers will work to build and nurture personal relationships with students on a daily basis. We will kick off the year with a "I wish my teacher knew..." activity. We will follow up with additional team building activities throughout the year.		Kris Mills	06/03/2019
Notes:				
8/14/18	We will administer Panorama surveys to students in grades 3-5 to collect information on student's perceptions and feelings about their learning environment. Staff members will unpack data collected from the student surveys during three scheduled data day events. This data will give staff new information on how students perceive teacher-student relationships, their sense of belonging to the school setting, and the levels of rigorous expectations offered within the academic setting. During this time, teachers will also review suggested teaching materials provided within Panorama to support areas of need found within the survey data.		Tracy Taylor	06/03/2019
Notes:	Supports goal 1			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
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:	Most teachers at NGE model and guide students effectively. With an emphasis on relationships, teachers work as a team to support students when they are experiencing difficulty. Kagan practices are used as team building opportunities and Kagan structures enhance instruction and student engagement. With the addition of the Arts integrated program, students have at least one daily activity using dance, music, visual arts or the multiple intelligences. NGE also has a very effective PBIS framework which is supported by most staff members, students, and parents. For example, every classroom has a clip chart which travels with students from class to class. Specialty teachers also utilize the charts to reinforce student's behaviors. Each night, 100% of students take home a folder with information on how the student's day ended relative to the clip chart. Whole class incentives and a school-wide matrix are also in place to encourage adherence to school-wide expectations. For students with Tier 3 behaviors, the RTI works to design individualized plans and BIPs. The counselor, social worker, school nurse and administrative team also meet weekly to discuss a student who is at tier 3 for behavior and host Child and Family Teams with family members, DSS, etc. With the initiation of clubs during the 2016-17 school year, specialty team members mentor students who are having difficulty with behavior. For example, students are selected to attend morning basketball, yoga, choral groups, play groups, etc. This has significantly helped students settle in each morning and connect with the school atmosphere.	Limited Development 09/22/2016		
	Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:	The school wide PBIS rewards system and PBIS Matrix will be utilized by 100% of staff members during the 2016-17 school year.Support systems through the problem-solving model will support students in tiers 2 or 3 with academic needs or behaviors which impede learning. Data Teaming,grade level plans/goal setting and progress monitoring of data will identify skill deficits for whole class and/or individual intervention.	**Objective Met 06/05/17**	**Tiffany White**	**06/01/2017**
Actions				
10/12/16	Utilize Data Teaming to analyze data, create grade level plans with percentile goals, and to create flexible intervention groups.	Complete 03/17/2017	Christina Larock	06/01/2017

Notes: Data teaming is currently in place. We have host bi-weekly data teaming. Two data teaming events have focused on BOY and MOY screening data. From this data, staff members have created grade level plans with specific goals. Artifacts will be attached after teachers finish up with their "Deep Dive" graphic organizer.We are currently having a minimum of one data team PLC every month. During the meeting, each grade level unpacks their current data and revisits grade level plans and goals. The academic coach and RTI specialist work with the team to examine data, complete graphic organizers, update data wall and write goals for the next few weeks. This is an ongoing process but is fully in place until the end of the year. Screening dates and "Deep Dive" dates are noted below.

BOY mCLASS & Universal Screener dates- Aug. 1st, 2016- Aug. 19th, 2016
MOY mCLASS & Universal Screener dates- Jan. 3rd, 2017- Jan. 24th, 2017
EOY mCLASS & Universal Screener dates- April 27th, 2017- May 18, 2017
Reading Benchmark #1- Nov. 2nd
Reading Benchmark #2- March 10th

Finally, grade levels participated in deep dives using the data collected above and developed grade level plans and interventions as noted.

3rd gr- developed grade level plan using a deep dive process to determine what interventions are needed to help students below grade level BOY 9/22/16 and MOY 1/31/17
4th gr-developed grade level plan using a deep dive process to determine what interventions are needed to help students below grade level BOY 9/22/16 and MOY 1/31/17
5th gr-developed grade level plan using a deep dive process to determine what interventions are needed to help students below grade level BOY 9/22/16 and MOY 1/31/17

Grade level plans and data analysis templates were turned into the academic coach.

| 10/12/16 | Provide on-going problem-solving team to review data, set goals, and assign interventions for students demonstrating minimal progress. | Complete 06/05/2017 | Christina Larock | 06/01/2017 |

Notes:	The PSM team has met on all Tier 3 students. RTI forms and kept online for academics. Purple folders house RTI paperwork with parent signatures. These folders are turned into the RTI lead teacher for review at the end of the school year.			
10/12/16	Utilize one full-time and one part-time interventionist to provide individualized intensive pull our or inclusive instruction for tier 3 students in the areas of reading or math.	Complete 02/13/2017	Nancy Cothren	06/01/2017
Notes:	Our full time and part time interventionists see students for academic gaps in the areas of English Language Arts and Math. They also assist with progress monitoring of tier 3 students. We have attached their schedules and students served in the artifacts folder.			
10/12/16	Provide 90 minutes of uninterrupted reading instruction in a separate setting for students who did not meet Read to Achieve requirements in grade 3.	Complete 02/01/2017	Kirstie Dixon	06/01/2017
Notes:	Mrs. Dixon pulls 7 students daily for uninterrupted reading intervention from 1:00-2:30. These students did not pass the Read to Achieve state mandates in grade 3 and are in a transitional fourth-grade classroom. During this daily session, students receive differentiated instruction using guided reading, close reading, and word study. There is also specific attention directed towards using the Close Reading Method as a way to aid struggling readers while attempting to comprehend text. Since the initial startup, we have added additional students to the group who have moved to grade four and have similar reading needs, academic gaps. This has helped us to better differentiate reading instruction for all students.			
10/12/16	In order to support our most "at risk"students, institute a Backpack Program for students in need of nutritional support.	Complete 01/16/2017	Freddie Hollars	06/01/2017
Notes:	Approximately 36 selected elementary students receive a backpack each Friday containing food items to support them through the weekend. These items are provided by a local church.			
10/11/16	The PBIS Team will remodel school wide reward systems to positively encourage classroom and school-wide behaviors.	Complete 02/01/2017	Mills	06/01/2017

Notes:	School-wide reward systems have been remodeled by the PBIS Team. Students completed surveys ranking preferences for rewards. The PBIS Team has created a ticket system where classes earn tickets for expectations selected within the PBIS Matrix. After earning 20 tickets, the class reports to the lobby to spin a giant spinner with the most favorable rewards voted upon by students (from the survey). The wheel will have new rewards posted each nine weeks. Also, a giant bulletin board is on displayed so that we can record each time a class earns a total of 20 tickets. Artifacts to be uploaded: Copy of red tickets that classes earn (Siler) Photo of school-wide bulletin board used to track class progress toward goal (Siler) Photo of wheel showing rewards classes can earn (Siler) Photo of class clip chart (Siler)				
10/11/16	Conduct one Kagan Team Building Structure each week.	Complete 06/05/2017	Tiffany White	06/01/2017	
Notes:	Kagan Team Building Structures have been ongoing this year. We have even modeled examples at staff meetings and PLCs.				
10/11/16	Set expectations for success: Review classroom expectations after intersession break. Provide front loading of classroom expectations before engaging in cooperative learning or "out of seat" experiences.	Complete 06/05/2017	Nancy Cothren	06/01/2017	
Notes:					
10/11/16	Use the Tough Kid Tool Kit, Individualized Points Systems, and Behavior Intervention Plans for students in Tier 3 for Behavior.	Complete 03/17/2017	Tiffany White	06/01/2017	
Notes:	We are currently creating Behavior Intervention Plans for students who reach Tier 3 for behavior. Individualized points charts are used for any student having behavior difficulties and in RTI or the EC Program. Artifacts to be uploaded: Copies of individualized behavior charts (3 templates) will be uploaded by White Copies of Tough Kid book Examples of FBA/BIPs (names and DOBs removed)				
10/11/16	Provide transition opportunities/orientation for rising fifth graders (going to middle school) and rising pre k (going to K).	Complete 06/05/2017	Nancy Cothren	06/01/2017	

Notes:	Our K Orientation is scheduled for April 28. Fifth-grade students will tour Graham Middle School on April 27th and parent night will follow that evening. Also, our EC team provides a File Share day and transition meeting for all EC students moving from Pre-K to K or fifth grade EC students moving to sixth grade. Artifacts April 27th - permission slips for GMS field trips (Bolyard) K Orientation Packet			
10/12/16	Progress monitor students at tier 2 or 3 for academics.	Complete 06/05/2017	Christina Larock	06/01/2017
Notes:				
Implementation:		06/05/2017		
Evidence	6/5/2017 Monthly PBIS Team Meetings, Weekly RTI Meetings, All paperwork housed in our electronic Data Warehouse			
Experience	6/5/2017 This process has helped us merge our RTI academic team with our RTI behavior team.			
Sustainability	6/5/2017 It will be important for the next grade level to pick up where teachers left off in the RTI process. This will mean reviewing current interventions, student behavior plans, etc.			

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:		We pass along specific data and student information using our end of the year Pink and Blue cards. In addition, our speciality teachers meet with every grade level at the beginning of the year to review student needs. For example, the EC, ESL and RTI teachers sit down with each grade level to discuss student levels, learning styles, goals, etc.	Limited Development 08/22/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Grade levels will develop a transition process where teachers engage in cross-grade level planning and collaboration to ensure that gaps (academic skills, social skills, developmental demands on the student, teacher expectations) between grade levels are clear and specific.	**Objective Met 05/22/18**	**Nancy Cothren**	**06/08/2018**
Actions					
	9/14/17	Schedule beginning of the year collaborative meetings between grade level teams and EC, ESL and RTI instructional staff to discuss students transitioning to the next grade level and their respective academic needs, disabilities, interventions, behavior plans.	Complete 08/01/2017	Nancy Cothren	09/29/2017
	Notes:				
	9/14/17	The principal will provide each teacher with a print out of each student's previous year's EVAAS data and predictive data to teachers in grades 3-5 in the areas of reading, science and math.	Complete 11/10/2017	Nancy Cothren	10/31/2017
	Notes:				
	9/14/17	Provide K Orientation for rising K students where students will be assessed for various areas of need. (Speech, developmental delays, mastery of English language, social skills, maturity, potty training, early learning experiences, etc.)	Complete 04/26/2018	Laura Calone	05/31/2018
	Notes:				
	9/14/17	Provide future K parent meeting in the spring to discuss K curriculum, transitional ideas to work on during the summer, school policies, enrollment requirements, etc.	Complete 04/26/2018	Leslie Woody	05/31/2018
	Notes:				
	9/14/17	Provide opportunities for local Pre K programs to tour North Graham, visit a K classroom, cafeteria, etc.	Complete 05/22/2018	Nancy Cothren	05/31/2018
	Notes:				

9/14/17	Due to student transiency, we will provide immediate assessment of in all incoming students to determine student's reading level using Aims Web Plus and/or M-Class, screeners, and P.A.S.T.	Complete 05/22/2018	Grade level chairs	06/08/2018
Notes:	These tools can be used outside of the assessment window by using the "Demo Mode."			
9/14/17	Share unit plans across grade levels to determine if the instruction is aligned from grade level to level and that there are no academic gaps.	Complete 05/22/2018	Laura Calone	06/08/2018
Notes:				
9/14/17	Utilize the Tools of the Mind Curriculum and TS Gold assessments with students in our PRE K program.	Complete 05/22/2018	kiara Heidenreich	06/08/2018
Notes:				
9/14/17	Work collaboratively with the Middle School to ensure the provision of transitional activities for fifth-grade students moving to grade 6. (Field trip to middle school, parent night, meet the teacher night, course selections, etc.)	Complete 05/01/2018	Kris Mills	06/08/2018
Notes:				
9/14/17	Complete end of the year student cards which inform the future teacher of every student's performance data, health needs, academic needs, individualized plans, etc.	Complete 05/25/2018	Nancy Cothren	08/10/2018
Notes:				
Implementation:		05/22/2018		
Evidence	5/22/2018			
Experience	5/22/2018 Scheduled beginning of the year collaborative meetings between grade level teams and EC, ESL and RTI instructional staff to discuss students transitioning to the next level and their respective academic needs, disabilities, interventions and behavior plans. -- At the start of the school year during the first teacher work days, we meet with EC, ESL and RTI, and AIG. AT the ESL Red Folder presentation, teachers receive Individual Student Reports for Each student, based on ACCESS test scores. Classroom teachers and support staff continue to meet periodically throughout the school year. Information regarding special services are also located in Data Warehouse. The principal will provide each (3-5) teacher with a print out of the student's previous year's EVAAS data and predictive data in areas of reading, math and science. -- At the start of each school year Mrs. Cothren provides 3-5 staff with information for students' prior school			

year data.

Provide K Orientation for rising K students where students will be assessed for various areas of need. (Speech, developmental delays, mastery of English, social skills, maturity, potty training and early learning experiences, etc.) -- During Kindergarten orientation, on April 26th, the Kindergarten teachers assess students to help determine what their various reading, math, and social skills. Then teachers use the information to best provide instruction for the upcoming school year.

Provide future K parent meeting Annually to discuss the K Curriculum, transitional ideas to work on during the summer, school policies, and enrollment requirements. -- On April, 26th all future Kindergarten parents came to school to learn about Kindergarten curriculum, how to best help students in the summer and school rules. Parents enrolled their children at this time and when necessary our school translator assisted parents who do not speak English.

Provide opportunities for local Pre K Programs to tour North Graham, visit a K classroom,etc. -- We did not have any requests this year due to the fact that we were on intersession break during their visits.

Due to student transiency, we will provide immediate assessment of all incoming students to determine the student's reading level using AIMS Web Plus and/or mClass, screeners, and the P.AS.T. -- All incoming students are assessed with the AIMS Web and mClass within the first 2 weeks.

Share unit plans across the grade levels to determine if the instruction is aligned from grade level to grade level that that there are no academic gaps. -- During our A+ training we have sat with other grade levels so we can cross-grade level plan.

Utilize the Tools of the Mind Curriculum and TS Gold assessments with students in our Pre K program. -- PreK use the Tools of the Mind Curriculum daily with their students to help ensure students are prepared for Kindergarten.

Work collaboratively with the Middle School to ensure the provision of transitional activities for fifth-grade student moving to grade 6. (Field trip to middle school, parent night at middle school, meet the teacher

	night, course selection guidance.) Fifth grade visited Graham Middle School as a field trip on May 11, 2018. In the summer, families attend parent night/meet the teacher night at the middle school. Course selection guidance is available at that time. Complete end of the year student cards which inform the future teacher of every student's performance data, health needs, academic needs, individualized plans, etc. -- Every teacher from K-4 completes pink and blue cards so that their future teacher can know about their students. Transition meetings have been held for all rising PREK students and students in grade 5 with IEPS. We also provided a fifth-grade campus tour of their future middle school and a parent night. In addition, a fifth grade field trip to a local college campus was provided in the spring.			
Sustainability	5/22/2018 We will offer a curriculum night at the beginning of next year to support each student's transition to the new grade level. It will include make and take opportunities for parents and students and information about standards-based grading, data notebooks, and data trackers as well as training on how to log into Power Teacher 10 to monitor student progress.			

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:	During one PLC a month, we engage in the data teaming process to monitor and plan for student performance. This meeting is facilitated by our RTI facilitator and Academic Coach. During these meetings, teachers analyze data from Common Formative Assessments, Universal Screeners, Benchmarks and M Class to determine the instructional needs of individual students and grade level needs. Teachers also look for meaningful patterns within the data to discuss areas of From this data, a grade level plan is generated for the current nine weeks with percentile based goals to be accomplished by the end a 9 week period.	Limited Development 09/26/2016		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	The leadership team will participate in ongoing disaggregation of student outcome data as well as classroom observation data to identify areas within the professional practice in need of focus, staff development, and strategic planning.	**Objective Met 05/22/18**	**Nancy Cothren**	**06/01/2018**
Actions				
9/14/17	The instructional leadership team (Principal, AP and Academic Coach as well as Quad Visitors) will collect walkthrough data to examine the implementation of the ABSS English Language Arts and Math Core. This feedback will be shared at the Leadership Team Meeting for follow up planning.	Complete 01/23/2018	Nancy Cothren	05/31/2018
Notes:	Using this data, the team will work with their grade level to focus on these areas, conduct research and to share new practices.			
9/14/17	Given our performance data in the area of reading, all licensed staff will participate in a book study facilitated by the academic coach.	Complete 05/21/2018	Erika Gallagher	06/08/2018
Notes:				
10/10/17	North Graham will participate in Year One of MTSS training provided by the district. This will require analysis of our effective implementation of the ABSS Differentiated Core.	Complete 01/23/2018	Nancy Cothren	06/08/2018
Notes:				
9/14/17	The PLC Team will disaggregate data collected after each administration of AIMS Web plus to determine if students are progressing towards making adequate yearly progress.	Complete 05/16/2018	Laura Calone	06/29/2018

	Notes:				
Implementation:		05/22/2018		
Evidence	5/22/2018			
Experience	5/22/2018 The instructional leadership team collected and analyzed walkthrough data using A+ Walk Through forms and other observation tools. Feedback has been discussed at leadership with emphasis on trends and areas of redirection in instructional practices. A yearlong book study was conducted on Reading Strategies. During the book study, teachers met in both grade level and vertical teams to discuss the different strategies and how new practices would be applicable to their curriculum. Specialists also completed a differentiated book study on the use of Kagan Practices to make vocabulary meaningful to students. Throughout the year, time was set aside for PLCs to disaggregate data after each administration of MClass and AIMS Webplus. Each PLC met after each testing window to create grade level plans to address areas of need. During each meeting, grade level goals were set and monitored.			
Sustainability	5/22/2018 We plan to include data teaming in next year's PLCs as well as an additional book study by the same author. We also plan for each teacher to conduct an EOY growth accountability form so that they are able to conduct an individual analysis on student growth. This will then be discussed during a one on one meeting with the principal.			

Core Function:	Dimension D - Planning and Operational Effectiveness			
Effective Practice:	**Facilities and technology**			
	D2.01	**ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	We are currently one to one with technology in grades 2-5 and one to two in grades K-1. With this being accomplished, we need to continue to utilize technology as a way to enhance student learning and mastery. This must include purposeful planning, monitoring, journaling, so that the technological tool is utilized to enhance/support the process of learning.	Limited Development 08/08/2018		
How it will look when fully met:				
Actions				
Notes:				
	D2.05	**The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Notes: Arts School, PBIS Core is very effective, Infrastructure supports student needs.	Full Implementation 08/22/2017		

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Family Engagement**			
	E1.03	**ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	North Graham has fully transitioned to Standards Based Grading for all core subjects, art, music, and P.E. All grades are posted into Power Teacher and are "live" for parents to view at any time. Students are rated on a rubric scale of 1-3.	Full Implementation 08/22/2017		

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
Initial Assessment:		This is an area where we need growth. Some teachers provide weekly newsletters to parents with important information concerning school events, curricular focus,etc. We also utilize a current website and the Connect ed. Calling System. Every classroom hosts three "informances" each year. "Informances" have also become a great way to get parents in the building.	Limited Development 09/23/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		As an A+ School, all K-5 staff members will utilize "Informances" (Informal Student Performances) as a way to bring parents to the building to share academic mastery of the curriculum. On going staff development and PLC discussions will explore new opportunities for parental involvement through the use of reinvented homework practices where parents provide ongoing monitoring or input. We will also host two academic nights with an "arts" infused theme. Student performance will be communicated using report cards, parent conferences, and teacher newsletters.	Objective Met 06/05/17	Hannah Demirdogen	06/01/2017
Actions					
	3/17/17	Provide EVERY child with a nightly take home folder with parent information, behavior chart to support PBIS, and items to return.	Complete 03/17/2017	All teachers	05/03/2017
	Notes:	Parents are very supportive of the nightly folder and use it as a way to communicate concerns, ask questions and send in notes.Each student has a behavior chart that is signed nightly by their parents, showing them what color they were on that day. It has a section for things that need to be returned to school and a section for things that need to be kept at home.			
	10/11/16	Host two curriculum nights with arts-infused activities.	Complete 06/02/2017	Farlow, Dixon	05/31/2017
	Notes:	Our first parent curriculum/Arts night was held on Nov.1. We had over 200 people in attendance who participated in the event. Parents completed RSVPs. A copy of the invitation can be found in the artifacts folder.Arts Science Night - Tuesday, April25th, 2017			
	10/11/16	Host three "informances" where parents are invited to the instructional "informal performance."	Complete 06/05/2017	Nancy Cothren	06/01/2017

Notes:	K Informance - 11/3/16, April 5 2nd Grade Informance - 11/10/16, April 6 3rd Grade Informance - 11/22/16, April 3 1st & 4th Grade Informance - 12/15/16, , March 06, 6/05/17				
10/11/16	Utilize the North Graham Website as a way to communicate information about parent events, curriculum guides, etc.	Complete 11/07/2016	Tracy Taylor	06/02/2017
Notes:	Suggestion: Create "how to" videos for parents...to help with homework, etc. Link to school website: http://www.abss.k12.nc.us/nge				
10/11/16	Provide staff development and practice in the creation of homework assignments that produce brief parental involvement...where students must show their work to their parent and gather input.	Complete 04/03/2017	Hannah Demirdogen	11/30/2017
Notes:	Ask each leadership team rep to create a few samples to share with their grade level during the PD. Have teachers sit by grade level. Allow time for a make and take during the PD. Presenting April 3rd at Staff Meeting, Reading Homework Sheet				
10/11/16	Host a minimum of one parent conference for all families to communicate student performance.	Complete 01/26/2017	Nancy Cothren	11/30/2017
Notes:	We have hosted our first round of parent conferences. During our first nine-week conferences, teachers shared data on current performance, goals for RTI, and the new standards-based grading process for the area of science. Additional conferences are scheduled when needed after the first round. Home Connect Letters go home monthly in grades K-3 to discuss student's current performance in ELA. Red folders go home daily with information on student work, grades, and daily behavior charts.				
Implementation:			06/05/2017		
Evidence	6/5/2017 Every grade level hosted 3 parent informances. We also hosted two parent events with over 50% of our families in attendance.				
Experience	6/5/2017 We were strong in completing activities such as informances and parent nights. The staff development on creating engaging homework for parent interactions was helpful.				

		Sustainability	6/5/2017 It will be important to start the year off next year with a review of homework practices so that we do not lose the work done this year.			
		E1.10	**The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			We provide take home reading charts and incentives. However, we could use some new ideas and work in this area since participation is not done by all families.	Limited Development 08/08/2018		
How it will look when fully met:			Parents will be provided with ongoing information on how to engage in at home reading practices. For example, buddy reading shared read aloud, modeling reading, asking extending questions, etc. Teacher/Parent conferences will include conversations around reading at home and strategies/best practices. Reading materials will also be made available for students to utilize at home. Last, Imagine Reading will also be accessible from the home.		**Erika Gallagher**	**06/03/2019**
Actions				0 of 5 (0%)		
		8/14/18	The teacher will host one parent conference with every family to discuss student performance and to discuss reading activities to do at home. The teacher will also work with the parent to provide information on Imagine Reading and how to acquire access.		N. Cothren	12/01/2018
		Notes:				
		8/14/18	Create a monthly newsletter with parent advice and fun reading activites to try at home.		N. Cothren	06/01/2019
		Notes:				
		8/14/18	Provide positive parent contacts between the home and school using notes, calls, etc. to build the home/school relationship.		Cothren	06/03/2019
		Notes:				
		8/14/18	The teacher will model best reading practices during read aloud and shared reading activities.		Erika Gallagher	06/03/2019
		Notes:				
		8/14/18	Provide take home text for students to participate in interactive reading with members of the household. For example, lexile leveled texts from Imagine Reading, take home readers, etc.		Grade Levels	06/03/2019
		Notes:				