

Comprehensive Progress Report

Mission:

We will reach our vision by providing a safe, 21st century learning environment that reflects and supports our global society through:

- Rigorous instruction that integrates and capitalizes on technology
- Engagement that utilizes differentiated approaches
- Achievement in core content areas and in the arts
- Community involvement capitalizing on local culture
- Highly Qualified instructional staff who embrace the vision

Vision: Students at Elon Elementary will be well prepared for the next steps in their educational career as 21st century learners, responsible citizens and productive members of a global society.

Goals:

Our goal in literacy will increase our percentage of students demonstrating grade level proficiency on state testing by 10% of the cohort groups. All students will demonstrate a level of growth proportionate to their cognitive abilities contributing to an overall growth in student learning by 10% of the previous year data by cohort.

Our goal in math will be to increase our percentage of students demonstrating grade level proficiency on state testing by 10% of the cohort groups. All students will demonstrate a level of growth proportionate to their cognitive abilities contributing to an overall growth in student learning by 10% of the previous year data by cohort.

Our goal with Social Emotional Learning will to design structures, lessons, activities and events that appeal to the needs of all students grade K-5 as indicated in data collection tools including Panorama and site administered cultural resume.



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>		Implementation of PBIS across campus and Educators Handbook for discipline data tracking. School-wide system of rewards and consequences. Posting of matrices and expectations across campus. Utilization of tools and guides for office referrals and consequences that align with district guidelines for age/incident appropriateness.	Limited Development 11/23/2019		
<i>How it will look when fully met:</i>		<p>When fully implemented our campus will have a complete system of incentives and rewards.</p> <p>When fully implemented we will have embedded the district expectations for consequences.</p> <p>When fully implemented we will reduce our OSS by 10% of the previous school year.</p> <p>When fully implemented teachers will be equipped to address all minor classroom incidents within the classroom setting or with the parent.</p> <p>When fully implemented teacher and staff will clearly differentiate between major and minor incidents.</p>	Objective Met	Tracy Pennington	06/18/2021
<i>Actions</i>			2 of 2 (100%)		
	11/23/19	Provide professional development for all staff in one on one situations and in specific professional development sessions.	Complete 06/11/2020	Tracy Pennington	06/18/2020
		<i>Notes:</i> Teacher will have initial training on the online referral system and provided with follow up support when entering an incident.			
	11/23/19	Monthly reports will be generated to view incidents and analyze them for patterns	Complete 06/11/2020	Wendy Robertson	06/18/2020
		<i>Notes:</i>			

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

<p>Initial Assessment:</p>	<p>Our current implementation efforts include a focus on Teacher Clarity with NC State Standards.</p> <p>We are aligning our focus on the state standards within our district pacing guides.</p> <p>We are unpacking standards with students to completely address them in all parts to allow teachers to take students deeper into the content of the standard and engage them in the cognitive demand of the specific standard.</p> <p>Teachers engage in weekly planning meetings to address pacing guide standards.</p> <p>Teachers collaborate to vet academic resources to support instruction.</p> <p>Teachers develop assessment aligning with standard outcomes towards mastery.</p> <p>Teachers apply standards based grading practices to assess level of learning with a rating of a 1, 2 or 3 on report cards and progress reports.</p> <p>Teachers utilize the RTI process for students demonstrating core academic needs and utilize the referral process for students who are working at an advanced pace.</p>	<p>Limited Development 08/31/2019</p>		
<p>How it will look when fully met:</p>	<p><u>Teacher Clarity</u></p> <ul style="list-style-type: none"> Classroom observational data will reveal teachers are unpacking standards with students, referring to them during instruction, posting them for student accessibility and weaving them into classroom practices - i.e. interactive journals, parent newsletters, digital platforms, data notebooks, plans, etc. The collected data on the Teacher Walkthrough Tool will reflect cross school integration of Teacher Clarity approaches as will evaluation and site visit feedback. Teachers will have a collection of vetted resources to support the standards at their grade level. Teachers will have a resource bank of assessments to measure mastery of standards. 		<p>Jack Davern</p>	<p>06/11/2022</p>

- Teachers will provide accurate feedback to students and parents with Standards Based Grading practices - progress reports and report cards.

Planning

- Teachers will actively utilize a Weekly Shared document of teacher focused collaborative planning sessions.
- Teachers will have developed long term and short term targets for standards.
- Teachers will have a specific bank of resources within a shared document that are vetted to align with the cognitive demand of the standard.

Assessment

- Teachers will use a variety of formative and summative assessments to identify student mastery and learning gaps.
- Teachers will utilize Summary data reports from common formative assessments, iStation, NC Check-ins, State Assessments (BOG/EOG) and take appropriate action on the data that presents a concern.
- Teachers will utilize the reporting features in powerschool to evaluate student progress and to communicate with parents on a consistent (weekly) basis.

Classroom Strategies

- Teachers will demonstrate evidence of planned, flexible, cross grade level grouping to address gaps and to enrich student learning.
- Teachers will organize instructional activities to provide engagement at all levels of rigor.
- Teachers will use strategies with self-reporting grades, use of data trackers and clear feedback.
- Teachers will authentically engage students with activities that accentuate state standards with an emphasis on digital applications and a global lens.

Feedback

- Teachers will provide feedback to students in a variety of ways including verbal praise and redirect as appropriate; written feedback in journals, assessments, progress reports, etc as

appropriate; through monitoring and adjusting instruction based on student questions and performance.

- Teachers will use Standards Based progress reports and report card procedures in Powerschool.
- Teachers will hold regular parent conferences to provide updates on student performance.
- Teachers will utilize data notebooks in all settings for students to self-report and monitor progress.
- Teachers will allow opportunities for students to guide conferences with their data notebooks.
- Teachers will provide feedback in relation to PBIS Expectations for core behavior

Monitoring Performance /Assessment

- Teachers will utilize benchmark data to inform progress, feedback and decisions on lesson design/redesign.
- Teachers will utilize classroom tests and grade level common formative assessments to inform next steps.
- Teachers will utilize the use of data trackers and other data record keeping tools to help students self-report, reflect and goal set.
- Teachers will structure reviews of data notebooks with students, have them available for parent conferences and for student led conferences.

Collaboration

- Teachers will consistently participate in weekly core content focus meetings
- Teachers will collaborate in monthly data team meetings
- Teachers will apply the outcomes and instructional decisions made during collaborative meetings.
- Teachers will reflect on the collaboration meetings and apply strategies to their individual settings.

Student Intervention

- Teachers will maintain up to date records of RTI meetings
- Teachers will maintain up to date progress monitoring schedules for students and data collection.
- Teachers will redesign lessons and access intervention support materials
- Teachers will employ the RTI process to ensure students are involved in the process to address identified learning gaps at the

	<p>earliest time possible.</p> <ul style="list-style-type: none"> Teachers will adhere to the established schedule in place to progress monitor and meet with parents regularly in Tier meetings Teachers will attend all related student meeting equipped with data that is current and pertinent to the needs being addressed in the particular meeting. 			
Actions		5 of 10 (50%)		
8/31/19	<p>Teacher Clarity: Teachers will consistently unpack core content area standards with students in the K-5 classrooms and evidence this through posted standards, use of slide decks, direct instruction, reference during lessons and accessibility by students through standards based tasks and postings in the google classroom.</p>	Complete 06/10/2020	Jack Davern	01/31/2021
<i>Notes:</i>				
8/31/19	<p>Planning: Grade chairs will take the lead on planning and utilize a shared google document with details of meetings. Grade level teams will meet via zoom during school closure. All pacing documents are available via ABSS Web, Admin Google classroom, weekly bulletin links. All long term and short term goals are established. Links contained in larger grade level shared folder. Compile all pertinent instructional planning guides and resources in a shared document for easy access by each grade level team. Link planning guides to a shared folder of specific resources for the specific grade level.</p>	Complete 06/10/2021	Jack Davern	06/10/2021
<i>Notes:</i>				
8/31/19	<p>Classroom Strategies: Teachers will plan differentiated instruction that is delivered in small group zoom sessions during remote learning.</p>	Complete 06/10/2021	Jack Davern	06/10/2021
<i>Notes:</i>				

8/31/19	<p>Feedback:</p> <p>Teachers will provide Standards based progress reports and report cards, parent conferences with data notebooks, student conferences with data notebooks.</p> <p>During 20-21 SY, Teachers will utilize the personalized (19-20) End of year feedback provided to parents.</p> <p>Parent conferences will be held virtually or via phone to discuss progress and next steps.</p> <p>Teachers will have opportunities for 1:1 sessions with students via zoom.</p> <p>Teachers will develop lessons and structures around small group delivery modes</p>	Complete 06/10/2021	Jack Davern	06/10/2021
<i>Notes:</i>				
9/21/19	<p>Professional Development</p> <p>Throughout the 20-21 school year teachers will be involved with aligned professional development as designed by school teams to support our improvement plan efforts. Teachers will participate in both district wide professional development and site based sessions to reinforce district level goals. Teachers will further be involved with site based professional development with technology and global training modules.</p> <ul style="list-style-type: none"> - Site based sessions with Academic Coach on Assessment and Feedback - District PLC's - Site based technology support and peer trainings <p>Professional development will be an ongoing approach through the year with Manda Stiegel and James Shuler providing technology application support. The global modules are accessed through Participate and our site based plan maps the path for teachers based on year of hire. Module completion during the 20-21 SY is minimized and focus on embedded practices and SDG's adopted by each grade level.</p>	Complete 06/10/2021	Jack Davern	06/10/2021
<i>Notes:</i>				
10/24/19	<p>Teacher Clarity:</p> <p>Teachers will expand the unpacking process into content areas beyond ELA and Math. Including unpacking standards with students in the (virtual) classroom and evidence this through direct instruction with standards focus, slide decks, digital resources and reference during lessons and accessibility by students.</p>		Jack Davern	03/01/2022
<i>Notes:</i>				

10/24/19	<p>Planning: Evaluate and assess alignment of instructional resources for student tasks to reflect the cognitive demand of the standards and link to planning guides and resources in a shared document folder.</p>		Jack Davern	05/18/2022
<i>Notes:</i>				
10/24/19	<p>Teacher Clarity: Instructional leadership team will conduct weekly walkthroughs and provide aligned feedback to teachers in a timely manner. DigiCoach tool will be utilized after calibration to remote learning. Feedback given weekly/electronically and face to face when possible (or zoom).</p>		Jack Davern	05/18/2022
<i>Notes:</i>				
8/31/19	<p>Assessment: Closely examine pertinent summary data reports for teacher action on data that presents a concern - including STAR, Achieve 3000, Imagine Learning and onsite resources including teacher made tests and common formative assessments used by the grade levels.</p>		Tracy Pennington	06/10/2022
<i>Notes:</i>				
10/29/19	<p>Utilization of the ABSS DigiCoach walkthrough tool to collect data and to provide teacher feedback. Admin must calibrate the tool for remote learning. The goal will be to provide teachers with biweekly feedback on walkthrough visits.</p>		Jack Davern	06/10/2022
<i>Notes:</i>				

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our MTSS Team is currently organized with a structure to support the RTI process in our school. They specifically maintain a schedule of regular meetings, have assigned case managers, and chair persons to lead the way with updates, support and to participate in district trainings. RTI is a component of our MTSS Team. PBiS and RTI work in tandem to support learning across the school in core academic and behavioral expectations. Our PBiS has a system in place to make school wide expectations clear with regular incentives at each grade level to reinforce the REACH Matrix.	Limited Development 08/16/2019		
<i>How it will look when fully met:</i>		<p>All components of the PBiS approaches will be implemented with expectation matrices posted, classroom expectations, rewards and consequences posted.</p> <p>Teachers will consistently use tickets/point systems to recognize hard work and exhibiting behavioral expectations.</p> <p>Teachers will employ a system of larger scale rewards to support school wide recognitions.</p> <p>Minutes from regular PBiS and RTI meetings will evidence consistent implementation.</p> <p>Data is utilized to inform meeting discussions and decision making processes and evidenced in meeting minutes for PBiS and RTI.</p> <p>Differentiated instruction developed for students based on the needs indicated through assessment and data points collected to inform the needs in arrangements such as RTI Intervention groups, small group cross grade level groupings, and small group sessions with school counselor.</p>	Objective Met 01/31/21	Stephanie Ector	06/10/2021
Actions					
	8/31/19	Maintain a regular calendar of RTI meetings and utilize electronic updates to student profiles.	Complete 06/10/2020	Stephanie Ector	06/10/2021

Notes: Parental involvement in the process as required. Frequent monitoring of students that are in the RTI process to either escalate or deescalate supports.

Continue to maintain schedules and progress with monitoring and parent meetings through second semester.

8/31/19	Conduct regular meetings to enhance actions to support PBIS structures and activities.	Complete 06/10/2020	Stephanie Ector	06/10/2021
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Notes:

10/29/19	Differentiated instruction developed for students based on the needs indicated through assessment and data points collected to inform the needs in arrangements such as RTI Intervention groups, small group cross grade level groupings, and small group sessions with school counselor. Data is utilized to inform meeting discussions and decision making processes. It will be evidenced through meeting minutes for PBIS and RTI.	Complete 06/10/2020	Stephanie Ector	06/10/2021
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Notes:

10/29/19	All components of the PBIS approaches will be implemented with expectation matrices posted, classroom expectations, rewards and consequences posted.	Complete 06/10/2020	Stephanie Ector	06/20/2021
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Notes: Daily reference to matrices. - Continue to reinforce through the second semester.

10/29/19	Teachers will consistently use tickets/point systems to recognize hard work and exhibiting behavioral expectations. Teachers will further employ a system of larger scale rewards to support school wide recognitions with the grade level team.	Complete 06/10/2020	Stephanie Ector	06/20/2021
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Notes: Continue to implement and support through second semester.

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
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Initial Assessment:

Teachers administer Panorama survey to students in grades 3, 4 & 5.

Teachers utilize summary data reports to inform school support structures that appeal to students.

Teachers are currently implementing a modified approach to recess time and how it is utilized to increase student interactions in a variety of ways.

Teachers implement PBIS with school wide expectations including a system of rewards and consequences.

School Counselor provides a schedule of regular classroom guidance lessons based on data and feedback from teachers and administration.

School Counselor and School Social worker provide small group and one on one supports to students with demonstrated need.

New district approach to office referrals is in current implementation based on defined criteria on referral types previously established.

Teachers Utilize Panorama Data, office referrals and Teacher Handbook data to monitor student needs that will inform structures.

Limited Development
08/06/2019

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Panorama Data reports will be utilized to design structures and systems of support for students.</p> <p>Full implementation of new Teacher Handbook for office referral process.</p> <p>Full system of rewards and consequences in place school wide.</p> <p>PBiS matrices posted throughout the school - in halls, common areas and classrooms.</p> <p>Behavior data informs school wide decision making.</p> <p>Student needs are addressed through a variety of processes including teacher intervention with open dialogue with student; parent communication as partners; guidance counselor supports; student support service interventions; RTI implementation and PBiS procedure in place school wide.</p> <p>Student referral and suspension rate is reduced consistently through the school year as monitored quarterly.</p>		Objective Met 06/10/21	Tracy Pennington	06/10/2022
Actions					
10/29/19	Implementation of new Teacher Handbook for office referral process.		Complete 11/29/2019	Tracy Pennington	11/30/2019
	<i>Notes:</i> Teachers will be trained on the process in a variety of ways including one on one and in grade levels.				
10/29/19	Behavior data informs school wide decision making on areas of indicated concern. Student referral and suspension rate is reduced consistently through the school year as monitored quarterly.		Complete 06/10/2020	Tracy Pennington	06/11/2020
	<i>Notes:</i> Monthly reviews of data and quarterly reviews with teams. MTSS and SIT involvement with pattern identification and structural adjustments.				
10/29/19	Full system of rewards and consequences in place and established by each grade level to align with the developmental needs of students and align with PBiS matrix for classroom and common areas. School wide PBiS matrices will be posted throughout the school - in halls, common areas and classrooms. Implementation of school wide caught you being a phoenix activity.		Complete 06/10/2020	Stephanie Ector	06/20/2020

Notes: Mrs. Ector leads the PBiS team and initiatives.

Continue to maintain activities and update posters in halls/classroom during the second semester.

10/29/19	Panorama Data reports will be utilized to discuss areas of strength and areas to enhance toward the design of structures and systems of support for students. Presentation of initial data will occur on November 5th with the lead by our student support service team (Social Worker, Nurse and Counselor).	Complete 06/10/2020	Student Support Service Team	02/20/2021
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Notes: Follow up monthly during MTSS/SIT meetings. Panorama data was delayed. Student support service team examining outcomes. Presented PD on November 5th. SSST developed a follow up survey for staff to obtain additional areas of support, interest or expanded PD. Revisit this goal commensurate with expanded PD and next panorama survey.

6/12/20	As the COVID-19 shut down changed approaches in the fall we will continue to implement similar steps to build the supports necessary for student success and for staff support.	Complete 06/10/2021	Tracy Pennington	06/05/2021
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Notes: As the COVID-19 shut down changed approaches in the fall we will continue to implement similar steps to build the supports necessary for student success and for staff support.

10/29/19	Student needs to become addressed through a variety of processes including teacher intervention with open dialogue with student; parent communication as partners; guidance counselor supports; student support service interventions; RTI implementation and PBiS procedure in place school wide.	Complete 06/10/2020	MTSS Team	06/10/2022
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Notes: All school staff are charged with the delivery of this action step to appeal and support each individual student needs as they arise.

Implementation:		06/10/2021		
Evidence	6/10/2021			
Experience	6/10/2021			
Sustainability	6/10/2021			

	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
<i>Initial Assessment:</i>			We use data to identify level of students as they transition from year to year. We examine placement in special education programs and develop cluster grouping for assignments. Summary data and teacher input in included in promotion/retention decisions. Parent notifications made in January/February of each year in writing.	No Development 11/23/2019		
<i>How it will look when fully met:</i>			<p>When fully implemented each grade level will have a clear guide of outcomes for each level. At the end of each school year a flyer for the upcoming grade level content will be provided for families and posted on our school web site for access to parents for summer review.</p> <p>Assessment data updates provided to give clear indications to parents on progress and anticipated performance aligned with target indicators.</p> <p>Specific times when to move towards RTI process when students do not respond to core instruction.</p>		Tia Gilliam-Wilson	06/10/2022
Actions				0 of 2 (0%)		
	11/23/19		Compile parent target goals for each content area and each grade level towards the design of a grade level flyer		Grade chairs	06/10/2022
			<i>Notes:</i>			
	11/23/19		Once developed, post guides on the school website and print and distribute in final report card sent home with students. Make guides available at the start of the school year at the meet the teacher event.		Grade chairs	06/10/2022
			<i>Notes:</i>			

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		
<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	Jack Davern	06/30/2021
Actions					
	11/25/19	The Student Learning Team & Student Services will support the implementation of academic and behavior core	Complete 10/01/2019	Dr. Finberg & Dr. 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 06/11/2020	Dr. Bost	02/20/2020

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 06/11/2020	Dr. Bost	04/29/2020
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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	Dr. Maness	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

	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
<i>Initial Assessment:</i>			School Improvement team meets monthly. Principal leadership team meets quarterly. Student support service team meets monthly. Data Teams meet monthly. Faculty meets monthly. Committees meet as work demands. Parent organization meetings occur monthly.	Limited Development 11/23/2019		
<i>How it will look when fully met:</i>			<p>Regular monthly meetings take place within the master calendar schedule.</p> <p>Minutes for each meeting are available and included as evidences.</p> <p>A monthly calendar of meetings will be posted for all staff.</p> <p>Feedback from all meetings will be shared, reviewed and discussed in school improvement teams meetings and faculty meetings.</p> <p>Policy and procedure changes form these meetings will be communicated in staff updates, bulleting, emails, newsletters, web site, staff handbook and parent handbook as appropriate.</p>	Objective Met 06/12/20	Jack Davern	06/10/2020
Actions						
		11/23/19	Maintain master calendar of school activities - specifically with team meetings.	Complete 06/12/2020	Jack Davern	06/10/2021
<i>Notes:</i>						
		11/23/19	Update guides for teachers and families - staff handbook and parent handbook as well as school website.	Complete 06/12/2020	Grade chairs	06/10/2021
<i>Notes:</i>						
Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Master schedule in place with specific times for grade level collaborations to occur. Master calendar in place with leadership team and data team organization meetings set. Master calendar in place with student support service teams set.	Full Implementation 11/23/2019		
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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>Principal develops routines for regular classroom visits each week.</p> <p>Principal develops a master schedule for teacher evaluation to occur through the school year.</p> <p>Principal utilizes classroom visit rubric for specific look-fors.</p> <p>Principal provides clear narrative feedback to teachers accentuating the best practices observed and the areas to further enhance.</p> <p>Principal designs schedule of formal observations for Assistant Principal to conduct.</p>	Limited Development 11/23/2019		
<i>How it will look when fully met:</i>		<p>Utilize the plan of observations to complete all according to teacher status by the end of the school year.</p> <p>Review teacher status and maintain schedules of support as needed where teacher performance issues exist.</p> <p>All cycles of teacher evaluation will be completed according to the district timeline with all summary reports completed and submitted.</p> <p>Provide teachers with a summary overview form with each observation listed and who will be conducting it.</p> <p>Provide annual review of teacher evaluation process.</p>	Objective Met 06/12/20	Jack Davern	06/10/2020
Actions					
	11/23/19	<p>Provide teachers with a summary overview form with each observation listed and who will be conducting it.</p> <p>Provide annual review of teacher evaluation process.</p>	Complete 06/12/2020	Jack Davern	08/20/2020
<i>Notes:</i>					
	11/23/19	Develop master teacher evaluation schedule and timeline for principal and assistant principal	Complete 06/12/2020	Jack Davern	08/20/2020
<i>Notes:</i>					

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:

Student performance data is collected throughout the year and utilized to inform student instructional approaches. Summative assessment data is used to make grade assignments and to inform levels of enrichment through small group cluster grouping or with AIG identification processes.

Data is utilized for level of ESL services and cluster grouping of students to inform approaches and strategies for collaborative instruction to occur. We design instruction for ESL students with co teaching models and pull out models.

Data is largely used to provide immediate intervention with filling in gaps with core instruction through cross grade level, flexible grouping. Students not responding to the core intervention escalate to RTI.

Data is utilized for RTI tiered support process. Collected data over time with students being closely monitored informs escalation or de-escalation in the process. Extended needs in the RTI process may lead to expanded supports through our exceptional children's program.

Collected office referral data is utilized to inform areas of professional development or additional support from behavior specialists.

Collected Panorama data is utilized to assist us in seeing gaps in the social emotional needs of our students and allows school teams to develop approaches to mitigate those areas of need. This further informs student support teams of areas to focus - such as guidance counselor with themed lessons or small groups.

Data Teaming meetings present monthly opportunities for grade levels to review the collection of data available to inform pathways of addressing noted student deficiencies. These meetings are on the master calendar for the current school year with general agendas.

Annual professional development plan is put in action with an annual plan for our school aligned with site based and district initiatives. This pla is flexible to change with the needs of the students and staff.

Limited Development
11/24/2019

<p>How it will look when fully met:</p>	<p>Once fully met the existing structures will remain in place with the addition of the following:</p> <ul style="list-style-type: none"> • Widely distributed calendar of professional development for advance planning and preparedness through staff handbooks, master calendar postings, and in weekly bulletins. • An established process towards the identification of needs of staff to attend specific conferences in proportion to the ability to use our limited staff development funding. • An established process towards the identification of key areas of our data teaming meetings to follow a defined pathway each month to review data and then the follow through during the interim period before the next meeting occurs to update with progress made. • An intentional alignment of data team meetings with the benchmarking window to have fresh, collected data in hand at the time of meeting. • An established clear presence of Student Support Service Team members with a demonstrated increase of involvement in data team meetings through attendance/participation to address specific areas of need. • An established clear presence of Academic support staff (AIG, ESL, EC) demonstrate increased involvement in data team meetings through attendance to these meetings to address specific areas of need. • An established pathway where data team meeting minutes are collected in a shared document/folder for easy access and administrative team review. 	<p>Objective Met 06/12/20</p>	<p>Jack Davern</p>	<p>06/10/2021</p>
<p>Actions</p>				
<p>11/24/19</p>	<p>Provide all staff members direct access to district guides and resources to retain aligned focus in the areas of core academics, behavior and social emotional needs.</p>	<p>Complete 06/12/2020</p>	<p>Jack Davern</p>	<p>06/10/2020</p>
<p><i>Notes:</i></p>				
<p>11/24/19</p>	<p>Develop an active grade level shared folder for data teaming information. Contain in each district resources and guides for each area of data collection and referral processes. Contained in each a location to retain ongoing meeting agendas and minutes.</p>	<p>Complete 06/12/2020</p>	<p>Grade Chairs</p>	<p>06/10/2021</p>
<p><i>Notes:</i></p>				

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>		<p>Currently our district has a pathway for school staffing in all positions and rewards employees according to state salary schedule and local supplements and a blending of state and local benefit options.</p> <p>Our district uses an online web based posting process for applicants to express interest in positions. Leaders use this same platform to secure candidates to arrange interviews.</p> <p>At the school level, teams assemble to interview and discuss candidate strengths in line with school needs and culture. Ultimately the principal makes final recommendation to the human resource director for hire after all pertinent steps have been followed with reference checks.</p> <p>At the school level new staff are paired up with a peer support person to check in with, if a BT they will have an assigned mentor. The school provides leadership guidance with new staff through meetings and weekly bulletins with upcoming events.</p>	Limited Development 11/24/2019			

How it will look when fully met:	<p>In addition to the established procedures we would like to expand our process by:</p> <ul style="list-style-type: none"> • posting links to the district site when we have a vacancy • establish a set meeting schedule for new staff that is on the master calendar. Meetings would include guests from our school staff and PTO to help build understanding of their role. We would begin with bookkeeper as this is where many questions arise with payroll and receipting. We would then expand into PTO where they support teachers and students with varied programs. Then student support services, our technology lead, media specialist and academic enrichment teachers. • Develop a recognition program for perfect attendance, professional development completion, licensure or advanced degree completion. • Develop a consistent shout out approach where good news is shared when we have staff are "in the news", obtain a grant, present at a conference or have their work otherwise featured in a public forum. 		Tracy Pennington	06/10/2022
Actions		0 of 2 (0%)		
11/24/19	Develop a sequence flow for recruiting and hiring new staff members. Example: posting on our web site when we have a vacancy for our school linking the applicant to the district site. Once the link to the district is posted an interview team assembles and establishes dates available, interview questions and protocols.		Tracy Pennington	06/10/2022
<i>Notes:</i> Revisit as vacancies occur.				
11/24/19	Develop a staff recognition approach to celebrate success stories though a variety of means - faculty meetings, weekly bulletins, web site, twitter and school board recognition.		Tia Gilliam-Wilson	06/10/2022
<i>Notes:</i>				

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
Initial Assessment:		<p>Our annual plan currently includes the following and designs to host events virtually via zoom during any period of school closure:</p> <ul style="list-style-type: none"> • a parent curriculum night in September • parent conferences at all grades at the end of the first quarter • notification of danger of failing in January/February • report card and progress reports quarterly • standards based grading practices • family nights themed to core content <p>Parents are informed of school happenings via school web site, connect ed calls each week, teacher communications, group messaging, google classroom and direct phone calls. A parent handbook will be developed as school operational plans become stabilized. Bulletins and mass communications on changes and plans will be through all outlets.</p>	Limited Development 11/24/2019		
How it will look when fully met:		<p>Once fully met we will maintain the current practices in place and further enhance it with the development of grade level content flyers to provide parents at the end of each school year in the report card sleeve and again at the start of each new year. These will also become an item posted on our school web site along with the standard based grading information. Parents will also be reminded and encouraged to monitor their child's performance with the parent powerschool portal to see grades.</p> <p>In addition, we will have a calendar of family nights established in collaboration with our PTO to allow parents the opportunity to mark events on their calendar in advance.</p>		Jack Davern	06/10/2022
Actions			1 of 2 (50%)		
	11/24/19	Collaboration with our PTO for advance calendar event planning of curriculum related nights and other family events.	Complete 06/12/2020	Jill Fisher	06/10/2020
<p><i>Notes:</i> Long range calendar plans will occur once a year, but adjusted as needed through the school year.</p>					

11/24/19 Grade levels design flyer following a provided template to insert the annual key targets of the specific grade level with note of indicators for success at the next grade level.

Grade Chairs

05/18/2022

Notes: Once completed these will be reviewed and updated annually as curriculum changes.