

## Comprehensive Progress Report

**Mission:** Our mission is to teach ALL children to OUR fullest potential so that the students in turn achieve to their fullest potential.

**Vision:** Our vision for South Mebane Elementary School is to nurture students to be literate, responsible, and productive citizens with high self esteem. Our resourceful and committed staff will accomplish this by delivering engaging instruction within an environment that fosters love, laughter, and learning.

**Goals:**

By June 2022 students in grades 3-5 will increase their overall CCR proficiency in reading by 15% (3rd Grade 43.6% to 50.1%; 4th Grade 50.5% to 58%; 5th Grade 46.7% to 53.7% ).

By June of 2022, teachers will utilize Leader In Me and Zones of Regulation to support students in managing their emotions and arranging for supports and interventions as evidenced by Educator's Handbook referrals, Tier 2 and 3 outcomes, and by increasing the Self-efficacy percentage on the SEL from 65% in the winter of 2021 to 69% in the winter of 2022.

By June 2022 students in grades 3-5 will increase their overall CCR proficiency in math by 15% (3rd Grade-26% to 30%; 4th Grade-29% to 34% ; 5th Grade-34% to 40%).



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		During the 2018-19 school year we implemented Zones of Regulation and logical consequences to replace the clip chart system. We revisited and reinforced our schoolwide PBIS Matrix. We received coaching feedback from our district MTSS Coach and had guest speakers to support us in addressing students who have experienced trauma.	Limited Development 06/25/2019		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Through the implementation of Leader In Me our teachers will establish classroom cultures where students employ the 7 Habits to effectively manage their emotional, behavioral, and academic needs. This will be reflected in LIM walk through observation data, student discipline data, and the Classroom Management Self-Assessment.	<b>Objective Met 06/15/20</b>	<b>Jennifer Williams</b>	<b>06/10/2020</b>
<b>Actions</b>					
	7/22/19	Use The First 8 Days content to establish instructional systems, as well as a supportive emotional environment early in the school year.	Complete 09/06/2019	Cara Hurdle	09/06/2019
<i>Notes:</i>					
	7/22/19	Define and teach behavior expectations in all areas of the school using principles and practices of the 7 Habits.	Complete 11/04/2019	Cara Hurdle	11/04/2019
<i>Notes:</i>					
	7/22/19	Co-create and daily reflect on a class mission statement (Habit #2) and core values (Habit #3).	Complete 06/10/2020	Cara Hurdle	06/10/2020
<i>Notes:</i>					
<b>Implementation:</b>			06/15/2020		
<i>Evidence</i>		6/15/2020 Our evidence is documented in the Classroom Management Survey that was conducted in November, the reduction in office referrals as evidenced in Educator's Handbook, staff response in the Teacher Working Conditions Survey regarding behavior in our school, and classroom observation data.			

<b>Experience</b>	6/15/2020 Classroom teachers explicitly taught the First 8 Days of Leader of Me and continued to infuse the lessons in their daily class meetings. Students were given leadership roles within their classrooms. Classroom mission statements were developed and revisited throughout the school year. All classroom teachers utilized our PBIS Matrix and reinforced the 7 Habits and the behavior expectations via Class Dojo. Teachers also utilized pre-corrects to support a well-managed and positive classroom culture.			
<b>Sustainability</b>	6/15/2020 We will participate in ongoing Leader In Me training and Site Visits and will continue to explicitly teach and reinforce our PBIS Matrix via Dojo and Pre-corrects.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>At South Mebane Elementary, PLC Teams function efficiently and effectively to align their instruction to the standards within each subject area. They develop curriculum maps for the year to outline the scope and sequence of the standards and then meet weekly to design learning tasks aligned to the cognitive demand of the standards. Evidences include:</p> <ul style="list-style-type: none"> <li>SME Curriculum Maps</li> <li>PLC Planning Documents</li> <li>Use of ABSS Standards Maps</li> <li>Weekly PLC Meetings</li> <li>Unpacked and aligned standards based anchor charts</li> <li>Use of Unpacking Documents</li> </ul>	Full Implementation 11/05/2019		

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
			<p><i>Initial Assessment:</i></p> <p>During the 2019-20 school year we continued to implement Daily 5 during our ELA block with a focus on "pen in hand" to increase cognitive engagement. We conducted K-5 PD on "Pen In Hand" strategies using John Antonetti's Task Rubric and resources. K-3 also received PD on conducting running records and guided reading. We continued our schoolwide format for unpacking the standards with students and all PLCs continued to work together to develop their unpacked anchor charts. Based on 2020 TWC results, 100% of our teachers feel they are held to high professional standards for delivering instruction and 100% agree that school leadership facilitates using data to improve student learning.</p>	<p>Limited Development 06/25/2019</p>		
			<p><i>How it will look when fully met:</i></p> <p>Due to COVID School Closure we were unable to complete our action steps and achieve our goal. Our teachers will therefore continue to utilize Antonetti's Powerful Task Rubric to design rigorous and aligned learning tasks at the cognitive demand of the standards, with an increased focus on vocabulary development during the ELA block as evidenced by samples of learning tasks, walk through data, and student learning outcomes.</p> <p><b>December 7, 2020 Review</b></p> <p>See Winter Data Analysis Spreadsheet</p> <p><b>March 8, 2021 Review</b></p> <p>Our K-2 Running Record data indicates an overall growth trend from</p>		<p><b>Tamara Yeatts</b></p>	<p><b>06/30/2022</b></p>

BOY - 56% to MOY - 77%, indicating Literacy Footprints is serving as an effective resource for Literacy instruction. Additional impacting factors include smaller guided reading groups and an earlier start time with conducting guided reading groups in kindergarten due to the virtual setting. (See detailed data report linked in our minutes.)

Our 3-5 Achieve 3000 data indicates an overall increase in usage and percent passing on first try, however we still only have 34% whose reading levels are in the CCR lexile range. It was also noted that there is a direct correlation between teacher expectations and student achievement. As a result, we will incorporate a 4th 9 Weeks 3-5 incentive for growth based on Achieve 3000 as well as provide PD on Vocabulary Development.

See Winter Screening Data and 3-5 Achieve Data

Our 3-5 Achieve 3000 data indicates an overall increase in usage and percent passing on first try, however we still only have 34% whose reading levels are in the CCR lexile range. It was also noted that there is a direct correlation between teacher expectations and student achievement. As a result, we will incorporate a 4th 9 Weeks 3-5 incentive for growth based on Achieve 3000 as well as provide PD on Vocabulary Development.

See K-2 Running Record Data

See 3-5 Achieve Data

### **June 8, 2021 Review**

Due to the renorming of the state EOG test, we were unable to determine if we met our goal. However, we were able to analyze our EOY data and identified the following areas of weaknesses in our Reading and Math Core that will be addressed in our 2021-22 SIP:

#### **Literacy:**

- Vocabulary
- Comprehension

- Fluency
- Phonics

**Math:**

- Math Conceptual Understanding
- Math Computation

Our EOY data is linked below.

[EOY Data](#)

[EOG Data](#)

[Analysis of Data](#)

<b>Actions</b>		<b>13 of 20 (65%)</b>		
7/22/19	Conduct PD to introduce the Powerful Task Rubric to be utilized to design ELA learning tasks.	Complete 09/18/2019	Shawn Dixon	09/18/2019
<i>Notes:</i>				
2/18/20	Conduct a running record training review with K-3.	Complete 03/09/2020	Vanessa Rodriguez	03/09/2020
<i>Notes:</i>				
7/22/19	Utilize Planning Support Specialist to support ELA task design within PLC Planning.	Complete 06/10/2020	Ellen Greeson	06/10/2020
<i>Notes:</i>				
7/22/19	Conduct Learning Walks to observe students actively and cognitively engaged in learning tasks that have been vetted.	Complete 06/10/2020	Ellen Greeson	06/10/2020
<i>Notes:</i>				

6/15/20	Adopt a K-5 Core Vocabulary program.	Complete 09/21/2020	Stephanie Allmond	09/21/2020
	<i>Notes:</i>			
6/15/20	Utilize Literacy FootSteps (Jan Richardson) as the Core K-2 Literacy resource.	Complete 09/21/2020	Cara Hurdle	09/21/2020
	<i>Notes:</i>			
9/29/20	Monitor Literacy Footprints instruction and K-2 Literacy data for fidelity of use quarterly.	Complete 03/08/2021	Rebecca Royal	03/08/2021
	<p><i>Notes:</i> Data is linked in current implementation efforts and was analyzed. Next steps include:</p> <p>*Provide ongoing differentiated PD for identified skill deficits (Fluency, Word Work, Comprehension] and divide up by K-1, 2-3, 4-5 with next one being in February During February session also problem solve LZ and consider how to use support staff for interventions to avoid mixing kids and adults</p> <p>*Provide Vocab PD led by Tompkins in March</p> <p>We will review again following our Winter Analysis in February and March.</p>			
9/29/20	Monitor Vocabulary instruction and K-5 Literacy data for fidelity of use and student learning outcomes via Check Ins, Star, Running Records, and formative assessment data quarterly.	Complete 03/08/2021	Rebecca Royal	03/08/2021
	<p><i>Notes:</i> December 7, 2020 analysis of data reflects ongoing deficits in the area of comprehension. The following action steps will now be taken to support vocabulary acquisition:</p> <p>*Provide ongoing Lunch and Learns *Provide Vocab PD led by Tompkins in March</p>			
10/6/20	Provide ongoing coaching support for Literacy Footprints for K-2 and virtual guided reading strategies in 3-5.	Complete 03/08/2021	Shawn Dixon	03/08/2021
	<i>Notes:</i> Lunch and Learn Guided Reading sessions were provided for K-2 and 3-5 in November. Google Slide presentations are located in our evidences folder. Based on exit ticket feedback, we will conduct ongoing Lunch and Learns to address ongoing needs and trends in our literacy data.			
3/8/21	Provide PD on Vocabulary Development.	Complete 04/12/2021	Rebecca Tompkins	04/12/2021

*Notes:* Ms. Tompkins provided PD on Components of Vocabulary Development on March 24. The Exit Ticket revealed the component that teachers need the most support with is Word Consciousness. This will be addressed in our 2021-22 SIP. The powerpoint presentation is within our evidences folder.

3/8/21	Incorporate a 3-5 4th 9 Weeks incentive program to increase accountability with usage of Achieve 3000.	Complete 06/08/2021	Nicole Buckhalt	06/08/2021
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*Notes:* June 8, 2021 Review: While Achieve 3000 data reflected an increase in usage and Lexile level growth, our EOG and EOY data continues to reflect the strengthen our Literacy Core.

6/15/20	Continue to utilize Antonetti's Powerful Task Rubric to design literacy tasks with pen in hand and review observational data quarterly.	Complete 06/08/2021	Shawn Dixon	06/08/2021
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*Notes:* December 7, 2020: District PD led by John Antonetti was conducted in November with PLC teams revisiting the Task Rubric. Walk through data following the PD reflects an increase in virtual discussions focused on students making meaning.

June 8, 2021: DigiCoach walk through data and formal observational data upon returning to face to face instruction reflected an increase focus on Pen In Hand and +1 Personal Response. Our EOG and EOY data, however, reflects the continued need to strengthen our literacy core.

6/9/21	Provide ongoing coaching support for Literacy Footprints for K-2 and guided reading strategies for 3-5 in order to impact growth on Running Record and Lexile levels.	Complete 06/08/2022	Stephanie Allmond	11/08/2021
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*Notes:*

6/9/21	Utilize Hand2Mind in grades K-3 to support conceptual understanding and monitor Aimsweb data for growth outcomes.		Meredith Citty	11/08/2021
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*Notes:*

6/9/21	Utilize goal-setting and math journaling with Imagine Math to increase student ownership and learning outcomes as measured by quantile growth on Imagine Math benchmark data.		Kelly Nelson	11/08/2021
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*Notes:*

6/9/21	Provide PD on the Science of Reading Part 1: Fidelity of K-2 Foundations in order to impact mastery of phonics skills in K-2.		Vanessa Rodriguez	11/08/2021
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*Notes:*

6/9/21	Continue to utilize Antonetti's Powerful Task Rubric to design rigorous academic tasks with pen in hand and measure fidelity through the review of observational data and student learning outcomes.		Cara Hurdle	11/08/2021		
<i>Notes:</i>						
6/9/21	Continue to utilize goal-setting with Achieve 3000 (3-5) and review growth data following each benchmark.		Shawn Dixon	11/08/2021		
<i>Notes:</i>						
6/9/21	Provide PD for Imagine Math to support teacher's with determining personalized pathways based on standards being taught, student needs, and interventions and monitor Imagine Math data for fidelity.		Kelly Nelson	01/10/2022		
<i>Notes:</i>						
6/9/21	Provide ongoing vocabulary Professional Development and monitor K-5 Literacy data for fidelity of use and student learning outcomes.		Cara Hurdle	01/10/2022		
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			During the 2019-20 school year Dr. Rosenbaum from Duke University presented on ACEs and the impact of childhood trauma. We received Year 1 training on Leader In Me and continued to support Habit 1 via Zones of Regulation. We utilized Educator's Handbook to enter and monitor discipline data on a monthly basis. The 2020 TWC results indicate that 95% of the staff feel that school administrators support their efforts to maintain discipline in the classroom and 88% feel that students at SME understand expectations for their conduct. Fall 2019 Panorama data reflected that our students 82% of our 3-5 students felt emotional connected and supported by their teachers. This was an 11 point increase over the Spring Panorama data.	Limited Development 06/25/2019		
<i>How it will look when fully met:</i>			With the support of Leader In Me, Zones of Regulation, and our PBIS Matrix students will effectively manage their emotions in order to be academically engaged as evidenced by walk through observations, Educator's Handbook referrals, and Tier 2 and 3 outcomes.		LaShonda Hester	06/30/2022

### **December 7 Review**

See Analysis of Panorama Data

### **March 8 Review**

Based on our Minute Meeting data, our school counselor will conduct targeted sessions for students who indicated scores of 1 and 2. The groups will target Social Skills, Self-efficacy, and Self-Regulation. See data linked below.

See Minute Meeting Data

### **June 8, 2021 Review**

Panorama Data indicates we met our SEL goal of increasing our Social Awareness percentage to at least 70%. It actually increased to 76%. We, however, were unable to fulfill the action step of providing PD on Implicit Bias and we were not able to fully implement Year 2 of LiM due to the restrictions experienced with the pandemic and virtual learning. We will continue to focus on strengthening our SEL core by addressing the following areas in our 2021-22 SIP:

#### **Social/Emotional:**

- Implicit Bias/Racial Equity
- Self-Efficacy
- Goal Setting, self-reporting grades
- Attendance/Active Participation
- Integration of LiM, Zone of Regulation, and PBIS Matrix

[Panorama Data](#)

<b>Actions</b>		<b>11 of 16 (69%)</b>		
7/22/19	Conduct PD with Dr. Rosenbalm to present on ACE's, childhood trauma, and strategies for supporting self and students.	Complete 11/05/2019	Stephanie Allmond	11/05/2019
<i>Notes:</i>				
7/22/19	Utilize EC staff to conduct a Social-Emotional group using Zones of Regulation as the content during Learning Zone (Tier 2 and 3 and EC students).	Complete 06/10/2020	Stephanie Allmond	06/10/2020
<i>Notes:</i>				
7/22/19	Use the LIM Student Leadership Guides to support depth of knowledge around academic behaviors and social emotional skills.	Complete 06/10/2020	Stephanie Allmond	06/10/2020
<i>Notes:</i>				
7/22/19	Develop transparent schoolwide and classroom systems aligned to the 7 Habits and our PBIS Matrix that support healthy emotional bank accounts (Habit #4) and celebrations for students via Class Dojo and daily announcements.	Complete 06/10/2020	Stephanie Allmond	06/10/2020
<i>Notes:</i>				
7/22/19	Commit to a consistent class meeting time as a universal support (Tier 1).	Complete 06/10/2020	Stephanie Allmond	06/10/2020
<i>Notes:</i>				
10/6/20	Utilize Behavior Management Action Team to identify and share Tier 1 (Core) Tier 2 (Supplemental, and Tier 3 (Intensive) supports to align to Leader In Me.	Complete 11/04/2020	Cara Hurdle	11/10/2020
<i>Notes:</i>				
2/1/21	Conduct Minute Meetings to determine Social-emotional needs of students.	Complete 03/08/2021	Hannah Jeter	03/08/2021
<i>Notes:</i>				
10/6/20	Analyze Panorama data for trends in students' Social Emotional needs.	Complete 04/12/2021	Shawn Dixon	04/12/2021
<i>Notes:</i> April 12 Analysis of Panorama Data: Supports/Environment				

- \*Engagement up 1% to 71%
- \*Sense of Belonging up 5% to 77%
- \*Teacher-Student Relationships up 4% to 84%

#### Student Competency

- \*Self-efficacy up 4% to 57%
- \*Self-Management up 2% to 78%
- \*Social Awareness up 1% to 76%

#### Analysis of Data

- \*We saw increases in all areas, however area of significant concern continue to be self regulation of feelings when upset or mad and ability to express feelings.
- \*We also see a disparity between our children of color and white students in the areas of self-management and social awareness.

#### Next Steps:

- \*A summary of the data was provided to the staff, with resources to address the areas of concern.
- 3-5 teachers should review their individual class data and respond to their specific students' needs. \*The counselor will continue to pull groups to address students who fall in the high risks areas.

Fall Panorama:See analysis of Panorama data linked in current implementation efforts. As a result of this data, our next steps now include:

- \*3-5 utilize the Playbook for resources to address deficits identified by Panorama Data
  - \*Schoolwide efforts to address areas of weakness identified within each domain include:
    - Self-Efficacy: Leverage Antonetti PD for ideas to help kids make meaning and develop sense of ownership
    - Self-management: Hannah will develop class guidance lessons to address deficits in this area - restorative practices
    - Sense of Belonging: Conduct Minute Meetings
- quick read on where kids are in the domains  
set timer  
1:1 face time with an adult  
Rebecca, Tammy, Hannah will be available to conduct these with classes or teachers may conduct with their own classes - Hannah will

provide the questions and a survey will be sent to determine the teachers preference

\*Additional options for teachers to consider include:

2x10: 2 minutes, 10 days in a row

Establish personal WIGs for students struggling

Tell Me Something Good

We will review again after the next administration of Panorama during the month of February.

6/15/20

Utilize Trauma-informed teaching strategies from Deepest Well Book Study and Ed Leadership article to support core, supplemental, and intensive tiers quarterly.

[http://www.ascd.org/publications/educational\\_leadership/oct19/vol77/num02/Trauma-Informed\\_Teaching\\_Strategies.aspx](http://www.ascd.org/publications/educational_leadership/oct19/vol77/num02/Trauma-Informed_Teaching_Strategies.aspx)

Complete 04/12/2021

Rebecca Royal

04/21/2021

*Notes:* April 12 Analysis of Panorama Data:

Supports/Environment

\*Engagement up 1% to 71%

\*Sense of Belonging up 5% to 77%

\*Teacher-Student Relationships up 4% to 84%

Student Competency

\*Self-efficacy up 4% to 57%

\*Self-Management up 2% to 78%

\*Social Awareness up 1% to 76%

Analysis of Data

\*We saw increases in all areas, however area of significant concern continue to be self regulation of feelings when upset or mad and ability to express feelings.

\*We also see a disparity between our children of color and white students in the areas of self-management and social awareness.

Next Steps:

\*A summary of the data was provided to the staff, with resources to address the areas of concern.

3-5 teachers should review their individual class data and respond to their specific students' needs. \*The counselor will continue to pull groups to address students who fall in the high risks areas.

See analysis of Panorama data linked in current implementation efforts.  
As a result of this data, our next steps now include:

\*3-5 utilize the Playbook for resources to address deficits identified by Panorama Data

\*Schoolwide efforts to address areas of weakness identified within each domain include:

Self-Efficacy: Leverage Antonetti PD for ideas to help kids make meaning and develop sense of ownership

Self-management: Hannah will develop class guidance lessons to address deficits in this area - restorative practices

Sense of Belonging: Conduct Minute Meetings

quick read on where kids are in the domains

set timer

1:1 face time with an adult

Rebecca, Tammy, Hannah will be available to conduct these with classes or teachers may conduct with their own classes - Hannah will provide the questions and a survey will be sent to determine the teachers preference

\*Additional options for teachers to consider include:

2x10: 2 minutes, 10 days in a row

Establish personal WIGs for students struggling

Tell Me Something Good

We will review again after the next administration of Panorama during the month of February.

3/8/21	Conduct targeted group sessions based on Minute Meeting data to address Social Skills, Self-efficacy, and Self-Regulation.	Complete 06/08/2021	Erin Leventhal	06/10/2021
<p><i>Notes:</i> June 8, 2021 Review: Ms. Jeter was able to provide targeted sessions with groups based on the data collected from our Minute Meetings. We will continue to collect and analyze Panorama data and other data points to inform targeted group sessions in the fall.</p>				
10/6/20	Provide PD on Implicit Bias as a follow up to Trauma Informed Instructional Strategies.	Complete 06/08/2021	Erin Leventhal	06/10/2021
<p><i>Notes:</i> June 8, 2021 Review - Due to the pandemic and virtual/concurrent teaching, we were not able to fulfill this action step. The district will be providing PD in the fall on Racial Equity so we will continue this action step in our 2021-22 SIP.</p>				

6/9/21	Utilize Accountability partners in grades K-5 to increase accountability and self-efficacy as measured by Panorama data.		Hannah Jeter	01/10/2022	
<i>Notes:</i>					
6/9/21	Develop a school-wide attendance incentive program to increase active participation in school as measured by attendance data.		Tamara Yeatts	01/10/2022	
<i>Notes:</i>					
6/9/21	Provide PD and PLC collaboration on connecting Leader in Me, Zones of Regulation, and the PBIS Matrix (major and minor behaviors) as measured by Educator's Handbook.		Cara Hurdle	01/10/2022	
<i>Notes:</i>					
6/9/21	Continue to analyze Panorama data for trends in students' Social Emotional needs, specifically self-efficacy and develop support groups as needed.		Hannah Jeter	01/10/2022	
<i>Notes:</i>					
6/9/21	Provide resources and training to educate parents on LIM and Zones and develop a parent communication tool that incorporates coaching stems and strategies as measured by parent surveys.		Cara Hurdle	01/10/2022	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Full Implementation 11/05/2019		
South Mebane Elementary consistently and effectively supports student transitions from grade to grade and level to level as evidenced by:					
Kindergarten Orientation and Staggered Entry					
Middle School Orientation					
Data Analysis to place students in inventions for the start of the new year					
Advancement Day					
Mentoring of K-2 students by 3-5 students					
Class Roll Cards to guide Cluster Placement					

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 11/05/2019		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When fully implemented, the district's LEA Support and Improvement Team will structure NCStar feedback cycles to occur monthly and be communicated by the Chief Elementary Officer and Chief Secondary Officer via the platform. Additionally, Central Services support staff will be called on to provide and/or review data sources to ensure that schools are setting measurable goals that guide continuous improvement and rely on evidence-based strategies. Additionally, the NCStar tool will consolidate the School Improvement/MTSS, Professional Development, and Title I plans so that there is a concerted effort to align all school improvement documentation.	<b>Objective Met 06/11/20</b>	<b>Rebecca Royal</b>	<b>06/30/2020</b>
<b>Actions</b>					
	11/25/19	The Student Learning Team & Student Services will support the implementation of academic and behavior core	Complete 10/01/2019	Dr. Robin Finberg and Dr. LaJuana Norfleet	10/01/2019
<i>Notes:</i> All schools are provided with Regional Coaches, Curriculum Specialists, MTSS Coordinator, Advanced Learner Specialist, Lead Behavior Specialist, District Professional Learning, and SEL/Attendance Support.					
	11/25/19	ABSS will implement a process for the on-going review of the School Improvement Plan.	Complete 12/02/2019	Dr. Angela Bost	12/01/2019

*Notes:*

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

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

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

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

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

11/25/19

Leadership Meeting Schedules

Complete 06/11/2020

Dr. Angela Bost

04/29/2020

*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 06/11/2020

Dr. Jean Maness  
and Revonda  
Johnson

06/30/2020

*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.

<b>Implementation:</b>			06/11/2020		
<i>Evidence</i>		6/11/2020			
<i>Experience</i>		6/11/2020			
<i>Sustainability</i>		6/11/2020			
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>South Mebane Elementary's Leadership Team meets monthly to monitor student learning and behavior outcomes and to review subcommittee minutes. The subcommittees consists of our Lighthouse Team, Students Services Team, and the Digital Learning Team. Additionally, the Instructional Leadership Team meets weekly to discuss teaching and learning trends observed. These trends are then addressed through individual meetings, PLC Meetings, and/or full staff feedback as warranted. Evidences include:</p> <p>SIP Minutes</p> <p>Lighthouse Minutes</p> <p>SST Minutes</p> <p>DLT Minutes</p> <p>ILT Minutes</p> <p>PLC Agendas and Minutes</p>	Full Implementation 11/05/2019		

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>At South Mebane Elementary, grade levels function efficiently and effectively as PLC Teams. Each PLC has a representative who serves on the SIP, DLT, and Lighthouse Teams. Under the leadership of a PLC Chair, who also serves on the Lighthouse Team, they develop curriculum maps for the year to outline the scope and sequence of the standards and then meet weekly during their common planning time to design learning tasks aligned to the cognitive demand of the standards. Evidences include:</p> <p>PLC Norms</p> <p>PLC Mission Statements</p> <p>SME Curriculum Maps</p> <p>PLC Planning Documents</p> <p>Weekly PLC Meetings</p> <p>Unpacked and aligned standards based anchor charts</p>	<p>Full Implementation 11/05/2019</p>		
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<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>				
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>At South Mebane Elementary, the principal effectively and routinely monitors curriculum and classroom instruction as evidenced by:</p> <p>Walk Through Data</p> <p>ILT Weekly Minutes</p> <p>Evaluation Feedback and Post Conferences</p> <p>Quarterly Data Analysis Sessions</p> <p>Weekly Staff Newsletter - Drag-on</p> <p>2020 TWC Results (Teachers receive feedback that can help them improve teaching - 98%, The school leadership facilitates using data to improve student learning - 100%, and Teachers are held to high professional standards for delivering instruction - 100%)</p>	<p>Full Implementation 11/05/2019</p>		
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<p><b>Core Function:</b></p>	<p><b>Dimension C - Professional Capacity</b></p>				
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<p><b>Effective Practice:</b></p>	<p><b>Quality of professional development</b></p>				
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	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

<p><b>Initial Assessment:</b></p>	<p>South Mebane Elementary routinely and effectively analyzes school performance data and classroom observation data to make decisions about school improvement and professional development. Evidences include:</p> <p>2020 TWC Results (Teachers receive feedback that can help them improve teaching - 98% and The school leadership facilitates using data to improve student learning - 100%)</p> <p>Weekly MTSS Meetings</p> <p>Data Analysis by grade level, 3 times a year</p> <p>NC Check-in Analysis</p> <p>Learning Walks</p> <p>Feedback on Walk Through Observations within PLC Meetings</p> <p>Data informs and drives SIP Goals</p> <p>Schoolwide PD based on SIP Goals</p>	<p>Full Implementation 11/05/2019</p>		
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<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>				
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>				
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	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
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<b>Initial Assessment:</b>	<p>South Mebane Elementary has established a system of procedures and protocols for recruiting, rewarding and replacing staff as evidenced by:</p> <ul style="list-style-type: none"> <li>Recruitment at Job Fairs</li> <li>Partnership with Elon University</li> <li>SME Webpage and Instagram</li> <li>PLC Participation in Interviews</li> <li>Staff Shout Outs</li> <li>Team Building Events</li> </ul>	Full Implementation 11/05/2019		
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<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
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<b>Effective Practice:</b>	<b>Family Engagement</b>
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	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
			<p>South Mebane communicates with our families through multiple mediums on a regular basis as evidenced by:</p> <ul style="list-style-type: none"> <li>Class Dojo Postings and Portfolios</li> <li>Conferencing Participation</li> <li>FYI Curriculum Nights</li> <li>Teacher Webpages</li> <li>Dragon Days Newsletter</li> <li>Instagram</li> <li>Data Noebooks</li> </ul>	Full Implementation 11/05/2019		