

Comprehensive Progress Report

Mission:

Building foundations and raising expectations to meet lifelong situations.

Goals:

! = Past Due Actions		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>		We are currently in Implementation Year 1 of PBIS. A team of teachers has been formed to research and provide professional development on the strategies of the Positive Behavior Intervention Supports.	Limited Development 08/31/2017		
<i>How it will look when fully met:</i>		All staff members will foster a common language throughout the school in regards to student behavior expectations.		Jennifer Booher	06/08/2018
Action(s)	Created Date		4 of 6 (67%)		
1	10/17/17	PBIS Team will attend PBIS Module I Training	Complete 06/16/2017	Kate Tayloe	07/03/2017
		<i>Notes:</i>			
2	10/17/17	PBIS Team will train staff on school wide expectations and the explicit teaching of expectations	Complete 08/22/2017	Jennifer Booher	09/01/2017
		<i>Notes:</i>			
3	10/17/17	Establish PBIS Team with representation from all grade levels	Complete 06/01/2017	Kate Tayloe	06/01/2017
		<i>Notes:</i>			
4	10/17/17	PBIS Team will create signage to display in all classrooms and throughout the school	Complete 08/01/2017	Kate Tayloe	08/01/2017
		<i>Notes:</i>			
5	10/17/17	PBIS Team will meet monthly to review data and make necessary		Jennifer Booher	06/08/2018

		changes to PBIS implementation			
		<i>Notes:</i>			
6	10/17/17	PBIS Team will establish procedures for recognizing students and staff who are exhibiting our schoolwide expectations.		Jennifer Booher	12/01/2017
		<i>Notes:</i>			

Core Function:	Dimension A - Instructional Excellence and Alignment				
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Effective Practice:	Curriculum and instructional alignment				
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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
Initial Assessment:		Standards alignment document created by county, not all teachers are using it Pacing guide for math created by county Staff is confused by this indicator When Common Core changes, what happens? Year 1 Implementation of Learning Focused Common planning time for grade levels Writing Fundamentals materials are provided to each grade level	Limited Development 03/22/2016		
How it will look when fully met:		All teachers will utilize all components of the Learning Focused framework.		Jessica Williams	06/12/2020
Action(s)	Created Date		1 of 5 (20%)		
1	10/17/17	Teachers will participate in initial Learning Focused Lesson Planning Professional Development	Complete 08/21/2017	Kate Tayloe	09/01/2017
		<i>Notes:</i>			
2	10/17/17	Teachers will participate in monthly Learning Focused Micro PD		Kate Tayloe	06/08/2018
		<i>Notes:</i>			
3	10/17/17	Teachers will participate in Professional Development opportunities with Learning Focused facilitators.		Kate Tayloe	06/08/2018
		<i>Notes:</i>			
4	10/17/17	Teachers will show evidence of standards aligned lesson essential questions and learning goals.		Kate Tayloe	01/31/2018
		<i>Notes:</i>			
5	10/17/17	Teachers will show evidence of standards aligned assignments/assessments.		Kate Tayloe	01/31/2018
		<i>Notes:</i>			
	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date

Initial Assessment:		Currently, 9 teachers are randomly selected to turn in lesson plans for review. There is currently no common template for teachers to use. 2017-2018: We are currently in Implementation Year 1 of Learning Focused framework, which includes strategies for lesson planning. Lesson planning will be a focus for some teachers this year.	Limited Development 11/21/2016		
How it will look when fully met:		Teachers will use a common template to document lesson plans, including essential question, activities, assessment, and plan for differentiation. Teachers will implement strategies of backward planning based on Learning Focused framework.		Brittany Jacobs	06/08/2018
Action(s)	Created Date		2 of 5 (40%)		
1	11/21/16	Teachers will include specific features / information in their lesson plans.	Complete 12/21/2016	Brittany Eason	12/12/2016
		<i>Notes:</i> Features / Information to be included: -standard numbers and I Can statements -assessment -instructional strategies -time to be taught -following grade level curriculum map			
2	11/21/16	A checklist will be created for checking lesson plans.	Complete 12/21/2016	Brittany Eason	12/21/2016
		<i>Notes:</i> Checklist will help administrators and instructional coach identify specific information in each lesson plan, regardless of grade level and/or subject area.			
3	10/17/17	Teachers will engage in Learning Focused Lesson Planning Professional Development		Kate Tayloe	06/08/2018
		<i>Notes:</i>			
4	10/17/17	Teachers will establish essential questions/learning goals and show evidence of standards alignment for all lessons.		Kate Tayloe	06/08/2018
		<i>Notes:</i>			
5	10/17/17	Teachers will show evidence of standards based alignment for assignments/assessments.		Kate Tayloe	06/08/2018
		<i>Notes:</i>			
	A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Volunteers review science vocabulary with fifth graders each week. Word walls are present in classrooms UNRAAVEL strategy is used K-2 core words Tier III words	Limited Development 09/13/2016		

How it will look when fully met:		Teachers will teach vocabulary word of the day to cover Tier 2 words, and include explicit vocabulary teaching in weekly lesson plans.	Objective Met 08/31/17	Brittany Jacobs	06/08/2018
Action(s)	Created Date				
1	4/5/17	Look into ordering each grade level the Word of the Day book.	Complete 03/22/2017	Monica Goza	03/24/2017
<i>Notes:</i> Cost of each book is \$21.99					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Principal plans to create a variety of walk through tools to be used in observations.	No Development 09/13/2016		
How it will look when fully met:					
Action(s)	Created Date				
<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
Initial Assessment:		We have an MTSS team in place. The team meets consistently - almost weekly - either formally or informally to view data of student and school needs and to develop a plan of action to address needs. The school has a Family Involvement Team to address student concerns and needs.	Limited Development 03/22/2016			
How it will look when fully met:		The school will have a more consistent process for identifying students needing Tier 2 and Tier 3 interventions according to the MTSS process. Teachers will implement with fidelity approved research-based interventions according to student needs and consistently monitor student data.		Jessica Williams	06/08/2018	
Action(s)	Created Date		1 of 7 (14%)			

1	10/17/17	The MTSS Coordinators will establish an MTSS Leadership Team.	Complete 09/01/2017	Jessica Williams	09/01/2017
<i>Notes:</i>					
2	10/17/17	The MTSS Leadership Team will meet weekly.		Jessica Williams	06/08/2018
<i>Notes:</i>					
3	10/17/17	The MTSS Leadership Team will establish a process for identifying students who need Tier 2 and Tier 3 interventions.		Jessica Williams	06/08/2018
<i>Notes:</i>					
4	10/17/17	The MTSS Leadership Team will identify research based interventions to be used with Tier 2 and Tier 3 students at Alderman		Jessica Williams	12/01/2017
<i>Notes:</i>					
5	10/17/17	The MTSS Leadership Team will ensure that teachers receive training to be able to implement interventions with fidelity.		Jessica Williams	12/01/2017
<i>Notes:</i>					
6	10/17/17	The MTSS Leadership Team will monitor data for students at Tier 3.		Jessica Williams	06/08/2018
<i>Notes:</i>					
7	10/17/17	The MTSS Leadership Team will monitor to ensure that researched based interventions are being implemented with fidelity.		Jessica Williams	06/08/2018
<i>Notes:</i>					
		A4.02 Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities.(5118)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, grade level teams have common meeting times, but it is more difficult for special educators (EC, AIG, itinerant teachers, ESL, speech) to meet with general educators within current time / scheduling constraints.	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					
		A4.04 The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date

Initial Assessment:		Announcements: Morning announcements are sent digitally to staff each day and announcements for students are delivered through the intercom system each morning. Awards assemblies are held each nine weeks. Hallway and Classroom Displays: Hallway bulletin boards are done by a monthly teacher rotation. Classroom wall displays are changed seasonally. Student Competitions: can food drive, box tops, Socktober, art work (Gallery Night), Turkey Trot, Jump Rope for Heart	Full Implementation 09/13/2016		
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:		We are currently in Implementation Year 1 of PBIS. Some teachers conduct daily morning class meetings, though not aligned with the Morning Meeting structure. The school has the current resources available for emotional literacy: Second Step, MindUp, guidance counselor available for small group or whole class guidance / social skills, FIT team to discuss student concerns.	Limited Development 03/22/2016		
How it will look when fully met:		All staff members will foster a common language of student behavior expectations throughout the school. Students needing support will receive resources based upon their needs. Classroom teachers will implement research-based emotional literacy strategies in their classrooms daily.		Ellen Clayton	06/08/2018
Action(s)	Created Date		7 of 9 (78%)		
1	9/16/16	Create an electronic office referral form to be used when teachers send students to the office for behavior.	Complete 08/24/2016	Bob Maxey	08/31/2016
		<i>Notes:</i> Form should include a description of the behavior and suggested consequence (time-out, behavior reflection, etc.). Form will then be completed by office personnel indicating resulting action.			
2	9/16/16	Create a checklist to check off which teachers have handed in their behavior plan.	Complete 10/03/2016	Donna Marie Hamilton	09/23/2016
		<i>Notes:</i> one teacher has not turned in behavior plan; admin is aware			
3	9/16/16	During walk-through observations, administration will collect data pertaining to behavior management plan implementation.	Complete 10/10/2016	Bob Maxey	10/10/2016
		<i>Notes:</i> team will discuss what this will look like at November 9th meeting			
4	11/21/16	Add the following information to electronic office visit form: 1. Gender 2. Race 3. Disrupting Instruction in drop down menu	Complete 11/30/2016	Bob Maxey	11/30/2016
		<i>Notes:</i> The team analyzed the office visit documentation and found			

		"Disrupting Instruction" appeared several times under the "Other" category of behaviors.				
5	11/21/16	Teachers will post behavior plans in classroom on provided pink paper for easy reference during administrative walk-throughs.	Complete 12/21/2016	Donna Marie Hamilton	12/21/2016	
		<i>Notes:</i> Pink paper shall be provided to teachers along with expectations that behavior plan be printed on it and it be displayed in the classroom (under the emergency box mounted to the wall).				
6	10/17/17	All teachers will create a "turn around" space in their room where students can take a moment to reflect on their behavior and establish a plan for moving forward with success.	Complete 09/01/2017	Kate Tayloe	09/01/2017	
		<i>Notes:</i>				
7	10/17/17	Behavior Reflection forms will be created for Kindergarten, 1st-2nd, and 3rd-5th grades to be used with all students.	Complete 09/01/2017	Kate Tayloe	09/01/2017	
		<i>Notes:</i>				
8	10/17/17	Teachers will utilize the school counselor to support students who are having difficulty managing their emotions.		Jennifer Booher	06/08/2018	
		<i>Notes:</i>				
9	10/17/17	Teachers will utilize the MTSS Process to provide interventions for students who are struggling to manage their emotions.		Jessica Williams	06/08/2018	
		<i>Notes:</i>				
		A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Attendance is kept by classroom teachers through PowerSchool daily. There is currently no process in place to regularly monitor the rate of student transfer.		Limited Development 09/13/2016		
<i>How it will look when fully met:</i>						
<i>Action(s)</i>	<i>Created Date</i>					
		<i>Notes:</i>				
		A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129)	Implementation Status	Assigned To	Target Date

Initial Assessment:		After school tutoring services and enrichment clubs will be offered to students in grades 3-5.	Limited Development 11/21/2016		
How it will look when fully met:		All students will have the opportunity to participate in after school activities and/or summer intervention programs. First, second, and third grade students who have not met end of year reading expectations will be invited to Read to Achieve camp during the summer, in accordance to Read to Achieve legislation. Students in grades three through five will be invited to after school tutoring and enrichment program based on interest and need.	Objective Met 08/31/17	Jessica Williams	05/23/2017
Action(s)	Created Date				
1	11/21/16	Meet with teachers interested in hosting an after school club.	Complete 11/21/2016	Jessica Williams	11/21/2016
		<i>Notes:</i> Mull: exercise club Cates: play Pittman: Man's Club Perry: art club Leggett: cooking, sign language, chorus Eason: yearbook Quindlen / Turner: Battle of the Books			
2	11/21/16	Teachers interested in hosting an after school club will submit plans for their club, indicating how many students will be able to participate, what materials will be needed, and what space they will require.	Complete 12/02/2016	Jessica Williams	12/02/2016
		<i>Notes:</i> Teachers have agreed to lead the following clubs: Kim Leggett: Performing Arts Brittany Eason: Yearbook Adam Pittman: The Art of Manliness, to be determined for second and third sessions Mark Quindlen, Karen Turner: Battle of the Books Mark Stred: Board Games			
3	11/21/16	Complete paperwork to hire tutors based upon budget submitted to central office.	Complete 11/22/2016	Bob Maxey	11/22/2016
		<i>Notes:</i>			
4	11/21/16	Teachers will indicate which students will benefit from after-school tutoring based upon student performance on the first nine weeks standards.	Complete 11/11/2016	Jessica Williams	11/11/2016
		<i>Notes:</i>			
5	11/21/16	Create and distribute permission slips.	Complete 11/21/2016	Jessica Williams	11/21/2016
		<i>Notes:</i>			

6	3/6/17	Standards-based assessments will be created in iReady to assess students' learning in after-school program.	Complete 01/23/2017	Jessica Williams	01/25/2017	
<i>Notes:</i> Teachers have indicated specific standards on which to focus during after-school program in math and ELA. These standards will be included in the iReady assessments. Students will take the assessment on the last day of the after-school program session (7 weeks).						
	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, our EC team meets with middle school EC staff members to help transition students moving from fifth to sixth grade. Documents are provided to middle schools to indicate specific student identifications. Middle school counselors visit the school to provide a brief school-specific orientation. Teachers complete student data cards to assist in creating balanced classes and to provide to the next teacher. Rising kindergarten program and kindergarten play-date are offered during the summer to all rising kindergarten students.	Limited Development 08/31/2017			
How it will look when fully met:		Grade levels will collaborate and engage in vertical planning to ensure efficient transitions of students each year.		Jennifer Booher	06/08/2018	
Action(s)	Created Date		1 of 2 (50%)			
1	10/17/17	The Instructional Leadership Team will develop and implement processes and procedures to support student transitions from one grade level to the next.		Kate Tayloe	06/08/2018	
<i>Notes:</i>						
2	10/18/17	Inform Instructional Leadership Team that one of their tasks for this academic year is to create a plan to transition students from grade level to grade level.	Complete 09/01/2017	Kate Tayloe	09/01/2017	
<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>		As a part of the district's commitment to Alderman Elementary School, the following distributive leadership structure and LEA support relationships are identified and active in working toward student success indicators and school improvement. Superintendent (Tim Markley) Assistant Superintendent of Instruction and Academic	Full Implementation 03/22/2016			

		Accountability (LaChawn Smith) Elementary Director of Instruction (Emma Jackson) Title I Supervisor / Principal Coach (Jakki Jethro) Title I Special Programs Specialist (Sabra Wright) MTSS Instruction Specialist (Courtney Moates)			
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>		We are currently in Implementation Year 1 of Learning Focused framework. Teachers will create instructional teams based upon interest to attend and deliver professional development across curriculum areas. Instructional coaches will meet with administrative team weekly to discuss next steps for instruction.	Limited Development 03/22/2016		
<i>How it will look when fully met:</i>		The instructional leadership team will meet weekly to discuss instructional practices evidenced by student achievement data. Decisions will be made based upon student data, observation/walk-through data, teacher perception data.		Kate Tayloe	06/12/2018
Action(s)	Created Date		1 of 2 (50%)		
1	10/17/17	Instructional Leadership Team will be established and members notified of roles/responsibilities.	Complete 08/01/2017	Kate Tayloe	08/18/2017
		<i>Notes:</i>			
2	10/17/17	Instructional Leadership team will meet weekly to review data, assess needs, and plan professional development opportunities.		Kate Tayloe	06/08/2018
		<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
<i>Initial Assessment:</i>		Grade level agenda/meeting notes in Google Drive. Master schedule allows for grade level planning. Master staff duty schedule has been created, to include morning, lunch, and afternoon supervision. Grade-level chairpersons have been identified. Cross-grade level planning time has been allotted for fourth and fifth grades.	Limited Development 03/22/2016		
<i>How it will look when fully met:</i>		All staff members will follow the morning and afternoon duty schedule to ensure equity in coverage and appropriate supervision of students.		Dale Miller	06/08/2018
Action(s)	Created Date		4 of 5 (80%)		

1	10/17/17	A morning duty schedule will be created which ensures all students are well supervised and all teachers are ready and available to receive students at 7:25 a.m.	Complete 08/16/2017	Kate Tayloe	08/16/2017	
<i>Notes:</i>						
2	10/17/17	An afternoon duty schedule will be created which ensures all students are well supervised and all teachers are released by 3 p.m. for planning, meetings, other professional responsibilities.	Complete 08/16/2017	Kate Tayloe	08/16/2017	
<i>Notes:</i>						
3	10/17/17	A lunch duty schedule will be created that will provide teachers with an unencumbered lunch period.	Complete 08/16/2017	Kate Tayloe	08/16/2017	
<i>Notes:</i>						
4	10/17/17	A schedule will be created for itinerant classes that will provide teachers with a planning period 4 out of 5 days each week.	Complete 08/16/2017	Kate Tayloe	08/16/2017	
<i>Notes:</i>						
5	10/17/17	A schedule will be created which will give teachers at least 3 half days throughout the year set aside for collaborative planning among the grade level team.		Kate Tayloe	11/15/2017	
<i>Notes:</i>						
		B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Building Leadership Capacity: Faculty serve in various leadership roles (grade level chair, SIT subcommittee chair, subject-area representative) Staff attends workshops then shares / reports back Singapore Math grade level representatives Achieving Learning Goals / Improving Instruction: Tutors / tutoring programs Volunteers Data-driven instruction -PD is available but must be self-directed at times	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>			Various school improvement groups will be created and led by staff members. The principal will meet with representatives from the various groups to discuss school improvement goals and progress. The principal will be present in classrooms, observing teaching practices, student behavior, and student achievement.	Objective Met 08/31/17	Jessica Williams	06/09/2017
Action(s)	Created Date					
1	9/16/16	The administrative team will create walk-through observation tools for each subject area and grade level.	Complete 09/30/2016	Bob Maxey	09/30/2016	
<i>Notes:</i> Drive Schools walkthrough has been created and used by administrative team to collect data on morning meetings and implementation of various Drive Schools components. Tier 1 plans will						

		be finalized by grade level teams on Wed. November 2. Walk-through forms will be created based on Tier 1 plan.			
3	10/27/16	Complete grade level Tier 1 plans based on academic and behavior data.	Complete 11/09/2016	Jessica Williams	11/02/2016
<i>Notes:</i>					
4	10/27/16	Create grade level and subject-specific walk through observation forms to be used by administrative team and instructional coach.	Complete 11/22/2016	Jessica Williams	11/22/2016
<i>Notes:</i> School-wide walk through is create for ELA, Math, and Connected School / Behavior Management. Grade levels have submitted Tier 1 forms to be checked for fidelity during walk through observations.					
5	10/27/16	Tutors and Enrichment Club Leaders will be hired for after-school program.	Complete 11/04/2016	Bob Maxey	11/04/2016
<i>Notes:</i>					

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>		We are in Implementation Year 1 of Learning Focused framework and PBIS behavior management. As part of monitoring these expectations, walk-through instruments are available to provide feedback to teachers.	Limited Development 03/22/2016		
How it will look when fully met:		Administrative team and instructional coaches will provide regular feedback to teachers regarding the implementation of best instructional and behavior management strategies. Teachers and administrators will use the feedback to make decisions about professional development, improve practices, and monitor student achievement.		Kate Tayloe	06/08/2018
Action(s)	Created Date		3 of 5 (60%)		
1	10/17/17	The principal will create an observation matrix which will be shared with the staff.	Complete 08/16/2017	Kate Tayloe	08/16/2017
<i>Notes:</i>					
2	10/17/17	The principal will create walkthrough tools to collect data on student and teacher behaviors.	Complete 09/01/2017	Kate Tayloe	09/01/2017
<i>Notes:</i>					
3	10/17/17	The principal will create a Classroom Environment walkthrough tools to	Complete 09/15/2017	Kate Tayloe	10/02/2017

		support and monitor alignment with the Learning Focused Framework.			
<i>Notes:</i>					
4	10/17/17	The administrative team will conduct walkthroughs of all classrooms at least twice each month, with teachers receiving immediate feedback through Google Drive.		Kate Tayloe	12/01/2017
<i>Notes:</i>					
5	10/17/17	The administrative team will follow the schedule outlined in the observation matrix and will give timely feedback to teachers following each observation.		Kate Tayloe	06/08/2018
<i>Notes:</i>					
		B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		FIT team meets regularly to discuss teacher concerns about attendance and behavior. Academic deficiencies and behavior concerns are addressed through the MTSS process and grade level meetings.		Limited Development 09/13/2016	
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
		C1.01	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		No evidence of peer observations to this extent and/or PD based on observations to build specific skills.		No Development 09/13/2016	
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

		C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			-Trained mentors for new teachers -Regular meetings with mentor / mentee -Mentor logs are completed each nine weeks to encourage reflective thinking of professional practices -Routinely structured observations and formative evaluations -actively involved administrators -supportive school culture	Full Implementation 12/14/2016		

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
<i>Initial Assessment:</i>			A cumulative data spreadsheet has been created to track student data year-to-year. Grade levels meet twice a month with the administrative team and instructional coaches to monitor student data. A school improvement team has been established to monitor school-wide data and to make decisions based upon this data.	Limited Development 03/22/2016		
<i>How it will look when fully met:</i>			Instructional teams and school improvement team will make data-based decisions to drive instruction and plan for professional development.		Kate Tayloe	06/08/2018
Action(s)	Created Date			3 of 6 (50%)		
1	9/6/16	Grade chairs will create an agenda for each grade level data meeting, indicating which specific data will be discussed.		Complete 10/05/2016	grade chairs	10/05/2016
		<i>Notes:</i> Grade level chairpersons were informed of this expectation on August 31st.				
2	9/16/16	Create a template for recording professional development needs for specific grade levels.		Complete 11/01/2016	Rob Ward	11/01/2016
		<i>Notes:</i> Template will be introduced to staff at grade level data meetings with the goal being to search for PD that would fit the needs of the grade level based on data. The template will include three columns: 1 - data discussed, 2 - what needs to be improved, 3 - PD teachers would like to see				
3	10/17/17	Grade levels will meet twice a month with the Principal and Instructional Coaches to review grade level data and instructional practices.			Kate Tayloe	06/08/2018
		<i>Notes:</i>				

4	10/17/17	The principal will create and share an agenda and meeting notes for all grade level meetings.		Kate Tayloe	06/08/2018	
<i>Notes:</i>						
5	10/17/17	The Instructional Leadership team will create a Master Data Collection Spreadsheet which houses historical and current assessment data for all students.	Complete 08/01/2017	Kate Tayloe	08/01/2017	
<i>Notes:</i>						
6	10/17/17	Teachers, along with the Instructional Leadership Team, will maintain the Master Data Collection spreadsheet throughout the school year.		Kate Tayloe	06/08/2018	
<i>Notes:</i>						
		C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		LEA offers continual PD opportunities if staff chooses to take advantage of them. Some PD is offered online, throughout the county, and some are within the school. They are offered year round and after school.		Full Implementation 09/13/2016		
		C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		-grade level meetings -content area meetings throughout the district - data meetings / data wall -professional development request form / schedule -in house professional development -need for adequate time to observe other teachers and for collaborative planning and data analysis		Limited Development 12/14/2016		
<i>How it will look when fully met:</i>						
<i>Action(s)</i>	<i>Created Date</i>					
<i>Notes:</i>						

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Talent recruitment and retention				
		C3.01	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, we hold nine week celebrations in which individual students are recognized for meeting self-selected goals. Each week, teachers nominate a Soaring Eagle - a student to be recognized for their exemplary behavior. We also provide "Flying Fish" to staff members for		Full Implementation 09/13/2016		

		outstanding achievements, individual successes, or acts of kindness.			
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>		We are diligent when we recruit, opting for Highly Qualified teachers for all of our schools. New Hanover County School System has made a concerted effort to employ only the highest quality teachers that can be found to work with all our children regardless of ethnicity or socio-economic status. The school system provides a lower student - teacher ratio at our low performing schools and provides incentive pay to teachers in these schools for their contributions to student achievement and their willingness to take on challenging assignments. Our schools system provides an online evaluation process in alignment with DPI through the North Carolina Educator Effectiveness System (NCEES) to evaluate the performance of our teachers. This system drives the contracts awarded to teachers and the direction our schools need to take for professional development. The Human Resource Department monitors the attrition rate and works to maintain a balance of experienced teachers at all our schools. A strong mentoring program focuses on effective teacher induction that supports our beginning teachers in providing quality instructional presentations. Combined with opportunities for administration and teachers to receive intense, sustained, researched-based staff development, our LEA looks forward to providing all of our diverse learners with consistent high quality instruction to maximize achievement so that they are prepared for success in post secondary education and the work force. Additionally, we are working to rebrand our school and publicize the positive things that are happening with students and staff.	Limited Development 08/31/2017		
<i>How it will look when fully met:</i>		Teacher Working Conditions Survey will indicate positive staff morale. School will follow district protocol when recruiting and hiring staff. School will be a place where teachers want to work.		Kate Tayloe	06/08/2018
Action(s)	Created Date		1 of 3 (33%)		
1	10/17/17	The principal will facilitate a monthly book study on Kids Deserve It in the fall to help build relationships among staff members and focus participants on a common purpose.		Kate Tayloe	12/20/2017
		<i>Notes:</i>			
2	10/17/17	The principal will facilitate a monthly book study on The Book Whisperer in the spring to help build relationships among staff members and focus participants on a common purpose.		Kate Tayloe	05/25/2018
		<i>Notes:</i>			

3	10/17/17	Teachers will receive professional development in how to use Twitter for their own PD, to establish and grow in a PLN, and to celebrate and share learning taking place in their classrooms.	Complete 09/01/2017	Kate Tayloe	09/01/2017
Notes:					

Core Function:	Dimension D - Planning and Operational Effectiveness
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Effective Practice:	Facilities and technology
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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
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<i>Initial Assessment:</i>	-Technology assistant reports that he works with all staff members to integrate the use of technology in the curriculum. -Walk-through observations and formal observations provide evidence that technology is being consistently used in all classrooms. -Lesson plans from teachers indicate the use of technology.	Full Implementation 09/16/2016		
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D2.02	ALL teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time.(5174)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	-AIG teacher creates digital portfolios for all of her 4th and 5th grade students. -Students in grades 3-5 have some work saved in their home drive from previous years. -K-2 does not have a Google drive. -The lack of available technology devices per student makes this more difficult to attain.	Limited Development 09/16/2016		
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<i>How it will look when fully met:</i>				
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Action(s)	Created Date			

Notes:				
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D2.04	The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	-LEA has a 5, 10, and 15-year plan for technology. -School-based technology is consistently upgraded to meet standards.	Full Implementation 09/16/2016		
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Core Function:	Dimension E - Families and Community
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Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers maintain websites for communication. Teachers provide parents with newsletters regularly. Connect 5 calls are made by the administrative team for reminders about upcoming events. Plans for community outreach are being formed. Curriculum Night is held to inform parents of grade level expectations. Grade-specific Title I brochure is created and sent to parents.	Limited Development 03/22/2016		
<i>How it will look when fully met:</i>		Staff members will communicate with parents/guardians regularly about weekly happenings, special events, and curriculum expectations. School hosts Title I Parent Nights to share resources and strategies for supporting students at home.		Jennifer Booher	06/08/2018
Action(s)	Created Date		1 of 2 (50%)		
1	10/17/17	The school will host a Curriculum Night to review grade level expectations and ways parents can support learning at home.	Complete 09/26/2017	Kate Tayloe	09/29/2017
<i>Notes:</i>					
2	10/17/17	The school will host a Family Reading Night to share grade level band reading expectations and strategies with parents.		Jessica Williams	03/30/2018
<i>Notes:</i>					
	E1.08	Professional development for teachers includes support for working effectively with families.(5184)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		N/A	No Development 09/13/2016		
<i>How it will look when fully met:</i>		Teachers will attend professional development opportunities that will support working effectively with families.	Objective Met	Jessica Williams	06/09/2018
Action(s)	Created Date		3 of 3 (100%)		
1	12/14/16	A parent survey will be created to gauge parents' perception of how the school is working effectively with the parents and students.	Complete 03/01/2017	Paula Greene	01/31/2017
<i>Notes:</i>		Ms. Greene will research parent surveys to be sent home with every student and data will be analyzed to determine next steps.			
2	4/5/17	Create a Google Form to input responses from parent survey.	Complete 03/13/2017	Jessica Williams	03/13/2017
<i>Notes:</i>					
3	4/5/17	Team will input all responses from parent surveys into the Google Form	Complete 03/15/2017	Donna Marie	03/15/2017

to create graphs for responses.

Hamilton

Notes:

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
Initial Assessment:		First Baptist Church provides donations and volunteers. Pine Valley Church provides food bags, washer/dryer, etc. Lowes Food, Publix, Chic-fil-A has made donations. Alderman Angels group provides support and school supplies. Community and Schools provides resources for emotional, social, and physical needs of students. School has partnership with New Hanover Regional Medical Center to continue working toward a Medical, Health, and Wellness focus.	Full Implementation 09/13/2016		