

Comprehensive Progress Report

Mission:

We will positively impact student achievement by providing a quality dual language program that will expose students to global learning and prepare them for living and working in a 21st century world.

Goals:

All teachers have entered a specific goal on their PDP that is related to the reading and math in K-5 and/or specific to the subject areas that they teach.

! = Past Due Actions KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment		
Effective Practice:		High expectations for all staff and students		
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		Teachers are following our new framework of instruction.	Limited Development 10/02/2017	
<i>How it will look when fully met:</i>		ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.		Leah Pope
Action(s)	Created Date		0 of 2 (0%)	
1	10/19/17	Teachers will utilize the time allowed for instruction to provide whole group, small group, and individual student instruction. Teachers will meet with small groups of students daily.		Leah Pope
<i>Notes:</i>				
2	10/19/17	Teachers will use technology to enhance instruction by providing meaningful, relevant, and appropriate activities for students.		Leigh Ann Lampley
<i>Notes:</i>				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		Currently, effective classroom management is a top priority for Gregory. We are not at the desired level of behavior management expected.	Limited Development	

			11/01/2016	
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	All teacher employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.			Stephanie Smith
Action(s)	Created Date		9 of 10 (90%)	
1	11/16/16	Reestablish a PBIS team.	Complete 09/14/2016	Stephanie Smith
		<i>Notes:</i> A new team is necessary due to the high turnover from last year.		
2	11/16/16	Create a behavior matrix for teachers.	Complete 11/09/2016	Lindsey Gainey
		<i>Notes:</i> This matrix will provide teachers a resource that will remind them of their roles and responsibilities of behavior management.		
3	11/16/16	Set up dates with Marcia Kearns for "Tools for Teaching" training to help with classroom management. Training will be 5 dates in the spring.	Complete 11/15/2016	Leigh Ann Lampley
		<i>Notes:</i> Dates have been set. February 28 March 8 April 24		
4	11/16/16	Administrators will model the teaching of expectations and school wide procedures during a segment of Motivational Monday	Complete 12/01/2016	Lindsey Gainey
		<i>Notes:</i> Each Monday morning during Motivational Monday, a segment of the assembly will be dedicated to reinforcing procedures and expectations (4 B's) in multiple ways		
5	12/7/16	Kindergarten team will meet with Suzanne Rilling, behavior specialist, for PD to gain ideas for behavior management.	Complete 12/01/2016	Kate McDonough
		<i>Notes:</i>		
6	3/23/17	Grade levels (1-5) will meet with Suzanne Reilling (based on her successful work with kindergarten)in an effort to employ effective classroom management strategies for specific behaviors.	Complete 03/31/2017	Lindsey Gainey
		<i>Notes:</i> Each grade level met with Behavior Specialist to share ideas, strategies and successes. Ms. Reilling also provided guidance for specific behaviors and interventions.		
7	5/2/17	Locate and account for Second Step and Mind Up Curriculum. Determine which curriculum will be most successful for our students and procure adequate copies of said curriculum for school-wide use.	Complete 01/25/2017	Lindsey Gainey

		<i>Notes:</i> Members of the SIT shared summaries of these two programs, determined needs to complete sets and discussed how to best use these resources.		
8	5/2/17	Establish a design for Dolphin Dollars. Create a marketplace in which students can use the Dolphin Dollars to purchase rewards for adherence to the desired behavior expectations	Complete 09/01/2016	Stephanie Smith
		<i>Notes:</i> Dolphin Dollars have been designed and a system implemented. Additionally, a PBIS cart is well-stocked and accessible to all teachers		
9	5/2/17	Teachers will identify a safe spot in their classrooms, clearly mark the safe spot, and communicate with students and parents the purpose of the safe spot.	Complete 10/31/2016	Stephanie Smith
		<i>Notes:</i> All classrooms have a well-marked, accessible safe spot for students an part of the reflection process for students.		
10	10/10/17	Redesign our PBIS team and matrix.		Whitney McCoy
		<i>Notes:</i>		
Implementation:				
Evidence		<p>6/5/2017</p> <p>Among the pieces of evidence that verify that this objective has been met is the data from our new system of behavior documentation, ABE. This system provides student modules tailored to address specific behaviors and provides school wide data on repeat offenses, student understanding of the modules, and frequency of incidents. The use of the ABE system is evidence that stakeholders are using varied methods to reinforce the rules as well as positively teaching the expectations.</p> <p>The visible presence of the PBIS slogan "4B's" is a constant reminder for teachers and students of the expectations here at Gregory. Additionally, as a community we have adapted holding up 4 fingers to remind one another of the expectations.</p> <p>Beginning in January, the school implemented Motivational Mondays as a way to bring the entire school together to celebrate our achievements, reteach expectations, and recognize those students who are meeting the expectations. Once a month, entire classes are recognized for academic and character achievements, encore teachers select one student from each class who has consistently demonstrated their 4 B's, and a segment of the program is dedicated to reviewing the 4B's and how these character traits apply in different situations.</p> <p>Tools for Teaching has been an effective and refreshing piece of Professional Development implemented this year. Teachers have challenged themselves and challenged one another to include tips from these presentations as well as strategies to more effectively manage their classrooms.</p>		
Experience		<p>6/5/2017</p> <p>Objective A1.07 continues to be a priority for the International School at Gregory although through the tasks mentioned in our plan, stakeholders have made significant progress towards our larger goal of establishing a school culture of respect and community.</p> <p>Throughout the process of implementation, there were opportunities to modify our initial plans based on feedback</p>		

	<p>from staff, limitations in personnel, and the continuation of particular behaviors. In order to move forward, the team had to adjust our practices, procedures, and at times our focus. Early on, it was obvious that although we had pledged to employ effective classroom management strategies, the extensive range of student behaviors required us to solicit input from an outside expert. A partnership with a local behavior specialist was formed and soon each grade level was eager to meet with her to get new ideas for managing new behaviors.</p> <p>Our commitment to PBIS provided a framework for the positive approach to changing behaviors however it was necessary with the merge of two schools into one, to reevaluate the PBIS program and tweak it to fit the needs of our specific and unique population. Even now with the development of Dolphin Dollars and the PBIS cart, there is a need to align some of the rewards with the older grades, especially as we add seventh grade to the student body next year. Overall, the team has completed the tasks we identified as necessary to fully implement A1.07. We recognize the positive change in student behavior and the newfound ownership of teachers in managing their classrooms.</p>		
Sustainability	<p>6/5/2017</p> <p>Future plans for effective classroom management and positive reinforcement of rules includes a continued commitment to PBIS. In preparation for next year, the Administration has established a Behavior Team dedicated to redesigning elements of our individual PBIS program as well as communicating expectations early and often. Deliberate placement of current teachers and selective hiring of new teachers will ensure that the team's goal for positive teaching of expectations and proactive classroom management survives from this year to the next.</p>		

Core Function:		Dimension A - Instructional Excellence and Alignment		
Effective Practice:		Curriculum and instructional alignment		
	A2.03	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)	Implementation Status	Assigned To
Initial Assessment:	At the current level, the principal is completing at least 10 walkthroughs each week.		Limited Development 11/04/2016	
How it will look when fully met:	When this objective is fully met, the Principal will spend at least 50% or more in classrooms, doing 5x5 walkthroughs, completing observations, and being an effective instructional leader.			Leigh Ann Lampley
Action(s)	Created Date		2 of 5 (40%)	
1	11/4/16	Set up 5x5 walkthrough Google doc.	Complete 11/04/2016	Stephanie Smith
	<i>Notes:</i> This walkthrough form will be used by each administrator to do daily walkthroughs to document evidence of effective instruction and the use of the Learning Focused lesson plan.			
2	11/4/16	Do 3 walthroughs (evidence walks) a day using the Google doc.		Leigh Ann Lampley
	<i>Notes:</i> Evidence walks will indicate areas of strengths and growth opportunities for all teachers.			

3	11/4/16	Complete observations based on the proposed schedule.		Leigh Ann Lampley
		<i>Notes:</i>		
4	11/4/16	Divide meetings and observations between administrators so that we can effective leaders.	Complete 11/04/2016	Administrative Team
		<i>Notes:</i>		
5	10/19/17	Meet with teachers weekly on Wednesday's during their planning time to discuss academic and behavioral data, brainstorm solutions, and offer support.		Leigh Ann Lampley
		<i>Notes:</i>		
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To
Initial Assessment:		A total amount was allotted to the International School at Gregory for SES based on the cost that was incurred from SES last year. This amount is based on approximately 45 days for a total of 90 hours for the year. It is the intent of the LEA that funds will be utilized to again extend the hours of instruction for students this year. The iReady BOY, MOY, and EOY assessments will be used by the Title I Department to satisfy requirements and to monitor the performance of the students.	Limited Development 10/17/2016	
How it will look when fully met:		Teachers will plan lessons with a global focus aligned to standards using the Learning Focused framework.	Objective Met 10/02/17	Stephanie Smith
Action(s)	Created Date			
1	10/17/16	Provide Learning Focused training for teachers.	Complete 06/14/2019	Leigh Ann Lampley
		<i>Notes:</i> Teachers will plan lessons in Science or Social Studies using the L.F. framework. Teachers are also posting their EQ in other subjects. We are taking this process very slow.		
2	10/17/16	Teachers will complete a Constitution Day lesson using the LF framework.	Complete 09/16/2016	Leigh Ann Lampley
		<i>Notes:</i> Teachers turned in lesson plans.		
3	10/19/16	jSelected subject areas (math, science, or social studies) will demonstrate appropriate use of the Learning Focused lesson planning format.	Complete 06/06/2017	Lindsey Gainey
		<i>Notes:</i> We will monitor four times per year (not by teacher).		
4	5/2/17	Procure accessibility and ensure use of Discovery Education for Science curriculum	Complete 06/06/2017	Leigh Ann Lampley
		<i>Notes:</i>		
5	5/2/17	Obtain Writing Fundamentals materials for grades K-5	Complete 06/06/2017	Leigh Ann Lampley

<i>Notes:</i>				
6	5/2/17	Design a double planning block for each grade level into the master schedule to allow for cohort planning	Complete 09/01/2016	Stephanie Smith
<i>Notes:</i> Master schedule includes a double planning block for each grade level				
7	5/2/17	Obtain and use Go Math materials school wide	Complete 06/06/2017	Leigh Ann Lampley
<i>Notes:</i>				
	A2.13	Units of instruction include standards-based objectives and criteria for mastery.(5103)	Implementation Status	Assigned To
<i>Initial Assessment:</i> Teachers are in year 2 of training.			Limited Development 11/04/2016	
<i>How it will look when fully met:</i> Train teachers in LF in the spring and fall.				Leigh Ann Lampley
<i>Action(s)</i>	<i>Created Date</i>		3 of 4 (75%)	
1	11/4/16	Monitor teacher implementation of effective lesson planning.		Leigh Ann Lampley
<i>Notes:</i> After monitoring daily evidence walkthroughs, the leadership team will determine areas that need more development as well as strengths.				
2	11/29/16	Teachers will participate in LF Coaching day in order to review expectations and practice an ELA LF plan.	Complete 12/02/2016	Leigh Ann Lampley
<i>Notes:</i> Coach is coming to meet with teachers during planning to give them a refresher on LF. They will bring a lesson they completed in the summer and begin to plan ELA lessons.				
3	11/29/16	Teachers will turn in lesson plans to administration	Complete 12/09/2016	Leigh Ann Lampley
<i>Notes:</i> Admin team will review ELA plans and give feedback to teachers.				
4	5/2/17	Teachers will consistently post Essential Questions as defined by the LFLP framework	Complete 06/06/2017	Leigh Ann Lampley
<i>Notes:</i> Administration has requested that EQ's are posted in classroom and visible during walkthroughs and observations.				

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	Data analysis and instructional planning			
	A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To

Initial Assessment:	Weekly team meetings are held to discuss and determine progress of student IEP goals and objectives. Teachers are given copies of goals of individual students and monitor progress in the classroom setting. The case manager ensures that goals are appropriate and are monitored and evaluated with fidelity.	Full Implementation 11/01/2016
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Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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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
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Initial Assessment:	Currently we have a tiered instructional system in place but teachers aren't getting the maximum desired effects from student behavior which impacts instruction.	Limited Development 10/17/2016
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How it will look when fully met:	The MTSS team will effectively meet the needs of student behavior in order to maximize effective instruction leading to student success.	Leigh Ann Lampley
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Action(s)	Created Date		6 of 7 (86%)	
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1	11/16/16	Set up a meeting with Courtney Moates, the MTSS Supervisor, in order to problem solve our MTSS process.	Complete 11/18/2016	Leigh Ann Lampley
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Notes:

2	11/16/16	Meet with Julie Askew to understand the MTSS process with Dual Immersion.	Complete 11/18/2016	Leigh Ann Lampley
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Notes:

3	1/17/17	Designate a position to allow for the separation of MTSS into a behavioral and academic pathway.	Complete 01/16/2017	Leigh Ann Lampley
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Notes: Position was filled by January 3rd. Candidate will begin on February 9th.

4	4/4/17	Design a plan specific for Tier 1, 2, and 3 support for academics and behavior by grade level. Ensure that Tier 1/Core instruction is strong before moving to Tier 2.	Complete 06/16/2017	Pricilla Layer
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Notes:

5	5/2/17	Met bi-weekly with grade level teams to problem solve individual needs of students based on data	Complete 06/05/2017	Lindsey Gainey
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Notes:

6	5/2/17	Specify instructional materials to be used at Tier 1, 2, and 3	Complete 06/06/2018	Leigh Ann Lampley
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Notes:

7	5/2/17	Teachers to provide consistent Tier 2 interventions		Leigh Ann Lampley
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Notes:					
		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
Initial Assessment:		The school has recently established a new PBIS plan and are planning more rituals and routines.		Limited Development 10/02/2017	
How it will look when fully met:		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.			Whitney Maher
Action(s)	Created Date			0 of 1 (0%)	
1	10/2/17	Implement daily morning announcements every day at 8:00 where we say the Pledge in English and Spanish, say morning announcements, announce birthdays, and say a fun fact.			Leigh Ann Lampley
Notes:					
	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
Initial Assessment:		Gregory is in the process of redesigning our PBIS model. Many staff members are new and we need develop consistency schoolwide.		Limited Development 09/21/2016	
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:		1. Identify a safe spot in the classroom and explain reasoning to students. 2. Develop behavior steps for teachers and students. 3. Who to Call? 4. Staff needs to monitor tone and delivery when speaking with students. 5. Staff will request what they want from students in a positive way. 6. Staff will be at their doors to greet students each morning from 7:45 - 8:00. 7. Staff members would tactfully hold each other accountable.		Objective Met 01/26/17	Whitney Maher
Action(s)	Created Date				
1	10/13/16	1. All teachers will assign a safe spot within the classroom and explain reasoning to students.		Complete 10/13/2016	Lindsey Gainey
Notes: We will monitor this task throughout the year through admin walkthroughs. We will monitor success of this task throughout the year.					
2	11/4/16	Design a behavior matrix for teacher reference.		Complete 11/02/2016	Lindsey Gainey
Notes:					
3	11/16/16	Staff will receive a lesson on the purpose of MTSS and the ways in which this program can serve our students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)		Complete 12/14/2016	Leah Pope

<i>Notes:</i>				
4	12/1/16	Review Mind up and Second Step and determine which strategy would be best to implement during our morning meeting time in order to teach children how to self regulate their behavior.	Complete 01/25/2017	Whitney Maher
<i>Notes:</i> The following members will research: Mind up: McDonough, Moraco, Sanz, Collins, Gainey, Johnson Second Step: Walsh, Maher, Pope, Booth, Marks, Smith Parent members will research via google or any materials that can be provided to them. We will report out on Jan.25 and make a decision.				
5	5/2/17	Determine requirements for behavior reflections and communicate to students. Reflection is one step of a series of behavior steps utilized across grade levels	Complete 10/13/2016	Leigh Ann Lampley
<i>Notes:</i>				
6	5/2/17	Utilize student support staff such as social worker and counselors to address student concerns and support teachers in creation of a nurturing and safe environment	Complete 06/05/2017	Lindsey Gainey
<i>Notes:</i> Not only have the social worker and counselors been an invaluable help to address student concerns, they are now critical parts of the MTSS leadership team. Within this team, we address larger needs such as professional development needs, necessary tweaks to procedures that are in place, and how we can best serve students.				
7	5/2/17	Teachers of AIG students complete AIG credentials training which includes emotional needs of AIG students	Complete 05/05/2017	T.J. Moroco
<i>Notes:</i> Ms. Straw, our AIG specialist, held sessions for the required modules. All teachers with 1 or more AIG students were asked to complete the 4 modules. Ms. Straw held sessions for each module as well as make up sessions when necessary. Ms. Straw also collaborated with the specialist at Snipes to extend the options for makeup sessions. All but 3 teachers are in compliance. The modules have been closed for this school year.				
Implementation:			01/26/2017	
Evidence	1/26/2017	Meeting minutes from 01.25.17 SIT meeting Purchase order of the curriculums Schedule of distribution of the materials Lesson plans of various teachers showing how they have incorporated these lessons into their daily schedule		
Experience	1/26/2017	In pursuing this objective, the SIT, Administration, staff, and PBIS met frequently to discuss ways in which we could create the culture that we desired for IS@G. From these conversations and feedback from stakeholders, it was obvious that our students needed to more comprehensively understand global citizenship and what it means to participate fully in a school community. We needed a map to get us to our goal. The final decision came when, after months of research, trial and error, the SIT decided on a hybrid of two curriculums, Mind Up and Second Step as well as a continuation of these programs during Motivational Mondays.		
Sustainability	1/26/2017			

		The principal has ordered more sets of the curriculum as well as sets in Spanish to meet the needs of all teachers and students. It is critical that we present these lessons consistently and develop, as a school, common vocabulary with which we address one another.		
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
<i>Initial Assessment:</i>	We do not have a transition plan in all grade levels.		Limited Development 10/02/2017	
<i>How it will look when fully met:</i>				
<i>Action(s)</i>	<i>Created Date</i>			
<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
<i>Initial Assessment:</i>	As a part of the district's commitment to the International School at Gregory, the following distributive leadership structure and LEA support relationships are identified and active in working towards student success indicators and school improvement. *Superintendent, Dr. Tim Markley *Assistant Superintendent of Instruction and Academic Accountability, Dr. LaChawn Smith *Elementary Director of Instruction, Emma Jackson *Director of Human Resources, Dr. John Welmers *Deputy Superintendent, Rick Holiday *Title One Special Programs Specialist - Sabra Wright *MTSS Instruction Specialist - Courtney Moates *Director of Special Education and Related Services - Julie Askew *Director of Student Support Services - Lisa Morris *Director of Human Resources - Susan Hahn		Full Implementation 11/01/2016	
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
<i>Initial Assessment:</i>	Meeting dates are: Sept.29 October 19 and 26 November 16 and 30 December 7 and 20 January 18 and 25 February 15 and 22 March 15 and 22 April 18 and 26 May 24 and 31		Full Implementation 10/17/2016	
	B1.04	The principal effectively and clearly communicates the message of change.(5138)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	The school has an outdated mission and vision statement.		Limited Development 02/15/2017	

		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		The International School at Gregory will have a well defined mission and vision that will clearly communicate what makes our school different. It will communicate the message of our beliefs and goals.		Objective Met 06/05/17	Leigh Ann Lampley
Action(s)	Created Date				
1	4/4/17	Develop school beliefs, vision, and mission.		Complete 04/19/2017	Leigh Ann Lampley
<i>Notes:</i> In a process spanning multiple months, the faculty worked in collaborative groupings to determine an ideal school from which they established a set of beliefs, a vision statement, and a mission statement.					
2	4/4/17	Create beliefs with staff members. Using all beliefs, grade levels design a vision statement.		Complete 03/27/2017	Leigh Ann Lampley
<i>Notes:</i> Google Doc of core beliefs created from the faculty meeting activity					
3	5/2/17	Establish a school-based outlet/process for anonymously sharing concerns through the SIT		Complete 09/30/2016	Lindsey Gainey
<i>Notes:</i> The SIT representatives, in keeping with NC General Statute, were elected by their colleagues. It was communicated that elected members should be colleagues with whom you are comfortable sharing information and colleagues who you trust. Members of the team are known and therefore, teachers have the option to bring their concerns to any one of the members and are not just limited to the member of their grade level.					
4	5/2/17	Create and communicate a principal's message and Sunday memos to reinforce clear communication and keep parents informed		Complete 03/01/2017	Leigh Ann Lampley
<i>Notes:</i> Both a principal's message and a Sunday memo are consistently occurring communications to stakeholders					
5	5/2/17	Collaborate to design a Vision and a Mission statement		Complete 04/19/2017	Leigh Ann Lampley
<i>Notes:</i> Collaborative process by faculty members					
Implementation:				06/05/2017	
Evidence					
6/5/2017		Objective B 1.04 has been met and has reached full implementation. The team has completed each of the tasks that accompany this objective and can provide the following evidence:			
		-SIT meeting minutes and member names			
		-Meeting minutes from the monthly Parent Advisory Committee meetings			
		-Evidence of teacher input regarding school-wide beliefs			
		-Evidence of the design of both a vision and mission statement including brainstorming sessions prior			
		-Records of outgoing weekly phone calls informing parents of important information, updates, etc.			
		-Record of PTA newsletter with a message from the principal and information for parents to be involved at school			

<p>Experience</p>	<p>6/5/2017 The blending of two school communities into the International School at Gregory meant an absolute need for a new culture. Throughout the school year, this need for change has not always been looked upon favorably. Some stakeholders felt that the establishment of new traditions for the International School at Gregory meant the abandonment of everything that was Gregory School of Science, Math, and Technology. The most successful messages of change have been through the Parent Advisory Council and during the collaboration to develop the school vision and mission statements.</p>		
<p>Sustainability</p>	<p>6/5/2017 Commitment to this objective and its tasks will remain key until the International School at Gregory has a well developed school identity. To move toward that goal, the SIT must continue to function effectively to make meaningful changes within the school. Additionally, creation of a student and staff handbook complete with mission and vision statements, behavior expectations, and policies is necessary to ensure early and comprehensive communication to all stakeholders leaving little room for miscommunication. Practices (weekly calls home and monthly PAC meetings) that were suggested to improve school culture this year should continue as we look to the upcoming school year.</p>		

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
Initial Assessment:		Teachers currently have 40 minutes of planning daily with an additional 40 minutes one day per week. Teachers meet with the MTSS team weekly to discuss student discipline and academic data. Teachers also meet with the MTSS on Mondays for specific students.	Limited Development 10/17/2016	
		Priority Score: 2	Opportunity Score: 3	Index Score: 6
How it will look when fully met:		Teachers will provide minutes after each meeting with details about instructional planning.	Objective Met 01/26/17	Stephanie Smith
Action(s)	Created Date			
1	10/17/16	Create a google form for grade level meeting minutes.	Complete 10/07/2016	Stephanie Smith
<i>Notes:</i>				
2	12/14/16	Reestablish a teacher and assistant duty schedule that best meets the safety needs of our students.	Complete 01/09/2017	Lindsey Gainey

<i>Notes:</i> New duty schedule devised to account for changes in needs. A new breakfast procedure is set to begin in early February allowing use to redistribute staff to allow for better supervision.				
Implementation:			01/26/2017	
Evidence	1/26/2017 Published duty schedule Public master schedule Evidence of change in schedules throughout the year based on need			
Experience	1/26/2017 During the planning of duties and schedules, the administration took into consideration various factors to include: Areas of high traffic/required supervision Our desire to protect instructional time Requests from teachers for longer planning time Data that shows patterns related to both the time and location of the majority of write ups			
Sustainability	1/26/2017 Continued communication with teachers about the need for the duties, double planning blocks, etc. Continued communication with teachers about the expectations during planning (PLCs) and duty. Public celebration of successes that can be directly attributed to these changes			
	B2.06	The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports.(5146)		Implementation Status
Initial Assessment:	Tasks have been distributed among administrators.			Assigned To
				Limited Development 11/04/2016
How it will look when fully met:				
Action(s)	Created Date			
<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
Initial Assessment:	Currently student behavior has prohibited adequate walkthroughs and observations in the classroom.			Assigned To
				Limited Development

			10/17/2016	
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	Admins will do daily walkthroughs and complete observations within the scheduled time. A schedule will be developed for distribution among administrators. A google form will be developed to monitor walkthroughs and the form will automatically give feedback to teachers.			Leigh Ann Lampley
Action(s)	Created Date		2 of 3 (67%)	
1	10/17/16	Create a google walkthrough form.	Complete 10/17/2016	Stephanie Smith
<i>Notes:</i>		Make sure that there is a box for teacher feedback.		
2	10/17/16	Create a schedule for administrator observations.	Complete 10/14/2016	Lindsay Gainey
<i>Notes:</i>		Schedule has been completed and shared with administrators		
3	10/10/17	Complete weekly walkthroughs and log in a Google form		Leigh Ann Lampley
<i>Notes:</i>				
Implementation:				
Evidence	10/17/2016 https://docs.google.com/spreadsheets/d/14zzXbwnK60ztIWjNvFrV9hDWTfJAlbNkdKVwUj2SdWw/edit#gid=154791002 https://docs.google.com/forms/d/e/1FAIpQLSdRN6IV-24F3Rkig-wJ97rFY9838BMSTDOcSta1KFIY3O9v6g/viewform			
Experience	10/17/2016 The schedules provided will ensure that this tool will be used with fidelity and that teachers are receiving feedback.			
Sustainability	10/17/2016 Sustainability depends on consistency of our walkthroughs. Modifications of the walkthrough tool will be made based on data collected. The observation schedule could be adjusted based on collected data.			

Core Function:		Dimension C - Professional Capacity		
Effective Practice:		Teacher quality and experience		
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	Teachers have common planning time to collaborate with coworkers.		Limited Development 11/04/2016	
<i>How it will look when fully met:</i>	Teachers will have multiple opportunities to share their strengths with other teachers.			Stephanie Smith
<i>Action(s)</i>	<i>Created Date</i>		1 of 2 (50%)	
1	12/14/16	Consider using staff development money to provide for vertical planning during school. If funding doesn't permit, provide time and opportunity after school.		Leigh Ann Lampley
<i>Notes:</i>				
2	1/26/17	The principal will create opportunities for teachers to showcase their strengths with colleagues and parents for the benefit of all students.	Complete 05/08/2017	Leigh Ann Lampley
<i>Notes:</i> Morning Math is an example of our Math Specialist sharing her instructional expertise with colleagues to help create consistency in math instruction. Parent Night (spaghetti dinner) allowed teachers to collaborate with one another and showcase their strengths in instruction to one another and share with parents during 3 30 minute sessions. Additional opportunities for staff members to showcase their strengths have been: Battle of the Books, Science Olympiad, Winter Choral Concert, Field Day, and the open invitation to create clubs aligned with your strengths and/or interests.				
	C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To
<i>Initial Assessment:</i>	The LEA/School will offer an induction program to fully support new teachers in their first years of teaching.		Limited Development 01/31/2017	
<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:		Quality of professional development		

School wide calendar with due dates on it in advance

Core Function: Dimension C - Professional Capacity

Effective Practice: Talent recruitment and retention

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		Staff members are rewarded for weekly perfect attendance.	Full Implementation 10/10/2017	

Core Function: Dimension E - Families and Community

Effective Practice: Family Engagement

	E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.(5181)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		Gregory is currently seeking our opportunities for communication between parents and guardians.	Limited Development 11/01/2016	

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met: Establish regular opportunities for parent involvement as well as consistent informative communications between home and school **Objective Met 06/05/17** **Leigh Ann Lampley**

Action(s)	Created Date			
1	5/2/17	Facilitate the appointment of parents on SIT	Complete 08/31/2016	Leigh Ann Lampley
<i>Notes:</i>		Two parents currently serve on the School Improvement Team		
2	5/2/17	Create a Parent Advisory Council for the purpose of parent-school communication, idea sharing, etc	Complete 03/08/2017	Leigh Ann Lampley
<i>Notes:</i>		ALL parents are made aware of PAC meetings and invited to attend. PAC meetings were held beginning in March each month throughout the end of the year.		
3	5/2/17	Create Principal Messages to be included in the PTA newsletter to inform parents of relevant information	Complete 01/01/2017	Leigh Ann Lampley
<i>Notes:</i>		Principal messages are included in each PTA newsletter		
4	5/2/17	Make weekly Sunday Memo phone calls using the Connect 5 system	Complete 03/30/2017	Leigh Ann Lampley

<i>Notes:</i> Sunday Messages are sent weekly in Spanish and in English along with text messages and emails				
5	5/2/17	Establish mid year contact updates by once more sending home student information sheets to account for changes made after the beginning of the school year	Complete 03/30/2017	Leigh Ann Lampley
<i>Notes:</i> Student Information Update sheets were sent out at the end of March after a recommendation was made in PAC.				
6	5/2/17	Utilize the school social worker to make home visits in an effort to establish a trusting relationship between parents and school	Complete 05/08/2017	Leigh Ann Lampley
<i>Notes:</i> Ms. Constantinou consistently and effectively visits homes, makes phone calls, and identifies community resources for the benefit of our students and their families. Most recent home visit was Tuesday, April 25, 2017.				
Implementation:			06/05/2017	
Evidence	6/5/2017	At this time, we have fully met and implemented Objective E 1.05. Evidence of the following is available: -SIT minutes and membership to include parents -Minutes from the PAC meetings -PTA newsletters -Record of the mid year contact update page sent home with students -Record of weekly Sunday messages in English and Spanish -Record of home visits and parent contacts by social worker and counselors		
Experience	6/5/2017	The pursuit of objective E 1.05 very closely relates to Objective B 1.04. From the beginning, teachers have been encouraged to pursue communication with parents by reaching out early and often for not only concerns, but for positive news as well. The use of PowerSchool, Connect 5 phone calls, the website, and newsletters have been helpful. Recruitment for the PTA was well advertised as was the opportunity to serve on the School Improvement Team. Opportunities for parents such as general volunteering, Watch DOGS, and special events allowed parents multiple opportunities to get involved. After a time, we were once again permitted to use Connect 5 as outreach to parents, improving our school-parent communication. The folders sent home with students still prove to be somewhat unreliable and we attempt to combat this by updating the website and sending home communication such as the monthly principal newsletter or the Principal's Message featured in the PTA newsletter. A direct result of the PAC was the midyear contact update sent home with each student. Parents were encouraged to update their information to ensure that they would receive pertinent information. Finally, our social worker and counselors have helped to bridge the relationship between school and home. With an entirely new administration and a large percentage of new teachers, it was beneficial to have counselors and social workers who have established relationships with many of the Gregory families and who are able to be part of the school - home communication.		
Sustainability	6/5/2017	To sustain this budding relationship between school and home, each of these tasks should continue to be a regular part of our school community. The PAC allows parents an outlet to express concerns, questions, and ideas. Very similarly, parent forums and PTA meetings allow parents an opportunity to collaborate with school personnel differently than they do with their child's classroom teacher. Phone calls and text messages as well as newsletters are effective methods to communicate information to the entire school both in English and Spanish. Parent		

		representation on the SIT is not only a legal requirement by the General Statute but necessary for the purpose of being a representative group.		
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
Initial Assessment:	The school currently sends a bi-weekly newsletter home to parents. The school uses Connect 5 to communicate to parents as needed.		Limited Development 10/17/2016	
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	Teachers/grade levels will update their websites to reflect current events and information. The school will provide curriculum updates for parents by having curriculum nights and informational sessions so that parents can help their students at home. The school will keep its website current and updated with current curriculum information.		Objective Met 10/16/17	Leigh Ann Lampley
Action(s)	Created Date			
1	11/16/16	The faculty members of Gregory will participate in Morning Math, an event designed to help parents learn how to supplement instruction at home for their students .	Complete 11/29/2016	Leigh Ann Lampley
	<i>Notes:</i>			
2	11/16/16	The Administration will facilitate Parent Forums, meetings designed for parents around relevant themes such as (Q&A, Elementary School Acronyms, etc)	Complete 05/08/2017	Leigh Ann Lampley
	<i>Notes:</i> The administration has planned and communicated Parent Advisory Council. As a result of these meetings, we have increased parent contact (Connect Ed), established grade level parents, sent out Parent Contact Updates, and made progress in maintaining open lines of communication.			
3	5/2/17	Mandate the upkeep of parent phone logs by providing a template and encouraging regular communication	Complete 05/01/2017	Leigh Ann Lampley
	<i>Notes:</i> A Google document was created and shared with teachers as a template for a parent log. Teachers were strongly encouraged to keep records of parent contact although the template was not mandated. The administration plans to mandate a specific log next year. The administration continues to encourage parent contact and emphasize the importance of documentation and communication. Efforts to update parent contact information were made again at the end of March following a suggestion from a PAC meeting.			
4	5/2/17	Mandate the creation of parent newsletters to be sent home by classroom teachers weekly.	Complete 08/31/2016	Leigh Ann Lampley
	<i>Notes:</i> Teachers are expected to send home newsletters or similar parent communication in student folders each week			
Implementation:			10/16/2017	
Evidence	6/5/2017 isag			
Experience	6/5/2017 isag			

Sustainability		6/5/2017 isag		
E1.10	The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)		Implementation Status	Assigned To
Initial Assessment:		Currently, Gregory is in the planning stage of offering parent workshops on how to help their children at home.	Limited Development 11/01/2016	
How it will look when fully met:		The principal will create multiple opportunities for parents to share in the education of their students through workshops, forums, bi-annual conferences and written suggestions meant to support parents and students outside of school		Leigh Ann Lampley
Action(s)	Created Date		3 of 5 (60%)	
1	5/2/17	Host a Literacy Night with Make and Takes		Leigh Ann Lampley
		<i>Notes:</i>		
2	5/2/17	Subscribe to IReady and RazKids and supply parents logins to supplement at home	Complete 01/03/2017	Leigh Ann Lampley
		<i>Notes:</i> Subscriptions are purchased and have been shared with parents. iReady is in use by tutors as well as the MTSS team to supplement instruction		
3	5/2/17	Encourage parents to attend conferences by extending parent conference window and providing explanation of appropriate resources at students' reading levels	Complete 08/31/2016	Leigh Ann Lampley
		<i>Notes:</i> Teachers have held parent conferences after report cards (4 times / year) over a two week period following the distribution of report cards.		
4	5/2/17	Host Math Night and Morning Math sessions for parents and students to enjoy Math together!	Complete 04/25/2017	Leigh Ann Lampley
		<i>Notes:</i> November 29 and April 25		
5	9/27/17	Plan and implement a "Solutions Night" for parents to attend workshops based on individual need (Academic success at home, mental health support, counselors, etc.)		Justin Armstrong
		<i>Notes:</i>		

Core Function:		Dimension E - Families and Community		
Effective Practice:		Community Engagement		
E2.01	Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)		Implementation Status	Assigned To
Initial Assessment:		Parent members are currently being appointed to the School Improvement Team.	Limited Development	

			10/17/2016	
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	Parents will attend School Improvement meetings and actively be involved in the decision-making process.		Objective Met 06/05/17	Nathaniel Johnson
Action(s)	Created Date			
1	10/17/16	Send letter home for parents to nominate themselves to be on the SIT ballot.	Complete 09/30/2016	Alnita Hannible
	<i>Notes:</i> Letter should be returned by Sept. 30th.			
2	10/17/16	Calculate ballots and notify parent members.	Complete 10/18/2016	Stephanie Smith
	<i>Notes:</i>			
3	11/9/16	Dates of SIT meetings are posted on the website for parents.	Complete 11/01/2016	Angela Deaver
	<i>Notes:</i>			
4	1/26/17	The School Leadership Team will honor the proposed schedule of SIT meetings and will solicit the input of all parents in attendance	Complete 05/01/2017	Lindsey Gainey
	<i>Notes:</i> See SIT agendas and minutes that will reflect the solicitation of parent input, the shared input, and finally the actions as a result of the input			
5	2/14/17	Design a Parent Advisory Board and meet monthly with parents.	Complete 02/14/2017	Leigh Ann Lampley
	<i>Notes:</i>			
Implementation:			06/05/2017	
Evidence	6/5/2017 Objective E 2.01 has been met and fully implemented. The following evidence is available: -Record of the selection process for the SIT -Record of the nomination and voting process for SIT -Posted meeting dates and meeting minutes on the website -Attendance and minutes from PAC meetings -Agendas from all meetings demonstrating opportunity for input from all stakeholders			
Experience	6/5/2017 In an effort to address objective E 2.01, the team first solicited nominations for parent membership on the school improvement team. Letters of interest were sent to parents via student folders. Following nominations, parent members were voted on and representatives names were published. The SIT set dates for their meetings and posted			

		<p>this dates per legal statute on the school webpage. During each SIT meeting, the team sits around a table giving everyone equal access to the discussion. Each participant has equal opportunity to participate and voice their opinions, concerns, etc.</p> <p>The SIT meetings do not allow for an open forum during which any parents can express their opinions. To give parents this outlet, a PAC was developed and agreed to meet monthly with members of the administrative team.</p>		
Sustainability	6/5/2017	The International School at Gregory will continue to follow state statute requiring parent representation on SIT. In addition, the team will seek out representation from the entire school population to include both the STEM and Immersion tracks. The Parent Advisory Council has been instrumental in developing some great ideas this year; hopefully next year we will see an even larger turnout at these monthly meetings.		
E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)		Implementation Status	Assigned To
Initial Assessment:	Gregory currently does weekly Connect 5 messages, bi-weekly parent newsletters, and frequent announcements displayed through the use of our marquee. Our goal is to continue to increase parent communication through various avenues.		Limited Development 11/01/2016	
How it will look when fully met:	Parents will receive a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.			Amanda Boomershine
Action(s)	Created Date		3 of 5 (60%)	
1	11/29/16	Distribute newsletters to parents.	Complete 10/14/2016	Amanda Boomershine
		<i>Notes:</i> Newsletters are now going to parents biweekly.		
2	11/29/16	Websites will be update and current.		Leigh Ann Lampley
		<i>Notes:</i>		
3	1/26/17	Parent Forum November 29 (Morning Math opportunity for parents)	Complete 11/29/2017	Leigh Ann Lampley
		<i>Notes:</i> The Parent Forum was held November 29. Additional opportunities for parent input as well as the creation of a PAC also support this initiative.		
4	1/26/17	Various parent meetings meant to share information, create a dialogue and nurture relationships	Complete 05/08/2017	Lindsey Gainey
		<i>Notes:</i> The administration has held 3 PAC meetings, a Parent Forum, Open House, 2 Math Nights, a Spaghetti dinner with ideas for parents to supplement instruction at home, Kindergarten Tours, parent teacher conferences, weekly phone calls, monthly newsletters, quarterly principal newsletters, Rising 5th grader night, and a meeting for the current families in the Immersion Program to determine a plan for the future design of the program.		
5	2/14/17	Redesign website with updated current information for parents and community members.		Stephanie Smith

Notes: