

## Comprehensive Progress Report

**Mission:**

The Mission of Wrightsboro School is to establish and promote a caring, engaging and supportive environment that enhances learning and leadership for all.

**Vision:**

Today we learn. Tomorrow we lead.

**Goals:**

Students will show a years growth in reading.

Students will use behavior strategies explicitly taught and modeled for school and classroom expectations.

Students will show a years growth in science

Students will show a year's growth in math.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none"><li>School rules and expectations are in student/staff handbooks</li><li>School rules and expectations are posted in various places on campus and posted in every classroom</li><li>Explicit teaching and modeling of rules and expectations</li><li><a href="#">Procedures for Handling Discipline (Shared with Staff)</a></li><li>Daily Morning Meetings, addressing social and behavioral expectations, using the Mind Up curriculum</li><li>Guidance Lessons</li><li>Tier 2 and 3 Social Skills groups, led by members of FASST and/or MTSS Behavior Coordinator</li><li>Begin discussions about a uniform school-wide K-1/2-5 behavior management plan</li><li>Monthly PBIS PLC meetings with meeting notes, shared school-wide</li><li>5:1 ratio for positive to corrective feedback</li><li>Daily recognition of school-wide behavior in morning announcement</li><li><a href="#">Staff Meeting Agenda: Restorative Practices (3/14/18)</a></li></ul>	Limited Development 10/27/2017		
How it will look when fully met:			<ol style="list-style-type: none"><li>Classroom and office referral data will decrease from 2016-2017</li><li>Out of school suspension data will decrease from 2016-2017</li><li>Teachers will effectively be implementing 1 of 3 provided classroom management systems, with fidelity</li><li>PBIS yearly set evaluation results will improve to exemplary status</li><li>FASST and MTSS Behavior Fidelity Logs</li></ol>	Objective Met 04/09/18	Luis Cruz	06/06/2018
Actions						
	10/27/17	PBIS Team will audit classrooms to ensure each room has posted rules, procedures, and a behavior management system.		Complete 12/07/2017	Mallory Weeks	12/08/2017
Notes:						
	1/17/18	Behavior Updates will be shared with staff members to discuss successes and needs after the first two quarters.		Complete 04/04/2018	Luis Cruz	06/08/2018

Notes: Updates (January 2018):  
[https://docs.google.com/presentation/d/1jkXXqBM19O\\_aBRLzpKTgvRUJKZPqi\\_bAuuPuHclpe0/edit?ts=5a5f6c19#slide=id.g2fb67423a1\\_0\\_0](https://docs.google.com/presentation/d/1jkXXqBM19O_aBRLzpKTgvRUJKZPqi_bAuuPuHclpe0/edit?ts=5a5f6c19#slide=id.g2fb67423a1_0_0)

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
		A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> <li>Instructional Teams meet weekly with both Reading and Math Coach, in the designated common planning room, with administration attending at least three sessions per month.</li> <li>Student progress is discussed through Core Plans (three times per year) and Data Digs (monthly).</li> <li>MTSS Leadership Team meets quarterly to discuss student data and implementation of instruction.</li> <li>Additional planning session provided monthly for instructional teams.</li> </ul>	Limited Development 10/26/2018		
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> <li>Instructional Teams meet weekly with both Reading and Math Coach, in the designated common planning room, with administration attending at least three sessions per month and will submit agenda to Process Manager.</li> <li>Student progress is discussed through Core Plans (three times per year) and Data Digs (monthly) and will complete MTSS protocol paperwork.</li> <li>MTSS Leadership Team meets quarterly to discuss student data and implementation of instruction and will submit agenda to Process Manager.</li> <li>Additional planning session provided monthly for instructional teams and agenda will be submitted to Process Manager.</li> </ul>		Crissie Allen	06/05/2019
<b>Actions</b>						
Notes:						
	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:**

- Weekly grade-level planning time
- Quarterly vertical planning time
- Core 1 plans are defined and updated (BOY,MOY,EOY) for each grade level
- Thinking Maps used PreK-5
- Response to Text
- Professional Development on Thinking Maps and Response to Text, using online modules and monthly PLC check-ins
- i-Ready used for math and reading for grades 2-5
- i-Ready used as an instructional resources for grades K-5
- MTSS Coordinator and Interventionist guided math and reading groups
- Team pacing-guides and quarterly plans
- Instructional Coach
- Two instructional team planning days per year
- Weekly instructional walk-through with written feedback, provided by Administration and Instructional Coach
- Formal observations by admin team, mentors, and peer observers to all include post-conferences
- [SES Funding Use](#)
- [Data Dig Day Notes \(All grade Levels\)](#)
- [Best Practices Video Folder](#)
- [Instructional PLC - November Agenda](#)
- [Instructional PLC - January Agenda](#)
- [Instructional PLC - February Agenda](#)
- [Instructional PLC - March Agenda](#)
- [First Grade Meeting Notes](#)
- [Second Grade Meeting Notes](#)
- [Third Grade Meeting Notes](#)
- [Fourth Grade Meeting Notes](#)
- [Fifth Grade Meeting Notes](#)

Limited Development  
10/27/2017

<b>How it will look when fully met:</b>	<ol style="list-style-type: none"> <li>1. School-wide i-Ready usage report will grow from 2016-2017 school year</li> <li>2. True North Logic will be used for formal observations</li> <li>3. Grade-level meeting notes posted on Google Drive -- <a href="#">Kindergarten 3/5/18 Example</a></li> <li>4. Core plans are posted on Google Drive</li> <li>5. Certificates of completion for Thinking Maps modules</li> <li>6. <a href="#">Thinking Maps Professional Development Agenda</a> 2/23/2018</li> <li>7. CEUs for professional development</li> <li>8. Benchmark and progress monitoring data will be used to guide instructional plans</li> <li>9. Standard-specific Benchmark data to include: SchoolNet, i-Ready diagnostic, DPI Math Assessment, and NC Check-ins</li> <li>10. <a href="#">New ELA Standards Professional Development to provide clarity for teachers.</a></li> <li>11. <a href="#">Evidence of ELA Standards Professional Development Attendance</a></li> <li>12. <a href="#">Thinking Maps TRC PD 4/6/2018 (K-2)</a></li> </ol>	<b>Objective Met</b> <b>04/03/18</b>	<b>Crissie Allen</b>	<b>06/06/2018</b>
<b>Actions</b>				
10/27/17	Instructional Coach and Principal will help facilitate data planning days provided to each grade level.	Complete 03/07/2018	Crissie Allen	12/20/2017
	<p>Notes: <a href="https://docs.google.com/document/d/1uT87NEUTzycrS7YYn3_D-IPya3cGv95jeZsAbRksyw4/edit?ts=5a9de5f3">https://docs.google.com/document/d/1uT87NEUTzycrS7YYn3_D-IPya3cGv95jeZsAbRksyw4/edit?ts=5a9de5f3</a> - Kindergarten Notes from 3/5/2018</p> <p>Data Digs: 1/18/2018 3/7/2018 4/18/2018</p> <p>Core Planning: 10/18/2017 2/15/2018 EOY core planning will be on varying dates, depending on grade-level's data day.</p>			
12/4/17	Instructional Coach and Principal will help facilitate data planning days provided to each grade level.	Complete 03/01/2018	Crissie Allen	02/28/2018
Notes:				
<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>		

Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> <li>After BOY and MOY we have grade level data discussions</li> <li>Create Tier 1 Core plans- Instructional Coach, MTSS coordinator and Behavior Interventionist lead with guiding questions</li> <li>Update Core plans at MOY</li> <li>MTSS weekly Monday meetings with parents and administration to address students in the Tier 3 MTSS process.</li> <li>Planbook is used by all classroom teachers and is accessible to the administration team as well the instructional coach, MTSS coordinator and behavior interventionist</li> <li>Principal meets with individual teachers to discuss and EVAAS data</li> <li>Principal and Instructional coach look at EVAAS data for each grade level</li> <li>Teachers meet regularly with parents of students in Tier 2</li> <li>Bi-weekly leadership meeting to discuss Tier 2 and Tier 3 students with next steps</li> <li><a href="#">SES Funding Plan</a></li> <li>Jan. 2 updates -MOY updates- Core Plans revisit with each grade level and update</li> <li><a href="#">Staff Meeting Agenda: STEAM bins for each classroom! (3/14/18)</a></li> <li><a href="#">Thinking Maps TRC PD 4/6/18 (K-2)</a></li> </ul>	Limited Development 11/02/2017		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
<i>How it will look when fully met:</i>			<ul style="list-style-type: none"> <li>Teachers become better at analyzing data without full support of the leadership and administrative team.</li> <li>Meeting notes will be uploaded</li> <li>MTSS process implemented with fidelity</li> <li><a href="#">Google Form to complete walk-through observations of Power Up lessons</a></li> </ul>	<b>Objective Met 05/21/18</b>	<b>Virginia Wheeler</b>	<b>06/07/2018</b>
<b>Actions</b>						
	11/2/17	Meeting notes are uploaded		Complete 05/21/2018	Virginia Wheeler	06/07/2018

Notes:

Implementation:		05/21/2018		
<b>Evidence</b>	5/21/2018 -Meeting Notes Uploaded -Core Plan meeting notes -Data Dig Meeting Notes -Standard Protocol Paperwork			
<b>Experience</b>	5/21/2018 The MTSS team has met twice monthly to discuss procedures, students, data, and next steps. The academic coordinator met weekly with: behavior coordinator, school psychologist, and interventionists, in order to discuss data, interventions, and next steps. Professional development has been given to staff members on completing MTSS process with fidelity. Through core plans and data digs with grade levels, along with weekly planning sessions, it was expressed that the staff members are looking for more resources. It was also revealed that teachers need a more structured framework for delivering Tier 2 instruction.			
<b>Sustainability</b>	5/21/2018 The MTSS coordinators provided a self-assessment for relevant staff members to complete. The coordinators will meet with county MTSS supervisor on May 22nd to review and create next steps for the future. The staff members in the school will be given a survey to complete in order to assess next steps for coordinators and support. The school will be participating in the pilot of Reading Fundamental with selected schools in the district, in order to provide staff with reading core support. The 2018-12019 master schedule will allow for Tier 3 supports to be given during station rotation, during the core block. The Standard Protocol paperwork for Tier 2, along with quarterly fidelity checks will be implemented for next year.			

	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
<b>Initial Assessment:</b>			<ul style="list-style-type: none"><li>Morning and Afternoon meetings, daily</li><li>Guidance lessons, monthly</li><li>Mind Up Resources</li><li>Students identified in the MTSS process for behavior receive social skills lessons and check-in's provided by members of FASST and MTSS Behavior Coordinator</li><li>Two social workers, guidance counselor, mental health therapist, and school psychologist on campus with resources for teachers</li><li>FASST members meet regularly</li><li>Calm/Safe place in every classroom to reflect and deescalate</li><li>Process in place and staff members trained for when behaviors are unsafe in the classroom/school campus</li></ul>	Limited Development 11/02/2017		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			<ul style="list-style-type: none"><li>During Morning Meetings, teachers will provide explicit lessons on monitoring emotions and self-regulation</li><li>Teachers will utilize strategies provided to deescalate students in heightened emotional state</li><li>Guidance Lessons will be documented</li><li>Fidelity Logs for students in MTSS process will be filed and/or uploaded</li><li>FASST meeting logs and notes</li><li><a href="#">FASST Phone Call Log - Confidential</a></li><li><a href="#">FASST Home Visit Log - Confidential</a></li><li><a href="#">FASST Student Conference Log - Confidential</a></li><li>Notes are kept on ABE and behavior charts to document and log behaviors occurring and students' responses</li><li>A debriefing protocol is established and used as a resource, after crisis</li><li>CPI Training for staff members</li><li><a href="#">Staff Behavior Plans</a></li></ul>	<b>Objective Met 06/12/18</b>	<b>David "Sammy" Dorsey</b>	<b>06/06/2018</b>
<b>Actions</b>						
		1/2/18	Staff will be CPI Trained (Verbal Deescalation)	Complete 12/13/2017	Luis Cruz	01/02/2018
Notes:						



		1/2/18	FASST members will document home visits and phone calls.	Complete 05/21/2018	David "Sammy" Dorsey	06/06/2018
			<i>Notes:</i>			
		11/2/17	Every teacher should have a calm/safe place in the classroom.	Complete 05/28/2018	Samantha Keller	06/06/2018
			<i>Notes:</i>			
		11/2/17	Walk-through observations with feedback to be completed during morning and afternoon meetings	Complete 05/28/2018	Samantha Keller	06/06/2018
			<i>Notes:</i>			
		12/13/17	Create a protocol for reflection and debriefing after crisis occurs in the classroom for students and staff.	Complete 06/06/2018	David "Sammy" Dorsey	06/06/2018
			<i>Notes:</i> We will create, check-in, reflect, and re-do.			
			<b>Implementation:</b>	06/12/2018		
			<b>Evidence</b> 6/12/2018 - Teacher's TAB/Morning Meeting Documentation - Meetings with Dr. Cook, teaching staff about Restorative Practices			
			<b>Experience</b> 6/12/2018 This objective was quite difficult to meet. It required a lot of thought, conversation, and reflection. There were significant issues with classroom management and behavior management throughout the school. Some of the plans created require a mindset shift for staff members. This was revisited often, throughout the school year.			
			<b>Sustainability</b> 6/12/2018 We will continue to work with Dr. Kim Cook on Restorative Practices, with a pilot cohort. We will implement a new program, entitled, Sanford Harmony, for behavior. FASST members will continue to document conversations made with family members and staff members. We are moving to two behavior management programs school-wide. The teachers will be able to choose from Class Dojo or Clip Chart. Each classroom will be required to have a safe space for students and all teachers will continue having morning meetings.			
	KEY	A4.16	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>			- Cumulative File Review (BOY, yearly) - Cumulative File Review when new students arrive; email sent to all required staff - Transition meeting for 5th grade students - Team meeting and planning for students' future placement - Student demographic cards completed and passed on - Vertical Alignment Meetings for staff, (MOY and EOY) - Parent Conferences to review EOY and BOY data (BOY, MOY, EOY) - MTSS Meetings to discuss transitions and plans for future	Full Implementation 12/04/2017		
		<b>A4.21</b>	<b>The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<ul style="list-style-type: none"> <li>Morning and Afternoon Meeting time embedded into the master schedule to ensure school-wide implementation.</li> <li>Sanford Harmony Program used by Guidance Counselors in each class weekly as part of the enrichment schedule.</li> <li>Guidance Counselors, Social Worker, and Behavior Interventionist participated in Sanford Harmony district training.</li> <li>MindUp lessons are used to enhance the morning and afternoon meeting as indicated in teacher planbook.</li> </ul>	Limited Development 10/26/2018		
<b>How it will look when fully met:</b>			<ul style="list-style-type: none"> <li>Fidelity checks from morning and afternoon meeting walkthroughs.</li> <li>The trained team will reflect and create a survey for teachers and students to evaluate the effectiveness of the program.</li> <li>ABE behavior referral data will be monitored to see if there is a decrease in referrals written.</li> </ul>		Siobhain Shelton	06/05/2019
<b>Actions</b>						
<i>Notes:</i>						

<b>Core Function:</b>			<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>			<b>Strategic planning, mission, and vision</b>			
	<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			District leaders are organizing instructional rounds throughout the district. The Wrightsboro instructional round will take place on November 15, however I have already had a meeting with the Assistant Superintendent and the school Leadership Team to identify the problem of practice. We have reviewed EOG reading scores and EVAAS data to determine areas of need. Third grade teachers have used a full day to plan on November 1 for the new 9 weeks with the instructional coach. The district also offers workshops for principals throughout the year	Limited Development 11/01/2017		

with a focus on instruction. The MTSS district lead teacher and the Literacy Coach have come to work with each grade level to look at common practices and develop Tier I Plans. Each team will plan weekly and submit grade level meeting notes to the administration team and instructional coach.

As a part of the district’s commitment to Wrightsboro Elementary, the following distributive leadership structure and LEA support relationships are identified and active in working toward student success indicators and school improvement.

- Superintendent
- Assistant Superintendent of Instruction and Academic Accountability
- Elementary Director of Instruction
- Title I Supervisor/Principal Coach
- Title I Special Programs Specialist
- MTSS Instruction Specialist
- SCA Instructional Support Members
- Other District Support

Jan. 2 update- In addition to the Literacy Coach providing guided observations our MTSS Coordinator will also use a walkthrough tool to help teachers improve practices during our Power Up intervention time. The feedback will be shared with the teachers. We will create a school wide focus and criteria about expectations for small group instruction during the Power Up Time.

	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
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<b>How it will look when fully met:</b>	<p>Reading practices will reflect more differentiation to meet the needs of individual students. Teachers will observe master teachers in this area with a guided observations. Proficiency and growth in reading will increase.</p> <p><a href="#">Teacher's Guided Observations</a></p> <p><a href="#">Wrightsboro Best Practices Folder</a></p> <p><a href="#">Instructional Rounds Schedule 1</a></p> <p><a href="#">Instructional Rounds Schedule 2</a></p> <p><a href="#">Master 3rd Grade Teacher PD - Planning</a></p>	<b>Objective Met</b> <b>05/21/18</b>	<b>Virginia Wheeler</b>	<b>06/07/2018</b>
<b>Actions</b>				
5/21/18	Create a shared folder for staff members to access, in order to observe best practices from peers.	Complete 05/21/2018	Crissie Allen	06/06/2018
<i>Notes:</i>				
11/1/17	Schedule guided observations, as needed, based on teacher need and/or request.	Complete 05/21/2018	Virginia Wheeler	06/07/2018
<i>Notes:</i> Reflections and discussion to occur with instructional team.				
<b>Implementation:</b>		05/21/2018		
<b>Evidence</b>	5/21/2018 - Shared Folder (Best Practices) - Guided Observations Guide - Instructional Rounds Schedule - Email request for professional development			
<b>Experience</b>	5/21/2018 The District Instructional Team worked with Priority Schools, throughout the district, on a "Problem of Practice," identified in each school. Guided observations were completed for staff members to see master teachers in varying subjects. Due to scheduling coverage conflicts (and to reduce the amount of time teachers would need to spend out of the classroom,) the team created a shared folder with recorded best practices from teachers. The staff members have access to watching these recordings, as needed.			

Sustainability			5/21/2018 The team will continue to monitor the identified area and provide support as needed. The folder will remain accessible and more resources will be added.			
	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
Initial Assessment:			<ul style="list-style-type: none"><li>Leadership team is scheduled to meet 2 times per month</li><li>Discuss student academic and behavior data</li><li>SIT meets 2 times per month</li><li>Leadership PLC teams to include PBIS, PD, Parent Involvement , Instructional</li></ul>	Limited Development 11/02/2017		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
How it will look when fully met:			<ul style="list-style-type: none"><li>Meeting notes will be posted to reflect discussion and next steps</li><li><a href="#">PLC Meeting Notes</a></li><li>Instructional practices become more reflective of the data</li><li><a href="#">SIT Meeting Notes/Agendas</a></li></ul>	Objective Met 06/12/18	Mallory Weeks	06/07/2018
Actions						
11/2/17		Assign staff members to each team Create folders and add meeting notes so the notes can be uploaded to the Indistar instrument		Complete 03/22/2018	Mallory Weeks	06/07/2018
Notes:						
3/22/18		SIT will meet monthly and record in a folder, to discuss successes and areas to work on.		Complete 06/07/2018	Samantha Keller	06/07/2018

Notes:

Implementation:		06/12/2018		
<b>Evidence</b>	6/12/2018			
<b>Experience</b>	6/12/2018 PLC's met monthly and shared meeting notes. Having a common place for all PLC's meeting notes felt organized and resourceful. Teams were able to check back on progress, keep up to date on important information, and refer back for dates and information.			
<b>Sustainability</b>	6/12/2018 Continue to upload monthly meeting notes, so the entire school will be aware of the work PLC's are doing and what is happening in the school as a whole.			

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:			Duty schedule for staff members for each nine weeks Grade level planning schedule Monthly PLC with agendas Weekly MTSS schedules Planning days for teachers Parent Nights Leadership team twice a month Master Calendar	Full Implementation 11/01/2017	Target Date

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
		B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
Initial Assessment:			A total amount was allotted to __school name__ 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 you utilize these funds to again extend the hours of instruction for your 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. Link to SES Plan <a href="https://docs.google.com/document/d/16t6crXBmOGYf2h7dsI_VL8eQ8Cbv5Vo3TF36Cfi1WdQ/edit?ts=5a1ec041">https://docs.google.com/document/d/16t6crXBmOGYf2h7dsI_VL8eQ8Cbv5Vo3TF36Cfi1WdQ/edit?ts=5a1ec041</a>	Full Implementation 11/29/2017		
	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
Initial Assessment:			<ul style="list-style-type: none"> <li>Weekly walk-through observations with written feedback, provided in a timely manner</li> <li>True North Logic observation schedule</li> <li>Weekly Planbook check-in to monitor teachers' lesson plans</li> <li>Principal works with teachers individually to create and monitor professional development plans, three times per year</li> <li>Principal attends weekly MTSS meetings and IEP meetings, as needed</li> <li>High visibility in the building, as monitored with walk-through observations</li> </ul>	Limited Development 10/27/2017		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:			<ol style="list-style-type: none"> <li><a href="#">True North Logic Observation Matrix completed</a></li> <li><a href="#">Weekly walk-through Google Form</a></li> <li>Monthly observation log, submitted to Superintendent</li> <li>MTSS meeting logs</li> <li>IEP meeting logs</li> <li><a href="#">Power Up walk-through Notes</a></li> </ol>	Objective Met 05/21/18	Crissie Allen	06/06/2018
Actions						
10/27/17 All observations of 28 teachers has been completed				Complete 03/16/2018	Crissie Allen	12/06/2017
Notes:						

3/23/18	Administration and Instructional Coach will complete weekly walk-through observations and record feedback for teachers.	Complete 03/23/2018	Luis Cruz	03/23/2018
<i>Notes:</i> Google Calendar shared with Instructional Coach, Administration, EC, and MTSS team represent the schedule of weekly walk-through observations. Google Form response to teachers with feedback.				
<b>Implementation:</b>		05/21/2018		
<b>Evidence</b>	5/21/2018 - Observation Matrix Schedule - Snap shot of a weekly google calendar where administration and instructional coach divvy up needs and observations			
<b>Experience</b>	5/21/2018 The administration, instructional coach, and MTSS team meet frequently to discuss the needs of teachers. The instructional coach and administration created a google calendar schedule, where they would weekly schedule walk-through observations of varying staff members. The teams met frequently to ensure teachers understood the MTSS and EC process. The administration, instructional coach, and peer observers observed teachers at least 2 times in the year. This organization was helpful for the staff and administration to keep on track with observations, feedback, and reflection.			
<b>Sustainability</b>	5/21/2018 The team will continue to perform walk-through observations, guided observations, and professional observations. The schedule will be created each year, in order to ensure that observations are completed and feedback is recorded in a timely manner.			

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
	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



<b>Initial Assessment:</b>			The LEA analyzes four types of school data to measure effectiveness at the school level and determine supportive next steps for school improvement and professional development. These types include: Demographic data describe the students, the school's staff, the school, and the surrounding community. Student learning data include a variety of measurements—state and county benchmark assessments, teacher-assigned grades, and authentic assessments—that show the impact of your education system on your students. Perceptions data—gathered through questionnaires, interviews, and observations—help you understand what students, parents, teachers, and the community think about the learning environment. School processes data include the school's programs, instructional strategies, assessment strategies, and classroom practices. **Currently working on needs assessment priorities and disaggregated student data is documented in file	Full Implementation 11/29/2017		
		<b>C2.04</b>	<b>The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<ul style="list-style-type: none"> <li>All certified classroom teachers will receive PD on Instructional Practice 1 and 9 by January 2019.</li> <li>Certified classroom teachers will receive PD on Reading Fundamentals.</li> <li>Upon completion of Instructional Practice 1 and 9 PD, grade levels will decide what additional two instructional practices to receive PD on.</li> </ul>	Limited Development 10/26/2018		
<b>How it will look when fully met:</b>						
<b>Actions</b>						
<i>Notes:</i>						

<b>Core Function:</b>			<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>			<b>Talent recruitment and retention</b>			
	<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>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.</p>	Full Implementation 11/29/2017		
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<b>Core Function:</b>			<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>			<b>Family Engagement</b>			
	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

<b>Initial Assessment:</b>	<p>Wrightsboro Elementary hosts 4 parent nights per year. We provide workshops with a variety of choice for parents to choose from in order to help parents support students at home. We offer food during these nights and have kids be a part of the planning for the night to enhance parent support. Teachers schedule conferences with parents 3 times throughout the year to keep parents abreast of student performance in the classroom. Parents participate in volunteer training so they can help students be successful in the classroom. Parental logs are collected at each event. Flyers and phone calls are sent before each event.</p> <p>MOY- Jan 2 update - Parent exit ticket was created and shared with parents who attended the session on Nov. 14. Data collected will help drive the next event.</p> <p>Focus in March will be STEM activities based on input received from the exit tickets collected.</p> <p><a href="#">11/9/2017 Meeting Notes &amp; Agenda</a></p> <p><a href="#">1/18/18 Meeting Notes &amp; Agenda</a></p> <p><a href="#">2/21/2018 Meeting Notes &amp; Agenda</a></p> <p><a href="#">3/21/2018 Meeting Notes &amp; Agenda</a></p>	Limited Development 11/01/2017		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	Participation logs will show more parent participation and parents have resources at home to support students. Materials will be provided for parents after each meeting as well as an exit ticket on feedback from the parents on what they would like for our staff to offer in supporting students at home.  <a href="#">MOY Conference Logs - Completed 2/28/2018</a>  <a href="#">Bilingual Invitations to Parent University/Title I Nights</a>		<b>Objective Met 05/21/18</b>	<b>Alexandra Dunn</b>	<b>06/07/2018</b>
<b>Actions</b>					
2/27/18	Teachers will log MOY conferences and submit to administration		Complete 02/28/2018	Samantha Keller	03/01/2018
	<b>Notes:</b> Evidence:  <a href="https://drive.google.com/file/d/0B7nZogO2-QxMaWFzMi0wWjRXU2FDRnZGSThJbEtmSHZ1aGZB/view?usp=sharing">https://drive.google.com/file/d/0B7nZogO2-QxMaWFzMi0wWjRXU2FDRnZGSThJbEtmSHZ1aGZB/view?usp=sharing</a>				
5/21/18	Parent Involvement Team will create a Title I survey to drive next steps, as well as gauge interested in parents participating with children during next year's events.		Complete 05/21/2018	Alexandra Miller	06/06/2018
	<b>Notes:</b>				
11/1/17	Leadership team will discuss tools to provide parents for each planned parent night to support learning at home.		Complete 03/21/2018	Susan Holloway	06/07/2018

Notes: Title 1 Nights:

11/14/2017 - Parent University  
12/12/2017 - Cultural Arts  
3/13/2018 - STEM  
4/10/2018 - EOG/TRC Night

See links in implementation efforts:

11/9/2017 Meeting Notes & Agenda

1/18/18 Meeting Notes & Agenda

2/21/2018 Meeting Notes & Agenda

3/21/2018 Meeting Notes & Agenda

**Implementation:**

05/21/2018

**Evidence**

3/23/2018  
<https://drive.google.com/drive/folders/1JmRWzy3Fv8fHWE6VnPq1wAuXmA5qufjb?usp=sharing> (Google Drive File with PLC meeting notes)

<https://drive.google.com/drive/folders/134cyY7BsquXDPZmnVGaQ35P1UelskqZN?usp=sharing> (Teacher logs from MOY parent-teacher Conference.)

- Newsletters sent home by all staff members.
- Weekly ConnectEd phone call by administration
- MTSS meetings every 4-8 weeks

<b>Experience</b>			3/23/2018 The Parent Involvement PLC met monthly to discuss ways to involve parents in our school community. Uploading the folder to Google Drive, allowed for all staff members to understand the efforts being made. Using this objective, also allowed for us to place more intentional focus on parent involvement and what that would look like at Wrightsboro. We hosted incredibly successful Title 1 and Parent University Nights!			
<b>Sustainability</b>			3/23/2018 As the years go on, we will need to continue to keep Parent Involvement as a PLC that will meet monthly. We should take the data gathered from this year to create informative and fun parent nights! We will also continue to provide the staff with an open late building night, where they can host MOY conferences for all parents.			
		<b>E1.11</b>	<b>All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<ul style="list-style-type: none"> <li>School-wide expectation of at least two conferences per year for each student to share academic and behavioral successes and challenges.</li> <li>Conferences for students in the MTSS process receiving Tier 3 support is held every 4-8 weeks.</li> </ul>	Limited Development 10/26/2018		
<b>How it will look when fully met:</b>			<ul style="list-style-type: none"> <li>Conference sign-in sheets will be submitted through the Title I crate.</li> <li>Evening conferences provided to accommodate parent/guardian schedules.</li> <li>MTSS Tier 2 conference log will be completed by classroom teachers for all Tier 2 students as conferences are held.</li> <li>MTSS Tier 3 conference log will be completed by MTSS coordinators as conferences are held.</li> <li>An exit ticket that Parent Involvement School Improvement Committee develops for parents to provide immediate feedback will be created, completed, and submitted to Process Manager.</li> </ul>		Virginia Wheeler	06/05/2019
<b>Actions</b>						
Notes:						