

Comprehensive Progress Report

Mission: Mission Statement at Snipes- "We do what's right, not what is easy!"

Vision: Snipes Academy of Arts and Design operates under a set of beliefs that promotes a growth mindset in all our students. Every student in our school has the opportunity, support, and encouragement to grow and reach their full potential.

Goals:

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Our 2019-2020 goal is to increase overall performance composite measured by our EOG scores and for all teachers to meet or exceed growth.

In 2019-2020 school year another goal will be to meet or exceed the long term goal of SWD subgroup by state/federal.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We have implemented several enrichment opportunities happening at Snipes. Students k-5 have the opportunity to audition for a club of their interest and attend the clubs three times a week. The following enrichment clubs include; Band, Chorus, Dance Company, Art Club, Design and Building Club, Science Olympiad, and Battle of the Books.	Limited Development 09/07/2018		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			For this to be fully implemented we should see an increase of attitude about school with academics as well as for their enrichment clubs. We will see an increase in student performance in the areas of time management, relationships, and academics.	Objective Met 06/03/19	Rachael Beckelhimer	06/21/2019
Actions						
	9/7/18	Create a master schedule that allows the enrichment clubs to happen daily.	Complete 10/25/2018	Rachael Beckelhimer	10/15/2018	
Notes:						
	9/7/18	Have enhancement teachers run the clubs daily	Complete 05/24/2019	Rachael Beckelhimer	06/21/2019	
Notes:						
Implementation:			06/03/2019			
Evidence			6/3/2019 Evidence provided was a snapshot flyer of each club.			
Experience			6/3/2019 Our Enhancement team has provided clubs to our 2-5 students all year. These clubs include the following: A Music Club where students learned how to play an instrument (strings or band), an Art Club where students help create the school yearbook, A Chess Club, A Design Club where students worked on coding, A Dance Club where students performed at Thalian Hall, A Dribbling Club where students performed dribbling basketballs at various sporting events and a chorus.			

Sustainability			6/3/2019 We will continue having these clubs next year. They boost the students self esteem and it was a success in and outside of school. The students performed several places within our community			
		A1.10	All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our staff will use iReady for our school wide Math curriculum. They will use the online component to test students at their level and continue to teach students according to the online diagnostic test. iReady is aligned to our NC standards and has lessons the teachers can use to differentiate their instruction to meet the needs of the child. We also are having students set goals three times a year to track their growth. This will be monitored by the teacher and the principal.	Limited Development 09/24/2018		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			When fully met students will use iReady as a online Math and Reading curriculum for learning the NC standards. Students will fill in their achievement gaps as they work towards grade level. Students already at or above their grade level will complete lessons to challenge their thinking. Students will set goals using this program and students will see results in achieving their goals. We will also send goal chart home with parents so they can become apart of their child's progress using this online curricula.	Objective Met 06/03/19	Linda Dunn	05/31/2019
Actions						
	9/24/18	Students will set goals for reading and math using iReady online curricula.		Complete 06/03/2019	Rachel Manning	05/30/2019

Notes:

Implementation:	06/03/2019			
Evidence	6/3/2019 Goal setting sheet and class report was added as evidence			
Experience	6/3/2019 Students worked at their level on the iReady program to work towards grade level proficiency. Teachers met with students to set goals.			
Sustainability	6/3/2019 Teachers still will need to provide targeted interventions to bridge the gap of math deficiencies.			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
		A2.15	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Some grade level teams are highly effective in collaborating and developing instructional units. The professional development plan has been aligned with Learning Focus components.	Limited Development 11/28/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Research shows that effective planning directly impacts student achievement. This will require a master schedule that will allow for teachers to plan together, examine the standards, create unit plans that are placed in google drives, a collection of shared resources, shared instructional strategies and aligned school wide instructional practices. The evidence of the objective being met will be the master schedule, grade level PLC minutes and the unit plans that match our curriculum.	Objective Met 05/16/18	Rachael Beckelhimer	09/28/2018
Actions						
	12/1/17	We have created a Iready goal chart for teachers, students and parents to monitor their math and reading growth throughout the year. Teachers and administration are having data conversations at least three times a year to discuss growth		Complete 05/09/2018	Rachel Manning	05/30/2018
Notes:						
	3/13/18	Phonics for Reading was adopted by several grade levels. 3 out of 4 Kinder paras will push in 1st grade during K enhancement time to pull small groups for Phonics for Reading.		Complete 05/22/2018	Linda Dunn	06/14/2018
Notes:						
Implementation:			05/16/2018			
Evidence			5/16/2018 Sample form will be upload			
Experience			5/16/2018 Teachers and prinicipal met with every student to discuss their iREADY growth for reading and math. A form was sent home with each child for the parents to see growth or lack of growth. Conversations were had with students to ensure they know we are monitoring their progress.			
Sustainability			5/16/2018 We will still need to continue having quarterly growth checks.			

		A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers will devote time in their reading instruction to rich reading, writing, memorization and vocabulary development. They will ensure this gets done through their lesson plans. By doing this with intention we will see an increase in student growth for reading skills. Teachers will keep track of mastery using a data recording sheet.	Limited Development 11/19/2018		
How it will look when fully met:			Teachers will devote time in their reading instruction to rich reading, writing, memorization and vocabulary development. They will ensure this gets done through their lesson plans. By doing this with intention we will see an increase in student growth for reading skills. Teachers will keep track of mastery using a data recording sheet.		Rachael Beckelhimer	06/08/2020
Actions				0 of 3 (0%)		
	12/19/18	Teachers will implement Flocabulary into their weekly lesson plans			Stephanie Willis	01/10/2020
Notes: It is currently being used only by grades 3-5 but now it will be used k-2 as well.						
	12/19/18	Teachers will teach and intentionally assign vocabulary lessons using iReady.			Rachael Beckelhimer	01/10/2020
Notes:						
	12/19/18	Teachers will use Science (we will purchase these books) books in Guided Reading Groups. These books will be ordered according to different levels. Students will write and respond to these text as well.			Linda Dunn	01/10/2020
Notes:						

		A2.23	All teachers assign rich reading and the application of the reading in written work and discussion.(5327)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are going to begin to use a new reading program called Reading Fundamentals. We will have PD throughout the year to help teachers learn this. This program also correlates with our Writing program of Writing Fundamentals. Teachers will be using a Guided Reading approach to teach their small group instruction.	Limited Development 10/25/2018		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			When fully implemented teachers will feel comfortable in assign rich reading activities in their whole group, small group and center work. We will see growth in reading and an increase in written response as well.	Objective Met 06/03/19	Linda Dunn	06/17/2020
Actions						
	1/14/19	Teachers will collect data with progress monitoring and alter their instruction to match the needs of the students. Then they will use Guided Reading to gear their instructional scaffolding to support the students in their class.		Complete 05/31/2019	Rachael Beckelhimer	05/31/2019
Notes:						
	1/14/19	Using our new Reading Fundamental program teachers will teach reading using genre based books and during whole group instruction teachers will still asses students thinking using collaborative sharing, written response to text and exit tickets.		Complete 05/27/2019	Linda Dunn	06/15/2019
Notes:						
Implementation:			06/03/2019			
Evidence			6/3/2019 Lesson plans are provided as evidence			

Experience			6/3/2019 Teachers have been attending PD offered by the county on Reading Fundamentals all year. They will continue with that PD next year as well. They have been making adjustments in their instruction based on their reading data. They have provided rich reading lessons by lessons from Reading Fundamentals and they are incorporating collaborative learning and assessing students learning with different assessment measures (exit tickets).			
Sustainability			6/3/2019 Teachers will still need to continue to use the lesson plans from Reading Fundamentals as their core instruction for reading. They will continue to use data to drive instruction and to form different guided reading groups.			
		A2.26	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently we have some teachers that provide an activating strategy before a lesson to motivate students to learn and we have some teachers that have done interest inventories at the beginning of the year for student motivation however, as a team we feel this is an area where we can grow.	Limited Development 02/14/2019		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			When fully implemented we will have all teachers wanting students to be motivated to learn. We will have given students a motivation survey and teachers will analyze their results and change some basic things to their instruction based on student responses.	Objective Met 05/06/19	Rachael Beckelhimer	05/31/2019
Actions						
	2/14/19	Create and give a student motivation survey in all classrooms k-5.		Complete 03/27/2019	Rachael Beckelhimer	05/30/2019

Notes:

Implementation:	05/06/2019			
<i>Evidence</i>	5/6/2019			
<i>Experience</i>	5/6/2019			
<i>Sustainability</i>	5/6/2019			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Data analysis and instructional planning			
		A3.09	All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.(5350)	Implementation Status	Assigned To	Target Date
Initial Assessment:			This year we are working towards differenitation within our small groups for Guided Reading. Teachers will go through ongoing PD throughout the year to learn how to look at data and guide reading instruction based on students ability. Teachers will provide assignments tailored to student interests and ability levels occur naturally within personalized learning approaches.	Limited Development 08/30/2018		
How it will look when fully met:			Teachers will provide assignments tailored to student interests and ability levels while also responding to students data appropriately and intentionally.		Rachael Beckelhimer	06/21/2020
Actions				2 of 3 (67%)		
8/30/18		The entire staff will particpate in a book study called "The Next Steps in Guided Reading." We will discuss this book in our grade level PLC's		Complete 06/03/2019	Linda Dunn	04/30/2019
Notes:						
8/30/18		We will have ongoing Guided Reading PD provided by our county		Complete 04/30/2019	Linda Dunn	06/21/2020

Notes:

8/30/18

Create model classrooms so teachers can observe other teachers doing Guided Reading with instruction that is based on data and differentiated. We will also have our Impact Coaches model lessons to our teachers of what instruction should look like. This will work more like a team teaching approach.

Rachel Manning

06/21/2020

Notes:

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:			Our MTSS Leadership team is in the process of completing the MTSS self assessment with Courtney Oates from Central Office. We have shared that Tier 2 needs to be strengthened and is the highest priority for our team in this upcoming year. We also understand that communication among all stakeholders needs to be stronger and clearer. Our MTSS Leadership Team is rather large, which makes it difficult at times to come to consensus however we feel it is very important to involve leaders from across the school environment. We have recently had a change in the MTSS Coordinator position that has solidified processes and procedures that were not engaging in data-based problem solving prior to that change. The MTSS Leadership Team will begin looking at an action plan for next year based on our areas for needed growth.	Limited Development 04/22/2016		
How it will look when fully met:			In a multi-tiered system of supports a framework based on prevention, early intervention, and support for all students is created. This approach is not tied to a specific content or curriculum. However, the curriculum, programs, instructional practices, or assessments chosen by schools must be supported by the highest quality of research available		Erika Ancuta	05/17/2020
Actions				8 of 9 (89%)		
	5/12/16		Create a progress monitoring tool (google doc or excel) for those who are not using the mClass RTI function	Complete 11/08/2016	MTSS Leadership	10/31/2016
Notes: There is no mClass for 4th and 5t grade math and 3rd grade mClass does not align to commom core standards, we are unsure if Kindergarten and first grade will need an alterante assessment as well.						
	5/12/16		Provide PD on the RTI function of mClass.	Complete 11/08/2016	MTSS Leadership Team	11/16/2016

Notes: It is best practice to provide resources for teachers in order to keep everybody on the same page.

5/12/16	Provide PD for teachers on Tier 2 interventions.	Complete 11/09/2016	MTSS Leadership Team	12/01/2016
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Notes: It is best practice to ensure that all staff is fully informed annually of the MTSS Tier 2 Process and structure.

5/12/16	Provide PD on MTSS problem solving tools.	Complete 07/27/2016	MTSS Leadership Team	12/01/2016
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Notes: It is best practice to ensure that all staff is informed of MTSS structures at Snipes Academy.

5/24/17	The MTSS Leadership Team will conduct a self assessment of the MTSS process at Snipes Academy.	Complete 05/16/2018	Rachel Manning	05/29/2017
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Notes:

3/13/18	Para Professionals were added to 4th and 5th grade to assist with intervention needs.	Complete 03/30/2018	Rachel Manning	03/30/2018
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Notes: This was able to happen due to budget.

3/13/18	Tier 2 groups were revamped after grade levels analyzed MOY data. Instruction for Tier 2 ELA and Math groups were modified based on student need.	Complete 05/15/2018	Erika Ancuta	03/31/2018
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Notes: This will naturally occur after MOY. However Tier 2 intervention groups may need an intervention change at other times throughout the year based on student progress monitoring.

5/17/18	We will have montly MTSS meetings with the certified staff to educate the teachers on how to complete Tier 2 interventions, complete the paperwork, progress monitor students and look at their data to match their instruction. The staff will meet once a month with their grade levels and this will be led by our MTSS coordinator.	Complete 05/17/2018	Erika Ancuta	06/30/2018
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Notes:

5/12/16	The MTSS Leadership Team will conduct fidelity checks of the Tier 2 interventions that are happening in the classrooms.		Rachel Manning	05/10/2020
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		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:			Every morning the students are greeted with an announcement from the principal followed by our school pledge (that was created by our students). Following the announcements, the teachers participate in a classroom Morning Meeting. Teachers continue their day by using our STAR behavior matrix to reinforce expected student behaviors. The STAR matrix is displayed throughout the school. Every nine weeks we have an award ceremony in the classrooms where teachers can recognize students strengths and achievement. We also have assemblies every nine weeks for good student behavior using our PBIS guidelines. We also have our weekly STAR competition for grade levels earning the most Stars from the administration team. This will be ongoing all school year. Winners are announced weekly and recorded on a bulletin board.	Limited Development 09/07/2018		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			When this is fully met we will have completed a school year full of assemblies for achievement and for good positive behaviors.	Objective Met 06/03/19	Stephanie Willis	06/01/2019
Actions						
	9/7/18	PBIS assemblies for good behaviors-MAGic Show, School Dance, Movie, and student choice		Complete 06/03/2019	Stephanie Willis	06/01/2019
Notes:						
	9/7/18	Collect good behavior stars from each class weekly.		Complete 06/03/2019	Rachel Manning	06/01/2019
Notes:						
Implementation:			06/03/2019			
Evidence			6/3/2019 Evidence was added for what we do each quarter. Weekly STAR spreadsheet was added as well.			
Experience			6/3/2019 We have completed 3 out of the 4 PBIS celebrations for the school year. We are having our final celebration next week. We also collect stars each week and announce quarterly which class received the most. That class gets a pizza celebration for having great behavior.			

Sustainability			6/3/2019 We will need to continue and celebrate the students doing the right thing. We will still have weekly and quarterly celebrations next year to recognize the students good behaviors as well.			
	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 have many programs in place to address this indicator and we feel that we are close to full implementation. We attribute this to the current level of MindUp training and implementation throughout the building as well as the addition to the master schedule in allowing for Morning and afternoon meetings to discuss positive or appropriately managed emotions. The school counselors in addition to the school social worker and Communities and schools worker are much needed additions in allowing us to become fully implemented in this indicator. We also feel that paras in all classrooms or more support staff for our very needy children is something that needs to be added to the budget.	Limited Development 04/22/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Students will understand that they have emotions and that these emotions are caused by certain things that happen during our day. Students will understand how to identify these emotions and gain skills in self-management. Students will also understand how to identify the emotions that others are feeling and that it is OK for every one to have different emotions.	Objective Met 05/16/18	Rachel Manning	05/31/2018
Actions						
	9/8/16	Children with special identified needs will attend Social groups daily.		Complete 09/13/2016	Beth Forbes	09/28/2016
Notes:						
	9/13/16	Character Traits of the Month will be focused upon.		Complete 10/03/2016	Louise Walston	09/30/2016
Notes: A schedule has been created.						
	9/8/16	Teachers will use the MindUp curriculum to teach emotional self management.		Complete 11/21/2016	Ellen Clayton	12/30/2016
Notes:						
	1/19/17	Character traits of the month to be added to the web site.		Complete 01/31/2017	JJ Street	01/31/2017
Notes:						
	9/8/16	Students who have been identified as Tier 3 in behavior will have counseling sessions with the school guidance counselor to learn to identify and self manage their emotions.		Complete 11/21/2016	Erika Ancuta	03/31/2017

Notes: Students will hopefully enter and exit Tier 3 in a fluid manner as they gain skills.

9/8/16	Staff will become familiar with Eric Jensen brain based strategies for working with children who live in poverty.	Complete 06/09/2017	Cindy Talbert	09/28/2017
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Notes: This task will have to be repeated when new staff is hired but will also be an on-going conversation.

8/16/17	We will have a Professional Develop Workshop for all certified staff on using the book to teach Zones of Regulation to the students.	Complete 10/25/2017	Louise Walston	10/31/2017
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Notes:

8/16/17	The entire school will use the Zones of Regulation curriculum to help monitor and make students aware of their emotional states (using colors to identify with moods). Teachers will have posters of this in their calm down area to reinforce the vocabulary.	Complete 05/16/2018	Louise Walston	05/31/2018
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Notes: Teachers will use this technique and language daily

Implementation:		05/16/2018		
Evidence	5/16/2018 The workshop has been uploaded as evidence.			
Experience	5/16/2018 A workshop was added to our staff meetings to work on deescalating students to help with their emotional states. The staff has been trained on CPI, Mindup, and Zones of Regulation. We are using all three of those at our core to help students in crisis.			
Sustainability	5/16/2018 We will continue to use the same language throughout the school that these programs require.			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>We will use the Reading Fundamentals for reading instruction and iReady math for core instruction to guide our lesson planning. This will help with student all hearing the same language and following the same curriculum from grade to grade. The entire school has not been on the same curriculum in several years so this expectation is new. PD will be provided.</p> <p>We will have transition opportunities for students to visit schools and meet staff from prek to kindergarten and for fifth grade to sixth grade.</p>	No Development 09/26/2017		
How it will look when fully met:			Due to intentional planning with everyone using the same curriculum we will see an increase in the number of students mastering grade level standards.		Rachel Manning	05/25/2020
Actions				1 of 2 (50%)		
	5/16/18	Have students in fifth grade students visit school they will attend for middle school so they feel less nervous about the middle school transition. Mrs. Manning also met with the prinicpals of those schools and discussed our students with them.		Complete 04/30/2018	Rachel Manning	06/10/2018
Notes:						
	5/17/18	Planning to allow collaboration b/w special education, enhancement and general education teachers. We will create after school planning schedules so a member of EC can attend a grade level planning as well as having a focus each month for vertical alignment planning among all grades in the school.			Rachael Beckelhimer	06/15/2020
Notes:						

		A4.21	The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	Currently we have a handful of teachers using our school wide behavior curriculum called Zones of Regulation and Mindup. Some teachers use it more than others and has created classrooms that act as a community.	Limited Development 09/07/2018		
		How it will look when fully met:	When this is fully met we will ALL be using Zones of Regulation, Mindup, and Second Step weekly to teach social skills to our students that need help regulating their behaviors, communicating their needs, and being able to relate to other students.	Objective Met	Erika Ancuta	05/17/2019
		Actions		1 of 1 (100%)		
	9/7/18		Counselors will create a school wide calendar of which behavior curriculum to teach and when (Zones of Regulation, Mindup, and Second Step	Complete 03/27/2019	Erika Ancuta	05/21/2019
		Notes:				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	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:			We have many meetings and multiple leadership teams within the school. The School Improvement Team meets a minimum of twice monthly while the instructional Leadership Team and the Administrative Team meet once w week. The MTSS Leadership Team meets once a week as well, although the team stopped meeting for a time when there was a change in coordinators. The one part of the indicator that held the team back from marking this indicator as fully developed was that the team met to review implementation of effective practice. Our agendas encompass so many aspects of the school needs that data can sometimes have a difficult time finding it's way into the discussion. We are planning to address this situation and increase the focus on student achievement. The team discussed that as a school we need to focus on our goal of student achievement and ensuring that all teams align their work with that goal.	Limited Development 04/22/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			The Instructional Leadership Team meets weekly. The conversation should become more about finding solutions...looking at what is working and what is not. Sometimes even an hour is too little time for the great needs of a struggling school. Data should be relevant and timely. This is not always the case. We have been moving in the right direction but we need to ensure a greater consistent plan for improvement.	Objective Met 07/12/18	Rachel Manning	06/01/2018
Actions						
	6/10/16	Create a schedule of the Instructional Leadership Meetings.		Complete 07/27/2016	Cindy Talbert	09/30/2016
Notes:						
	6/10/16	Create a plan of intended outcomes for the year.		Complete 11/07/2016	Teresa Conoly	11/30/2016
Notes:						
	9/26/17	We meet weekly with the coaches, admin and MTSS coordinator to review and assess instructional practices in our building.		Complete 06/11/2018	Rachael Beckelhimer	06/22/2018
Notes:						
Implementation:				07/12/2018		

<i>Evidence</i>	<p>7/12/2018 Our leadership minutes are evidence of this.</p> <p>11/8/2016 The agendas, minutes have been created and placed in a google doc and uploaded into NCSTAR.</p>			
<i>Experience</i>	<p>7/12/2018 As an administrative team we would meet weekly to discuss teacher walkthroughs, concerns, curriculum and data.</p> <p>11/8/2016 The instructional leadership meets monthly with the identified School Improvement Team, monthly with the NCSTAR task committees, weekly with the Instructional leadership team, monthly with the PBIS team, weekly with grade level teams and through all of these meetings the NCSTAR indicators are the driving forces in getting the school to move forward with momentum.</p>			
<i>Sustainability</i>	<p>7/12/2018 Yes, we will continue to meet weekly on Monday's at 12:00 with the same team of people for next school year (three administrators, one coach, and one MTSS person).</p> <p>11/8/2016 The instructional leadership team will need to maintain successful supervision by creating and sustaining learning communities that support teachers as learners and leaders. We must encourage teachers and other school personnel to collaborate by engaging in critical conversations about our instructional practices. We must continue to promote a culture of cooperative work and risk taking, as well as promote a can-do attitude.</p>			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
		B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Collective teacher efficacy will be our priority for the 2017-18 school year.	Limited Development 09/26/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			The teacher working condition survey and the efficacy results will show an increased level of teacher satisfaction.	Objective Met 05/15/18	Rachel Manning	06/22/2018
Actions						
	11/6/17	Rachael will create a monthly calendar that ensures all admin gets into every class for their walkthroughs		Complete 12/04/2017	Rachael Beckelhimer	05/25/2018
Notes:						
	9/26/17	A mid year teacher working conditions/efficacy survey will be conducted to monitor status and make adjustments as necessary.		Complete 05/15/2018	Rachael Beckelhimer	06/01/2018
Notes:						
Implementation:			05/15/2018			
Evidence			5/15/2018 Teacher efficacy survey results will be updated			
Experience			5/15/2018 We have had our teachers take a teacher efficacy survey mid year and the results were shared with the staff. We showed an increase in overall teacher well being. We will also look at our data of the Teacher Working Condition Survey once we get that information and bring those results to our next staff meeting.			
Sustainability			5/15/2018 We will have to continue to monitor teacher efficacy by giving surveys periodically to our staff.			

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
Initial Assessment:			Adminstrators will conduct walkthroughs monthly and provide feedback through duplicate walkthrough form that matches what we are looking for in their lesson plans. This form will include, what do the teachers want students to know (standards), how do we know the students understand what they are teaching (assessments), what engaging strategies are teachers using to provide instruction.	Limited Development 04/21/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			We will see an increase in all lessons aligned to the standards, rigorous and a higher level of student engagment will be observed.	Objective Met 06/03/19	Rachel Manning	05/31/2019
Actions						
	11/6/17	A form will be created to ensure all three admin has written feedback on walkthroughs from every teacher. WE will use this form to guide our conversations on how guide the teachers through better instruction. The teachers will get a copy of our observation electronically.		Complete 06/03/2019	Rachael Beckelhimer	05/31/2019
Notes:						
Implementation:			06/03/2019			
Evidence			6/3/2019 A link to walk through tool has been uploaded as evidence.			
Experience			6/3/2019 We used a digital walk through tool to monitor and provide feedback to teachers for their classroom observation walk throughs			
Sustainability			6/3/2019 Continue to tweak walk through form to match the needs of our new staff, new goals, and new vision with Visible Learning			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are still in the sharing data implementation stage. We are much better about analyzing and discussing data in the PLC's but leadership teams struggle to identify trends and while professional development needs have been identified, it has been difficult to determine the level of impact. The school has also determined that a next step needs to identified when analyzing data across the school settings. The main issue is not in collecting enough data but in finding time to analyze data, determine what to do next and bring the focus back to student achievement each time.	Limited Development 04/22/2016		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			The instructional Leadership team will "review the research, share and test new practices, and help teachers integrate better practice into their classrooms in a sustainable way...Given how critical effective professional learning is, and how much time and other resources PD involves, we cannot continue to support activities that do not produce significant results". The Instructional Leadership Team meets weekly to determine next steps.	Objective Met 05/15/18	Rachael Beckelhimer	06/08/2018
Actions						
9/28/16			The Instructional Leadership Team will meet weekly and once monthly will merge their School Administrative manager calendars to determine next steps with classroom teachers.	Complete 10/12/2016	Teresa Conoly	09/28/2017
Notes:						
9/28/16			The MTSS Leadership Team will develop fidelity checks of Tier 1, Tier 2 and Tier 3 instruction. The team will collect data and determine next steps for professional development needs or classroom improvement.	Complete 11/07/2016	Erika Ancuta	09/29/2017
Notes:						
9/26/17			Openup resources and iReady math PD is already planned for October 2017	Complete 12/13/2017	Rachel Manning	05/25/2018
Notes: We had Openup PD on 10/23 and 12/13						
Implementation:				05/15/2018		

<i>Evidence</i>	<p>11/8/2016</p> <p>The data that is being analyzed to make decisions are as follows: 1) Demographic data - describes the students, the school's staff, the school and the surrounding community. 2) Student learning data which includes a variety of measurements such as state and county benchmark assessments, teacher assigned grades, and authentic assessments- that show the impact of the educational system on students. 3) Perception data- gathered through questionnaires, interviews and observations that help us to understand what parents, students, teachers and the community think about the learning environment. 4) School processes data- including the school's programs, instructional strategies, assessment strategies, and classroom practices.</p>			
<i>Experience</i>	<p>11/8/2016</p> <p>The LEA analyzes four types of data to measure effectiveness at the school level and determine supportive next steps for school improvement and professional development.</p>			
<i>Sustainability</i>	<p>11/8/2016</p> <p>The school will need to continue to analyze the Needs Assessment and the school data.</p>			

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
		E1.12	The school ensures that all parents understand social/emotional competency and their role in enhancing their children’s growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently we have a couple of schoolwide curriculum the teachers are using to help address students needs with social, emotional support. We use MindUp, Zones of Regulation and Second Step. We plan to inform parents more about these programs during parents nights, Coffee with Counselor date, and home visits.	Limited Development 01/14/2019		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			When fully implemented, teachers, students, and parents will all be using the same language to help self regulate emotional needs. Parents will be informed of the programs we are using to teach these skills. Students will be able to self regulate when they get easily upset using the curriculum skill set.	Objective Met 06/03/19	Stephanie Willis	06/05/2020
Actions						
	1/14/19	The counselors will attend home visits to parents who are not able to come to the school to discuss behaviors concerns.		Complete 05/08/2019	Louise Walston	05/30/2019
Notes:						
	1/14/19	We will create an event at school called, "Coffee with Counselor" so parents can come and learn about our school's social and emotional curriculum we are using. If parents cannot come then we will also include a table for counselors at one of our school wide night curriculum events.		Complete 06/03/2019	Suzanna Latham	06/08/2020
Notes:						
Implementation:			06/03/2019			
Evidence			6/3/2019 A monthly home visit log was provided as evidence. Also as evidence is a flyer that is shared with parents about our Zones of Regulation and Mindup curriculum we use.			

<i>Experience</i>	6/3/2019 The counselors and social worker go on home visits monthly or sometimes even more if needed. They also have tables set up at our night events to share information with parents about our schoolwide social/emotional curriculum we use for our students.			
<i>Sustainability</i>	6/3/2019 Teachers need to follow our curriculum map of our social/emotional programs and use the language daily to de-escalate students.			