

Comprehensive Progress Report

Mission:

Troutman Elementary staff will work together to provide a rigorous differentiated curriculum in which students achieve high academic growth.

Vision:

Troutman Elementary School will educate and inspire our students to become innovative learners, compassionate students, and productive citizens of society.

Goals:

Strategic Goal: Troutman Elementary School will Exceed Expected Growth as measured by EVAAS every school year. Target Goal: By October 2019 (when individual school EVAAS growth data is released by the state), the overall school growth index as measured by EVAAS for the 2019-2020 school year will Exceed Growth (2.0 or higher). Growth data from 2015-2016, Met Growth at 0.78. Growth data from 2016-2017, Exceeded Growth at 6.36. Growth data from 2017-2018, Met Growth at 1.38. Growth data for 2018-2019, not available at this time.

Strategic Goal: By September 2021, Troutman Elementary School will have an overall End of Grade proficiency rating of 66%. Target Goal: Troutman Elementary School will have an overall proficiency rating of 64% for the 2019-2020 school year. Troutman Elementary School's proficiency is 62.3% for 2018-2019 school year. Troutman's proficiency rating for the 2017-2018 school year was 61.8%.

Strategic goal: The overall proficiency of our EC population will increase from 23% to 26% for 2019-2020.



! = 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:		2018-2019: During the 2017-2018 school year clear processes		Limited Development 09/14/2017		

	<p>for school-wide behavior expectations were designed and implemented with some fidelity. At the end of the 2018 school year, there was 120 school office discipline referrals and 76 bus discipline referrals; an increase from the 2016-2017 school year. TES hired 3 teachers this year (one new to the school) so staff already know MTSS expectations, but these expectations have to be taught and reinforced at the start and throughout this school year.</p> <p>2017-2018 School Year: MTSS school-wide behavior expectations were in place, but not consistently with all teachers during 2016-2017 school year. In 2016-2017 there was a substantial increase in the number of office discipline referrals (school and bus) compared to office discipline referrals from 2015-2016. In addition, nine new staff members have been added to TES to start this year along with at least 50 new students who are not familiar with the school-wide expectations.</p>			
	<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p>How it will look when fully met:</p>	<p>At full implementation, TES's discipline data (school and bus) will align to the MTSS triangle (80%, 15%, 5%) in which 95% of the students adhere to school-wide expectations. The percentage of students with an office discipline referral (school and/or bus) will be 5% or less. At the classroom level, each teacher will display classroom progress and achievement (via white, yellow, and blue Tornado counts) toward school-wide expectations. Additionally, every bus driver will recognize a "Bus Rider of the Month" in K-2 and 3-5 and these students will be recognized on a bulletin board outside the cafeteria.</p> <p>PBIS Restroom Lesson PBIS Playground Lesson PBIS Bus Lesson PBIS Hallway Lesson PBIS Cafeteria Lesson PBIS Assembly Lesson PBIS Dismissal Lesson PBIS Arrival Lesson General Expectations Lesson Bus Rules</p>	<p>Objective Met 08/28/19</p>	<p>Kimberly Cressman</p>	<p>06/08/2019</p>
<p>Actions</p>				

<i>Notes:</i> Will get count in April and May				
9/12/18	TES Staff recognize and reward classrooms for following school-wide rules by giving out double yellow tornados.	Complete 05/31/2019	Heather Dollevoet	06/07/2019
<i>Notes:</i> AP will pick out one day per month as designated double yellow tornado day. Goal team will re-visit effectiveness of this incentive in December 2018 to determine if it continues.				
9/12/18	Review discipline data monthly in grade level teams and identify students with behavioral concerns, attendance issues, and representation of students being written up.	Complete 05/30/2019	Kim Haydt	06/07/2019
<i>Notes:</i>				
9/13/18	AP will designate one day per month as double yellow tornado day as an incentive for students to follow school-wide rules.	Complete 05/31/2019	Heather Dollevoet	06/07/2019
<i>Notes:</i> Goal team will evaluate effectiveness of this incentive in December 2018 to determine if incentive needs to continue as it is or if it needs to be adjusted.				
Implementation:		08/28/2019		
Evidence	08/20/19 Goal team and school reviewed 2018-2019 discipline data. For the 2018-19 school year, the number of ODRs dropped to 120. And only 27 students (out of 672) were responsible for the 120 write-ups. That means 4% of the student population had an ODR. The strategic goal was for 95% or higher to follow school-wide and bus expectations as measured by the number of ODRs. The goal was met with 96% of students adhering to school and bus expectations.			
Experience	2/27/2018 By having a clear process in place implementation of school-wide expectations have been much easier for the new teachers and veteran teachers just continued with what they already know.			
Sustainability	2/27/2018 All teachers need to adhere to the MTSS school-wide behavior plan			

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	Implementation Status	Assigned To	Target Date

	with the individual needs of students across all tiers.(5117)			
Initial Assessment:	<p>2019-2020: Tier I core plans for math and literacy will be developed and updated by grade level teachers during PLC's throughout the school year. TES will implement the following assessments this school year: IStation (K-3) as the universal screener for determining instructional reading levels. Grades 4-5 are using the iReady Math and iReady Reading diagnostic assessment three times a year. Grade 3 is using iReady Math. Letterland assessments and interventions will also be used K-2.</p> <p>2018-2019: Tier I core plans for math and literacy will be developed and updated by grade level teachers during PLC's throughout the school year, starting in September 2018. Teachers use the following assessments: mClass/Dibels (K-3) as a universal screener for determining instructional reading levels. Grades 1-5 use the STAR assessment as an additional tool to determine student's independent reading range. Grades 4-5 are using the iReady Math and iReady Reading diagnostic assessment three times a year. All grade levels (K-5) use IStation as a universal reading assessment each month. NC Check-ins data for 3rd, 4th, and 5th grade is another formative assessment used by the school. All of the above assessment information is used to develop explicit Tier I Core Instruction. Lesson plans are housed in Google Drive. For Tiers II and III, grade level teams work with the Leadership Team and the school counselor to review school, grade level, and individual classroom data and then develop small group interventions and enrichment. These plans are housed in RTI Stored. Classroom teachers are responsible for managing Tiers II and III files for students.</p>	Limited Development 04/12/2016		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	All students who are below grade level as measured by a variety of data assessment points will have a Tier II or a Tier III plan in RTI Stored with a clear intervention plan in place that includes		Kimberly Cressman	05/22/2020

frequency and time allotment. A mid-year review of Tier II and Tier III plans will be reviewed at the start of the second semester. Because TES has been designated as a TSI school due to low EOG proficiency scores in the EC subgroup, all EC assessment data (BOG, NC Check-in, iReady Math and iReady Reading that is available in grades 3-5 will be reviewed, discussed, and compared to grade level and school data.

Grade level PLC's will conduct an end of year review of Tier II and Tier III plans to set direction for individual students at start of the new school year.

Actions		38 of 44 (86%)		
9/29/17	Train teachers on iReady assessments for 4th and 5th grade teachers	Complete 08/23/2017	Frank Saraco	08/23/2017
<i>Notes:</i>				
9/29/17	Instructional Facilitator trains with Janna Sells on the new MTSS process and RTI Stored	Complete 08/25/2017	Frank Saraco	08/25/2017
<i>Notes:</i>				
9/29/17	Train IF on the NC ENSI	Complete 09/15/2017	Frank Saraco	09/15/2017
<i>Notes:</i>				
9/29/17	Train teachers in grade K and I on the NC ENSI	Complete 09/18/2017	Frank Saraco	09/18/2017
<i>Notes:</i>				
9/29/17	Train teachers on i-Ready data analysis	Complete 09/27/2017	Frank Saraco	09/27/2017
<i>Notes:</i>				
9/29/17	Develop the Tier 1 Core Plan with each grade level.	Complete 10/03/2017	Frank Saraco	10/03/2017
<i>Notes:</i>				
9/29/17	Create a list of all Tier 1 students "at risk" for grades 1-5.	Complete 12/12/2017	Frank Saraco	10/03/2017
<i>Notes:</i>				
12/8/17	TES Data Day- review school wide data with grade level teams.	Complete 11/07/2017	Frank Saraco	11/07/2017
<i>Notes:</i> Jordan Gilbert- Program Specialist (attended)				

9/29/17	Utilize monthly PLC meeting with the IF to review data from iReady, mClass, Star, Moby Max, iStation to develop and revise intervention groups.	Complete 05/31/2018	Kimberly Cressman	11/30/2017
<i>Notes:</i>				
12/8/17	Tier 2- student review of academic and behavioral progress.	Complete 02/13/2018	Frank Saraco	01/16/2018
<i>Notes:</i> Teachers will use current data from 3D, BA's, iReady, iStation, and NC ENSI to determine level of intervention needed for individual students.				
2/27/18	Update Tier 1 RtI plan using mid year data.	Complete 02/13/2018	Frank Saraco	02/13/2018
<i>Notes:</i>				
12/8/17	Data Day 2	Complete 02/06/2018	Frank Saraco	02/20/2018
<i>Notes:</i>				
2/27/18	Data Day #2- review of Benchmarks and NC Check-in Data	Complete 04/17/2018	Frank Saraco	04/17/2018
<i>Notes:</i>				
2/27/18	Recommendations for Students in RtI process	Complete 05/22/2018	Frank Saraco	05/22/2018
<i>Notes:</i> Continue, modify, or move tiers.				
9/27/18	Release BOG scores to 3rd grade teachers.	Complete 09/24/2018	Kimberly Cressman	09/24/2018
<i>Notes:</i>				
9/27/18	Use grade level PLC time to review math clusters and lesson plans (for month of October) using curriculum guides to pace work.	Complete 10/02/2018	Kimberly Cressman	10/02/2018
<i>Notes:</i>				
9/13/18	Develop Tier 1 Core Plan for Grades K-5	Complete 10/09/2018	Kimberly Cressman	10/09/2018
<i>Notes:</i>				
9/27/18	Create intervention groups K-5 based on previous week's data review and build intervention time into master calendar.	Complete 10/16/2018	Kimberly Cressman	10/16/2018
<i>Notes:</i>				

12/4/18	Data Day 1	Complete 10/29/2018	Kellie Thompson	10/29/2018
<i>Notes:</i>				
9/27/18	NC Check-in Data Review (grades 3-5) BA Data Review (K-2)	Complete 11/19/2018	Kelly Thompson	11/06/2018
<i>Notes:</i>				
10/9/18	Use grade level PLC time to review math clusters and lesson plans (for month of October) using curriculum guides to pace work.	Complete 10/16/2018	Kimberly Cressman	11/30/2018
<i>Notes:</i>				
9/27/18	Create a guided reading group of 3rd grade students who scored in the 90th percentile or higher on BOG and work on enrichment activities (novel studies/projects) with the media specialist.	Complete 10/16/2018	Anita McMillan	12/20/2018
<i>Notes:</i>				
9/13/18	Data Day Review- meet in grade level PLC's to review assessment data and develop intervention groups and plans.	Complete 02/26/2019	Kimberly Cressman	02/15/2019
<i>Notes:</i>				
3/12/19	Assess all students K-5 in iReady Growth Monitoring	Complete 03/12/2019	Kellie Thompson	03/12/2019
<i>Notes:</i> This assessment will impact if students are making "typical growth" or "stretch growth" in math. However, three data points need to be completed before a prediction can be made about growth.				
9/13/18	Administer NC Check-in in 3rd (Math), 4th and 5th grades (Math and Reading)	Complete 04/12/2019	Heather Dollevoet	04/12/2019
<i>Notes:</i>				
8/28/19	Monthly data review and analysis during PLCs	Complete 05/15/2019	Kellie Thompson	05/15/2019
<i>Notes:</i>				
9/13/18	Utilize monthly PLC meetings to review school-wide data, discuss intervention groupings, and make changes as needed to the groups.	Complete 05/17/2019	Kimberly Cressman	05/26/2019
<i>Notes:</i>				
9/13/18	Assess all students in K-3 in mClass Reading	Complete 05/17/2019	Kimberly Cressman	05/30/2019

<i>Notes:</i>				
9/13/18	Assess 4th and 5th grade students in iReady Math and Reading.	Complete 05/24/2019	Kimberly Cressman	05/30/2019
<i>Notes:</i>				
9/27/18	Review grade level and individual teacher data from 3D Reading Data (K-3) and grade level/teacher EOG data from EOY 2018-2019.	Complete 05/17/2019	Kimberly Cressman	06/13/2019
<i>Notes:</i>				
8/28/19	TSI Step: Develop a master schedule that allowed students to be clustered by their academic gap areas (EC, ESL, Tier 2 and Tier 3) in order to provide targeted instruction by every homeroom, EC, ESL, and tutor throughout the school year.	Complete 08/19/2019	Kellie Thompson	08/01/2019
<i>Notes:</i> Enrolling students that are EC or ESL must be appropriately placed in the correct cluster homerooms.				
8/28/19	Train K-3 teachers on iStation during PLC time.	Complete 08/13/2019	Kellie Thompson	08/13/2019
<i>Notes:</i>				
8/28/19	Purchase iReady Math Diagnostic for grades K-3 after SIT approval.	Complete 08/20/2019	Tammy Blankenship	08/20/2019
<i>Notes:</i>				
8/28/19	Administer 3rd grade BOG Reading Test.	Complete 08/21/2019	Brian Mills	08/21/2019
<i>Notes:</i>				
8/28/19	K-3 teachers assess students in iStation for Reading	Complete 08/30/2019	Kellie Thompson	08/30/2019
<i>Notes:</i>				
8/28/19	Assess students in iReady Math Diagnostic in grades 3-5. And iReady Reading Diagnostic in grades 4-5.	Complete 08/30/2019	Kellie Thompson	08/30/2019
<i>Notes:</i> Each homeroom teacher in grades 3-5 is responsible for assessing students in their classroom. Dr. Thompson oversees completion of the assessments.				
8/28/19	Teachers analyze iReady data (during PLCs with Dr. Thompson) and designed intervention groups for reading.	Complete 09/03/2019	Kellie Thompson	09/03/2019
<i>Notes:</i>				
8/28/19	Write Tier 1 Core Reading plan with each grade level team.	Complete	Kellie Thompson	09/10/2019

		09/03/2019		
	<i>Notes:</i>			
8/28/19	Assess students in grades K-3 in iReady Math		Kellie Thompson	09/13/2019
	<i>Notes:</i> Each homeroom teacher is required to assess their students on iReady Math.			
8/28/19	Develop Tier 1 Core plan for Math with each grade level team.		Kellie Thompson	09/17/2019
	<i>Notes:</i>			
8/28/19	Train TA's in the reading interventions (Phonics for Reading and/or Letterland)		Kellie Thompson	09/19/2019
	<i>Notes:</i> TAs delivering interventions: Santorum, Latten, and Chitwood			
8/28/19	Assess students on the Interim 1 NC Check-in (Reading and Math for 4-5), Math- grade 3 and science (grade 5)		Anita McMillan	10/22/2019
	<i>Notes:</i>			
8/28/19	TSI Step: Data Day- all current Check-in, iReady, and iStation data will be analyzed (teacher, grade level, and district) with emphasis on the EC subgroup to identify specific skill gap areas.		Kellie Thompson	11/01/2019
	<i>Notes:</i>			
9/3/19	Administer I-Ready Growth Monitoring for Reading (4-5) and Math (K-5)		Kellie Thompson	11/01/2019
	<i>Notes:</i>			
Implementation:		02/09/2018		
Evidence	2/9/2018 Data from I-Ready, NC Check-ins, District BAs, and mClass was reviewed with each grade level during grade level PLCS. Teachers discussed next steps needed to bridge the gaps. Primary grade teachers will focus on written response. Future PLCs will address various ways to incorporate writing in all content areas.			
Experience	2/9/2018 Data reports were created and shared with teachers. District reports were also shared with teachers. Time was spent reviewing data and pinpointing areas of concern. Next steps were established.			
Sustainability	2/9/2018 Future PLCs will address various ways to incorporate writing in all content areas.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>2019-2020: Four new teachers were added to TES staff; 1 in 1st grade, 2 in 2nd grade, and 1 in 3rd grade. Except for the four new teachers, there were no changes to grade level teams for this year. A new assistant principal was assigned to TES. Growth data: met at 1.12 and overall EOG proficiency for 2018-2019 was 62.3%.</p> <p>Every grade level team will house a lesson plan framework on Google Drive. Lesson plan non-negotiables will be developed and in place for all teachers to follow based on ISS's Learning Triangle by the end of the first nine weeks. Weekly PLC's led by the IF (with administration present) will occur every Tuesday and monthly topics include curriculum/instruction (math clusters and ELA standards), data analysis (iReady, IStation, NC Check-ins, and progress monitoring), and RTI (student intervention groups).</p> <p>2018-2019: Current data indicates that TES met growth for the 2017-2018 school year. However, school growth declined from a 6.86 (2016-2017) to a 1.38 (2017-2018). Minimal changes were made to grade level teams for the 18-19 school year. But, the state has a brand new math curriculum that is being implemented this year. The district has released its timeline for completion of teacher observations and PDP completion. Classroom Walk-throughs will continue this year.</p> <p>Every grade level team will house lesson plans on Google Drive (previous lesson plans have been archived and are view only). Lesson plans and instructional delivery must include: Letterland (K-2), Daily 5 and Number Talks (all grade levels) as well as direct and small group instruction. Grade level teams are required to meet with the leadership team each week (Tuesdays) as a PLC to discuss curriculum/instruction, data analysis, and interventions.</p> <p>For the 2017-2018 school year, 9 new staff members were</p>	Limited Development 05/13/2016		

	<p>added to Troutman Elementary School; five beginning teachers (less than 3 years teaching experience) and 4 other teachers: 2 with over 10 years teaching experience, one with 4 years experience, and one with five years teaching experience from New York, but is in her first year in North Carolina. Grade level teams in grades 1, 2, 3, 4, and enhancements have new staff members this year. In addition, the Instructional Facilitator is in that role for the first time this year. The assistant principal has completed the initial NCEES training as required during the first 10 days of school. The principal has developed an teacher observation schedule for the 2017-18 school year and will adhere to the district benchmarking dates for completion of teacher evaluations and professional development plans. The principal and assistant principal provide timely feedback as evidenced by evaluation summaries in NCEES. The principal, assistant principal, and instructional facilitator will conduct 20 Classroom Walkthroughs on every certified teacher in school and email individual walk-through data to each teacher at the conclusion of the walk. Each grade level team will house their lesson plans on Google Drive. Lesson plans and instructional delivery must include: Letterland (K-2), Daily 5 and Number Talks (all grade levels) as well as direct and small group instruction. Grade level teams are required to meet with the leadership team each week (Tuesdays) as a PLC to discuss curriculum/instruction, data analysis, and interventions.</p>			
<p><i>How it will look when fully met:</i></p>	<p>2019-2020: All teacher evaluations and professional development growth plans will be completed on or before the timelines set forth by the district. Grade level lesson plans, K-5 and enhancements will be housed in Google Documents for all TES staff to view. Lesson plan template will be designed and aligned to the district academic triangle (5 questions). Weekly PLC's as led by the leadership team will include discussions on curriculum/instruction, data analysis, interventions, and classroom strategies.</p> <p>2018-2019: All teacher evaluations and professional development growth plans will be completed on or before the timelines set forth by the district. Grade level lesson plans, K-5 and enhancements will be housed in Google Documents for all TES staff to view (and align curriculum). Lesson plans will include specific look-fors regarding classroom instruction. Weekly PLC's</p>		<p>Kimberly Cressman</p>	<p>05/22/2020</p>

as led by the leadership team will include discussions on curriculum/instruction, data analysis, interventions, and classroom strategies.

[Observation Schedule](#)

Actions		48 of 63 (76%)		
<i>Notes:</i>				
8/29/19	Develop a master teacher evaluation schedule for 2019-2020	Complete 08/01/2019	Kimberly Cressman	08/01/2019
<i>Notes:</i>				
8/29/19	Conduct NCEES orientation with all certified staff within first ten days of school.	Complete 08/14/2019	Kimberly Cressman	08/14/2019
<i>Notes:</i>				
8/29/19	Each administrator creates observation schedule for abbreviated, comprehensive, and standard evaluations that meets the district timelines for completion	Complete 08/26/2019	Cressman and Mills	08/26/2019
<i>Notes:</i>				
8/29/19	Instructional Facilitator creates grade level lesson plan folders for grades K-5 and enhancements.	Complete 08/26/2019	Kellie Thompson	08/26/2019
<i>Notes:</i>				
8/29/19	Instructional Facilitator will develop a standing monthly PLC agenda that addresses: data analysis (review school-wide data), RTI Stored (core plans and intervention groups), math and reading curriculum	Complete 09/03/2019	Kellie Thompson	09/03/2019
<i>Notes:</i>				
8/30/19	TSI Step: Secure a representative from Fountas and Pinnell to provide professional development in the area of literacy, to all homeroom teachers, teacher assistants, and EC teachers.		Kellie Thompson	09/30/2019
<i>Notes:</i> Training dates: 08/06/19 and 09/30/19. Funds to pay from this training came from TSI money in order to address EC literacy gaps.				
9/9/19	TSI Step: Provide TransMath direct instruction for 4th and 5th grade EC students.		Kellie Thompson	09/30/2019
<i>Notes:</i>				
9/9/19	TSI Step: Provide direct instruction in Reading Mastery and/or		Kellie Thompson	09/30/2019

	Corrective Reading A and B to EC students in K-5.			
	<i>Notes:</i>			
9/9/19	TSI Step: All homeroom will implement the Interactive Read Aloud lesson to ensure student receive core instruction and Tier 2 and Tier 3 interventions/support.		Kellie Thompson	10/11/2019
	<i>Notes:</i> Should be in place for at least 4 days/week.			
8/29/19	Leadership team will conduct EVAAS data analysis and EOG proficiency review (2018-2019) with each homeroom teacher in grades 3-5.		Cressman, Mills, Thompson	11/15/2019
	<i>Notes:</i>			
9/9/19	TSI Step: All homeroom teachers will implement guided reading as directed by the trainer from Fountas and Pinnell. EC students will receive guided reading with their homeroom teacher and also Tier 2 and Tier 3 in the resource classroom.		Kellie Thompson	12/01/2019
	<i>Notes:</i>			
8/29/19	Lesson Plan review		Cressman, Mills, Thompson	12/17/2019
	<i>Notes:</i>			
8/29/19	IF informally assess each homeroom teacher in: guided reading, number talks, interactive read alouds, and Letterland		Kellie Thompson	12/19/2019
	<i>Notes:</i>			
8/29/19	Kindergarten- weekly grade level lesson plan framework will be uploaded in Google Drive		Andrea Donaldson	05/22/2020
	<i>Notes:</i>			
8/29/19	1st Grade- weekly grade level lesson plan framework will be uploaded in Google Drive		Kelly Trudelle	05/22/2020
	<i>Notes:</i>			
8/29/19	2nd Grade- weekly grade level lesson plan framework will be uploaded in Google Drive		Risa Medlin	05/22/2020
	<i>Notes:</i>			
8/29/19	3rd Grade- weekly grade level lesson plan framework will be uploaded in Google Drive		Bethany Schermerhorn0	05/22/2020
	<i>Notes:</i>			
8/29/19	4th Grade- weekly grade level lesson plan framework will be uploaded in Google Drive		Dawn Cardwell	05/22/2020

<i>Notes:</i>				
8/29/19	5th Grade- weekly grade level lesson plan framework will be uploaded in Google Drive		Kelly Carney	05/22/2020
<i>Notes:</i>				
8/29/19	Each enhancement subject area will create and upload lesson plans into Google Drive (Lesson Plan folder)		Clendenin, Koehler, Mansfield, Levis, Sipe, McMill	05/22/2020
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data. Classroom observation data/ PDP is utilized by leadership to make some decisions about school professional development	Limited Development 05/13/2016		
<i>How it will look when fully met:</i>		School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and teacher needs. A process will be established to review teacher observation data, that will be provided quarterly by the HR department, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans, CWT and observation data. Increased access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support. school teams will report out on identified	Objective Met 10/16/17	Frank Saraco	06/08/2018

	indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data (including but not limited to benchmarks, quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation.			
Actions				
12/9/16	Develop schedules for quarterly site visits and data analysis	Complete 01/20/2017	Melanie Taylor	03/31/2017
	<i>Notes:</i> Melanie will share the schedule with this team via email.			
12/9/16	Establish quarterly process and template to analyze CWT data for trends. SWOT will be done quarterly starting 2nd quarter.	Complete 08/08/2017	Jed Stus	07/11/2017
	<i>Notes:</i> Jed will continue to share observation data; Exec Dir will work with Prins, Jed, Kim, and Sherrard to identify PD alignment			
12/9/16	Select research based professional development aligned with gaps.	Complete 08/08/2017	Jed Stus	08/10/2017
	<i>Notes:</i> Schools will extend deadline; utilize Wise Ways; MAK, KC, KR & SM will work with schools to identify/develop appropriate Wise Ways to support PD at schools. Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing			
12/9/16	Develop continuum of professional development opportunities.	Complete 08/08/2017	Jed Stus	08/10/2017
	<i>Notes:</i> Continuum will be designed following the Wise Ways support at schools. Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary			

	Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing			
12/9/16	Utilize the data obtained through analysis to determine PD needs.	Complete 08/08/2017	Jonathan Ribbeck	09/10/2017
	Notes: Real time completion will be systematically revisited Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		2019-2020: All grade levels K-5 host parent/curriculum nights. These curriculum nights provide parents with information about their child's curricular goals, to support parents understanding of student performance reports, and information on resources available to support students at home. Additionally all staff are required to conduct a minimum of two face-to-face parent conferences per year. An ESL parent night occurs each year. Other opportunities for parent involvement throughout the year include: Open House, Kindergarten registration, It's Happening Here, musical performances, kindergarten pumpkin carving, family book fair nights, Science Fair, Math Expo, Fuel Up To Play 60 Community Health Fair Night. In addition, teachers will send home a weekly newsletter to keep parents informed of current	Limited Development 05/13/2016		

	<p>reading and math learning targets.</p> <p>2017-18: All grade levels K-5 host parent/curriculum nights. These curriculum nights provide parents with information about their child's curricular goals, to support parents understanding of student performance reports, and information on resources available to support students at home. Additionally all staff are required to conduct a minimum of two face-to-face parent conferences per year. An ESL parent night occurs each year. Other opportunities for parent involvement throughout the year include: Open House, Kindergarten registration, It's Happening Here, musical performances, kindergarten pumpkin carving, family book fair nights, Science Fair, Math Expo, Fuel Up To Play 60 Community Health Fair Night.</p>			
How it will look when fully met:	<p>Teachers will continue to include strategies and tips on their newsletter for helping students at home. Parents have access to web-based programs (those that allow it) to monitor their child's work product in the program. The school will identify two two-week periods in which teachers will conduct parent conferences after 3:00 PM. Full implementation: a year-long calendar in created at the end of the school year in which all of these family interactions are listed and evidence of these events will be flyers detailing the event and then the sign-in sheets.</p>		Kimberly Cressman	05/29/2020
Actions		38 of 50 (76%)		
	<i>Notes:</i>			
3/12/19	Individual Award Ceremony Grade 5	Complete 06/06/2019	Kimberly Cressman	06/06/2019
	<i>Notes:</i>			
9/2/19	Open House for Grades 1-5	Complete 08/06/2019	Kimberly Cressman	08/06/2019
	<i>Notes:</i>			
9/2/19	Open House- Kindergarten Only	Complete 08/07/2019	Kimberly Cressman	08/07/2019
	<i>Notes:</i>			
9/2/19	BOG Parent Information Session		Kimberly Cressman	09/04/2019
	<i>Notes:</i>			
9/2/19	Title I Parent Meeting and Student/Parent Compact		Kimberly Cressman	09/04/2019

<i>Notes:</i>				
9/9/19	Take your Parent to PE Days		Clendenin	09/25/2019
<i>Notes:</i>				
9/2/19	DEP Parent Conferences		Keri Bass, Kelly Carney, Misty Thompson	09/30/2019
<i>Notes:</i>				
9/2/19	It's Happening Here		Keri Bass	10/10/2019
<i>Notes:</i>				
9/2/19	1st Quarter Parent Conferences		Homeroom Teachers	10/15/2019
<i>Notes:</i>				
9/2/19	Book Fair		Anita McMillan	10/28/2019
<i>Notes:</i>				
9/2/19	1st Grade Musical		Sarah Mansfield	10/29/2019
<i>Notes:</i>				
9/2/19	D. Bell's Kindergarten Family Night		Dawn Bell	12/12/2019
<i>Notes:</i>				
9/2/19	Parent Conferences- 2nd Quarter		Every homeroom teacher	12/20/2019
<i>Notes:</i> For those teachers who did not conduct conference in October.				
9/2/19	TES Science Fair		Kimberly Cressman	02/28/2020
<i>Notes:</i>				
9/9/19	Parents will be asked to complete an on-line survey (with a drop down menu of quarterly offerings) about the information session attended and how beneficial the session was for the parent.		Anita McMillan	05/15/2020
<i>Notes:</i>				