

Comprehensive Progress Report

Mission: As a highly qualified staff, we commit to helping our students achieve high academic growth in a safe, nurturing, and engaging environment. Our students will be lifelong learners and globally competitive.

Vision: United we SOAR for success by being: Safe, Otstanding, Accountable, and Respectful

Goals:

A4.01 Target Goal: By 2024, the reading EOG composite score will increase from 70.9% proficiency to 75%. We will reach this goal by providing strong core instruction, including the Magnetic Reading Program in 3rd, 4th, and 5th grade, and targeted interventions to students.

A4.01 Target Goal: By 2024, the math EOG composite score will increase from 81.7% to 85%. We will reach this goal by providing strong core instruction and interventions to students.

A4.01 Strategic goal: By 2026, the reading EOG composite score will be 78%. We will reach this goal by providing strong core instruction and tiered instruction.

A 4.01 Strategic goal: By 2026, the math EOG composite score will be 88%. We will reach this goal by providing strong core instruction and tiered instruction.

A4.01 Target Goal: By 2024, Science EOG composite score will increase from 72.8% to 75% by providing hands on activities, a focus on vocabulary, and rigorous and relevant instruction, to be assessed in all grade levels.

A4.01 Strategic Goal: By 2026, the science EOG composite score will increase from 72.8% to 78% by providing hands-on activities, a targeted focus on vocabulary, and rigorous and relevant instruction, assessed at all grade levels.



! = Past Due Objectives

KEY = Key Indicator

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>		<p>Grade level teams meet weekly for PLCs</p> <p>Grade level teams meet weekly for planning, using curriculum guides.</p> <p>Each grade has a time built-in to their schedule for science, reading, and math.</p> <p>The admin team conducts Data Days three times yearly</p> <p>The leadership team meets weekly to discuss instructional as well as operation systems</p>	Limited Development 08/17/2023		
<i>How it will look when fully met:</i>		<p>PLCs will be a full 45 minute time period each week.</p> <p>One PLC per month will be focused on Science unpacking and planning</p> <p>Each grade level will participate in a minimum of one hands-on science activity monthly</p> <p>Each grade level will have a minimum of one assessment per quarter of science standards taught</p> <p>Walkthrough data will be used to determine science instruction is occurring as planned</p> <p>Science Check In Data will be used to adjust instruction as needed</p> <p>Proficiency will be at 78% on the fifth grade Science EOG</p>		Aimee Adkins	05/24/2024
Actions			1 of 6 (17%)		
	8/17/23	Master schedule adjusted to allow for a minimum of 45 minutes for PLC time weekly	Complete 08/07/2023	Lisa Souther	08/30/2023

<i>Notes:</i>				
8/17/23	Each grade level will be responsible for the completion of one hands on science activity monthly		Brittany Miller	09/30/2023
<i>Notes:</i>				
8/17/23	Each grade will create and administer a minimum of one science assessment per month with a focus on science vocabulary from the science standards		Kim Thrift	10/30/2023
<i>Notes:</i>				
8/17/23	Science Goal Team will analyze assessment data for Science and determine next steps needed		Kim Thrift	11/30/2023
<i>Notes:</i>				
8/17/23	Collect & review classroom walkthrough data		Kristina Stoker	12/30/2023
<i>Notes:</i>				
8/17/23	Science unpacking will be held once a month during PLCs with a focus on science vocabulary to be taught during that standard		Jennifer Dalton	01/01/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Master schedule for "Hawk Time" evidence-based instruction aligned with individual needs of students is used. All teachers, including enhancement teachers, and teacher assistants are used during interventions and enrichment instruction. Not all teachers are implementing interventions with fidelity. Not all teachers understand or use the documentation that is required for RTI - and not all teachers progress monitor on a required regular basis. This has improved greatly from its starting implementation stages. The SAM was administered at the end of last school the ratings indicate that all 39 elements have been implemented to some degree. Five overall ratings were emerging /developing. Thirty-two ratings were operationalizing and two ratings were optimizing.</p>	Limited Development 03/13/2017		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		<p>Kindergarten through 5th grade level teachers will have data from IReady in math and reading. K-3 teachers will have Dibels data in reading.</p> <p>During Hawk Time, students will be grouped based on skill deficit.</p> <p>Progress monitoring will be done with fidelity.</p> <p>Every teacher will fill out documentation form on strategies used for interventions.</p> <p>Data will be reviewed monthly during PLC's</p>		Lisa Souther	05/30/2024
<i>Actions</i>			57 of 63 (90%)		
	6/12/17	-Grouping students in reading and math based on BOY assessments	Complete 10/10/2017	Lisa Souther	10/02/2017

	<i>Notes:</i> -discuss monthly during PLC's			
6/12/17	-Create Rti schedule assign 2nd teacher to reduce group size	Complete 10/13/2017	Judy Hix	10/08/2017
	<i>Notes:</i> -make sure the helper that goes into 5th grade is comfortable with working with 5th grade curriculum			
6/12/17	-Create digital document sheet to track data and progress of individual students during Rti. This will also show the interventions being used with that student.	Complete 11/08/2017	Classroom teachers	11/08/2017
	<i>Notes:</i>			
9/12/17	analyze data for effectiveness of interventions, personnel assignments, and progress toward goals	Complete 02/07/2018	Academic Goal Team	02/07/2018
	<i>Notes:</i>			
2/9/18	Review with SIT the data analysis	Complete 02/28/2018	Amanda Duncan	03/06/2018
	<i>Notes:</i>			
2/9/18	Train staff on SAM instrument	Complete 04/27/2018	Lisa Souther	04/30/2018
	<i>Notes:</i>			
9/17/17	Administer SAM .	Complete 05/23/2018	Judy Hix	05/30/2018
	<i>Notes:</i>			
9/17/17	Analyze SAM results to determine next steps	Complete 06/11/2018	Judy Hix	06/01/2018
	<i>Notes:</i>			
9/21/17	Teachers will record daily intervention on data tracking sheet and will review with Leadership Team during the PLCs	Complete 05/15/2018	Classroom teachers	06/01/2018
	<i>Notes:</i>			
6/12/17	-Implement interventions and progress monitor with fidelity implementation of interventions and data collection.	Complete 05/23/2018	Lisa Souther	06/01/2018
	<i>Notes:</i>			
9/19/18	Choose 1 rating from the SAM to improve MTSS implementation	Complete 10/30/2018	School Improvement Team	10/30/2018
	<i>Notes:</i> Teachers want to work on improving their knowledge of RTI stored.			
9/19/18	Implement steps and any training needed to increase effectiveness of MTSS implementation	Complete 12/15/2018	Judy Hix, Lisa Souther & Teachers	12/15/2018
	<i>Notes:</i>			
9/19/18	Review and complete the new FAM instrument	Complete 02/27/2019	SIT members / Teachers	02/28/2019
	<i>Notes:</i>			

3/4/19	Analyze FAMS ratings from teachers	Complete 03/27/2019	Leadership Team	04/01/2019
	<i>Notes:</i>			
3/4/19	Contact district MTSS coordinator to review FAMS with leadership team	Complete 04/02/2019	Lisa Souther	04/30/2019
	<i>Notes:</i>			
3/5/19	Determine next steps for specific areas in need of improving implementation.	Complete 06/10/2019	leadership team & SIT	06/10/2019
	<i>Notes:</i>			
3/4/19	Apply for recognition	Complete 08/01/2019	Leadership Team	08/15/2019
	<i>Notes:</i>			
8/29/19	Schedule monthly MTSS PLC on school matrix	Complete 08/16/2019	Leadership Team	08/20/2019
	<i>Notes:</i>			
8/29/19	Build capacity for MTSS implementation by providing professional development.	Complete 10/23/2019	Lisa Souther	10/25/2019
	<i>Notes:</i>			
11/8/19	Have all teachers sign up to complete MTSS micro-credential	Complete 11/08/2019	Pam Long	11/20/2019
	<i>Notes:</i>			
8/29/19	Continue implementing readers' workshop during Hawk Time and document with conferencing logs.	Complete 12/04/2019	Judy Hix	12/02/2019
	<i>Notes:</i>			
8/29/19	Bring conferencing logs to MTSS PLC and all progress monitoring data.	Complete 12/18/2019	Grade level PLC team chair	12/18/2019
	<i>Notes:</i>			
8/29/19	Have all teachers earn at least one MTSS micro-credential by the end of the year.	Complete 03/18/2020	Lisa Souther	03/15/2020
	<i>Notes:</i>			
1/14/20	Schedule time for FAMS to be completed by staff and reviewed with district MTSS coordinator	Complete 04/07/2020	Pam Long	03/28/2020
	<i>Notes:</i>			
1/14/20	Continue to implement reader workshop during hawk time. Leadership team will continue to monitor implementation.	Complete 03/06/2020	Judy Hix	04/24/2020
	<i>Notes:</i>			
1/14/20	Continue to building teacher capacity through monthly MTSS PLCs	Complete 05/13/2020	Leadership Team	04/29/2020
	<i>Notes:</i>			

1/21/20	Analyze MTSS practices to determine direction for 2020-2021 school year	Complete 06/04/2020	Pam Long	05/28/2020
<i>Notes:</i>				
9/14/20	Assign TAs and enhancement teachers to assist with grade level intervention/enrichment time.	Complete 10/02/2020	Judy Hix	09/28/2020
<i>Notes:</i>				
9/14/20	Teachers will create tier1 paperwork during PLCs	Complete 10/09/2020	Pam Long	10/02/2020
<i>Notes:</i>				
9/14/20	Build teacher understanding of new MTSS processes and RTI stored updates.	Complete 11/06/2020	Lisa Souther	11/06/2020
<i>Notes:</i>				
9/14/20	Teachers will use their intervention logs to record the number of interventions that have been delivered and the progress monitoring data.	Complete 11/20/2020	Kelly Collins	11/18/2020
<i>Notes:</i>				
9/14/20	Teachers will hold monthly MTSS PLCs.	Complete 12/22/2020	Pam Long	12/16/2020
<i>Notes:</i>				
1/22/21	Teachers will update their tier one plans during PLCs	Complete 02/05/2021	Pam Long	02/03/2021
<i>Notes:</i>				
1/28/21	Classroom teachers will provide interventions for tier 2 & 3 students. They will document & progress monitoring weekly.	Complete 03/05/2021	Kelly Collins	03/05/2021
<i>Notes:</i>				
1/28/21	PLCs will analyze data and adjust instruction accordingly	Complete 04/30/2021	Grade level chairs	04/30/2021
<i>Notes:</i>				
1/28/21	Students will be updated in rti-stored during monthly MTSS PLCs	Complete 06/01/2021	Pam Long	05/25/2021
<i>Notes:</i>				
9/7/21	Teacher will administer BOY assessments in reading and math.	Complete 09/17/2021	Lynn Taylor	09/17/2021
<i>Notes:</i>				
9/7/21	Teachers will analyze BOY data, complete Tier 1 documentation in RTI-stored, and determine intervention groups.	Complete 10/01/2021	Kelly Collins	10/01/2021
<i>Notes:</i>				
9/7/21	Teachers will update intervention in rti-stored monthly and review during MTSS PLC	Complete 10/29/2021	Grade level chair	11/01/2021

	<i>Notes:</i>			
9/17/21	Analyze progress monitoring data to determine effectiveness of interventions.	Complete 11/23/2021	Grade level chairs	11/20/2021
	<i>Notes:</i>			
9/7/21	Teachers will provide interventions for students in need and progress monitor them with fidelity.	Complete 12/17/2021	Leadership Team	12/20/2021
	<i>Notes:</i>			
12/16/21	Analyze K-5 i-Ready math data (MOY). Analyze 3-5 iReady reading data (MOY) for informational text growth.	Complete 02/08/2022	Lynn Taylor	02/15/2022
	<i>Notes:</i> Data to be analyzed again at EOY			
12/16/21	Continue classroom walkthroughs during Hawk Time to ensure interventions are completed with fidelity.	Complete 04/01/2022	Lisa Souther	03/31/2022
	<i>Notes:</i>			
12/16/21	Continue monitoring progress of fact fluency using reflex and celebrate success with math tags and bulletin boards.	Complete 04/29/2022	Tricia Freeze	04/25/2022
	<i>Notes:</i>			
12/16/21	Continue holding monthly MTSS PLCs	Complete 05/20/2022	Grade Level Chair	05/25/2022
	<i>Notes:</i>			
9/14/22	Teachers will administer BOY assessments in reading and math	Complete 09/21/2022	Lynn Taylor	09/21/2022
	<i>Notes:</i>			
9/14/22	Teachers will analyze student data and determine interventions needed for individual students and groups.	Complete 09/28/2022	Kelly Collins	09/28/2022
	<i>Notes:</i>			
9/14/22	Teachers will deliver interventions daily during Hawk Time and collect progress monitoring data weekly.	Complete 10/28/2022	Lisa Souther	10/28/2022
	<i>Notes:</i>			
9/14/22	Analyze progress monitoring data during grade level PLCs to readjust groups as needed.	Complete 11/18/2022	Grade Level Chairs	11/18/2022
	<i>Notes:</i>			
9/14/22	Analyze classroom walkthrough data for Hawk Time to ensure interventions are being completed with fidelity	Complete 12/20/2022	Pam Long	12/20/2022
	<i>Notes:</i>			
1/25/23	Review MTSS tier II & III interventions and progress to determine interventionists' focus	Complete 01/05/2023	Lisa Souther	01/05/2023
	<i>Notes:</i>			

1/25/23	Create expectation of iReady practice usage for grade levels using grade level input	Complete 01/24/2023	Tammy Farr	01/25/2023
<i>Notes:</i>				
1/25/23	Interventionists work with small groups and one on one as outlined in schedule	Complete 02/24/2023	Kelly Collins	02/20/2023
<i>Notes:</i> Interventionists work 19 hours weekly with these groups and individual students				
1/25/23	Monitor student/class usage of iReady as a strategy for meeting EOY proficiency & growth goals.	Complete 03/24/2023	Jessica Andreas	03/25/2023
<i>Notes:</i> During Goal Team Meetings				
1/25/23	Analyze Science Check In data and assessments to determine need for interventions	Complete 05/03/2023	Lynn Taylor	04/30/2023
<i>Notes:</i>				
1/25/23	Review & update MTSS document with current intervention strategy for Tier II & III to prepare for fall 2023 transition.	Complete 05/24/2023	Kristina Stoker	05/20/2023
<i>Notes:</i>				
8/17/23	Teachers administer BOY assessments in reading and math	Complete 09/11/2023	Amanda Duncan	09/06/2023
<i>Notes:</i>				
8/17/23	Teachers will analyze student data and determine interventions needed for individual students and groups. This will include previous Tier data.		Lisa Souther	10/01/2023
<i>Notes:</i>				
8/17/23	Interventionists will work with teachers to determine students who need extra support to be proficient		Tammy Farr	10/30/2023
<i>Notes:</i>				
9/11/23	Interventionist will adjust schedule in order to meet with students identified at least three times a week, for a minimum of 25 minutes each time.		Tricia Freeze	11/15/2023
<i>Notes:</i>				
8/17/23	Progress monitoring will be analyzed during grade level PLCs, including school psychologists and resource staff, and groups will be adjusted accordingly.		Kim Thrift	11/30/2023
<i>Notes:</i>				
8/17/23	Analyze classroom walkthrough data for rigor and relevance during intervention periods		Lisa Souther	12/15/2023
<i>Notes:</i>				

9/11/23	Principal and IF will have individual discussions with staff members whose walkthrough data does not show consistency with rigor and relevance.		Lisa Souther	12/30/2023
<i>Notes:</i>				
Implementation:		01/25/2023		
Evidence	1/4/23 Documentation in drive of intervention schedule and areas of focus			
Experience	1/4/23 Grade Levels Met to discuss and share with interventionists			
Sustainability	1/4/23 Discussion as needed with IF and teachers			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To
Initial Assessment:		Previously, in 2017, teachers were provided with emotional first aid training. They received training on using SEL in MTSS with Mr. Farr. Mr. Farr completed a needs assessment for staff and followed up with staff, based on that assessment.	Limited Development 09/07/2021	
		Priority Score: 2 Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	Classroom teachers will provide a weekly Second Step/Bully Prevention lesson whole group. Additionally, all students will receive a minimum of 3 morning meetings weekly. Referrals will be made based on both formal and informal assessments. The counselor will have a record of both students supported as well as the intervention type. Lesson plans and classroom walkthroughs will reflect the implementation of SS and morning meetings. As a result of this implementation, we expect to see 10% fewer ODRs as well as 80% or higher satisfaction with staff and student relationships as self reported by students on a Google survey.	Objective Met 05/20/22	Kristina Stoker	06/01/2022
Actions				
9/7/21	Review referral process.	Complete 10/01/2021	Gregg Farr	09/30/2021
<i>Notes:</i>				
9/7/21	Design a survey to assess students' ability to manage their emotions in a positive way.	Complete 11/05/2021	Gregg Farr	10/31/2021
<i>Notes:</i>				

9/7/21	Teachers will plan and instruct one Bully Prevention/Second Step lesson per week.	Complete 12/03/2021	Grade Level Chair	11/30/2021
<i>Notes:</i>				
9/7/21	Teachers will plan and complete morning meeting 3 or more times weekly.	Complete 12/17/2021	Grade Level Chairs	12/20/2021
<i>Notes:</i>				
12/16/21	Bullying policy will be reviewed at January staff meeting.	Complete 02/11/2022	Gregg Farr	01/30/2022
<i>Notes:</i>				
12/16/21	Give school climate survey	Complete 01/28/2022	Toni Walker	01/31/2022
<i>Notes:</i>				
12/16/21	Analyze 3rd-5th Climate survey	Complete 03/04/2022	Gregg Farr	02/28/2022
<i>Notes:</i>				
12/16/21	Continue morning meetings and 2nd step lessons. Leadership team will monitor for fidelity with classroom walkthroughs and review of lesson plans.	Complete 04/29/2022	Leadership team Grade Level chair	04/24/2022
<i>Notes:</i>				
12/16/21	Continue to follow school designated guidelines for contacting families who have students with repeated absences.	Complete 05/20/2022	Jennifer Dalton	05/25/2022
<i>Notes:</i>				
Implementation:		05/20/2022		
Evidence	5/20/2022 - see documentation			
Experience	5/20/2022			
Sustainability	5/20/2022 - continue following guidelines and communicate well			

	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	
<i>Initial Assessment:</i>	Classroom teachers implement differentiated core instruction. Hawk Time is used to provide interventions and enrichment, including tier II and III students. Classrooms teachers, resource teacher, ESL teacher are currently working on LETRS training. Monthly PLC discussion includes the implementation of LETRS in classroom practices.	Limited Development 09/14/2022			Priority Score: 2	Opportunity Score: 2	Index Score: 4
<i>How it will look when fully met:</i>	<p>Continue current practices with additional components:</p> <p>A document is housed in Google drive with tier II and III intervention strategies utilized to support the transition of students as they progress to the next grade level.</p> <p>All classroom teachers will be fully trained in LETRS.</p> <p>Full implementation of LETRS best practices by teachers to assist with continuous growth of student as they master each level or content skill.</p> <p>Students will advance through appropriate areas of fact fluency and be able to apply strategies learned to word problems in order to increase math proficiency and growth.</p>	Objective Met 05/26/23	Tracy Dagenhart	06/09/2023			
Actions							
9/14/22	Create and complete Google drive document listing last intervention utilized for teacher access and continued documentation.	Complete 09/28/2022	Abby Kiser	09/28/2022			
<i>Notes:</i>							
9/14/22	Teachers will continue completing LETRS training and complete Bridge to Practice activities in the classroom.	Complete 10/31/2022	Sarah Hayes	10/31/2022			
<i>Notes:</i>							
9/14/22	SIT will add LETRS indicators on the classroom walkthrough document and leadership will complete walkthroughs as outlined by calendared schedule.	Complete 11/15/2022	Lynn Taylor	11/15/2022			
<i>Notes:</i> Indicators added once and walkthroughs will be completed weekly							
9/14/22	Math Goal Team will create a schoolwide strategy for Problem of the Day.	Complete 12/15/2022	Virginia Yoder	11/15/2022			

	<i>Notes:</i> *This is based on training from Dr. Drew Polly.			
9/14/22	Teachers will utilize Reflex math in order for students to show mastery of fact fluency-beginning with addition and working through to division.	Complete 12/16/2022	Jessica Andreas	12/15/2022
	<i>Notes:</i>			
9/14/22	Continue updating Intervention documentation each month in PLCs and review progress toward LETRS and math goals.	Complete 12/16/2022	Pam Long	12/20/2022
	<i>Notes:</i>			
1/25/23	Analyze Classroom Walkthrough Data to ensure LETRS strategies are being used in the classroom	Complete 01/27/2023	Tammy Farr	01/24/2023
	<i>Notes:</i> Data to be viewed and discussed at monthly goal team meetings			
1/25/23	Math Goal Team will recognize and celebrate students who met their math goal by mid-year with a party and popsicles.	Complete 02/24/2023	Mandy Harrington	02/10/2023
	<i>Notes:</i>			
1/25/23	Provide visual aid for classroom use representing the problem solving model being utilized through the math goal team.	Complete 03/24/2023	Lynn Taylor	03/20/2023
	<i>Notes:</i>			
1/25/23	Organize content pacing in drive with grade levels to provide an 'all-in-one' document for interventionists for consistency in practice.	Complete 04/30/2023	Tracy Dagenhart	04/30/2023
	<i>Notes:</i> For use the remainder of this year and as we plan for interventionist position in upcoming school year(s).			
1/25/23	Review Reading and Math iReady Data, comparing both growth and proficiency.	Complete 05/26/2023	Lynn Taylor	05/30/2023
	<i>Notes:</i>			
Implementation:		05/26/2023		
Evidence	5/26/2023			
Experience	5/26/2023			
Sustainability	5/26/2023			

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>		Our principal spends time observing instruction while doing evaluations, CWT, PLC meetings and dealing with behavior issues. She is also in charge of bus routes and she does a lot of school tours.	Limited Development 05/04/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Weekly feedback will be provided for teachers regarding instruction in the form of lesson plan feedback and classroom walkthroughs. Observations will occur as outlined by I-SS district. The principal will participate in PLCs, along with the instructional facilitator, weekly. Additional support is provided to staff as needed based on data, both informal and formal. IReady, Dibels, EOGs, Check-Ins, classroom walkthroughs, PDP goals met, observations, lesson plan feedback, and RtI Stored documentation will be used as both resources as well as evidence of goal completion.	Objective Met 05/20/22	Jennifer Dalton	06/01/2022
Actions					
	9/7/21	Calendar weekly time to review lesson plans and provide feedback.	Complete 10/01/2021	Jennifer Dalton	09/30/2021
<i>Notes:</i>					
	9/7/21	An observation for each classroom teacher will be completed, including pre-conferencing and post-conferencing.	Complete 11/05/2021	Jennifer Dalton	11/05/2021
<i>Notes:</i>					
	9/7/21	Complete classroom walkthroughs and share feedback as needed from walkthroughs with classroom teacher	Complete 12/03/2021	Jennifer Dalton	11/30/2021
<i>Notes:</i>					
	9/7/21	Provide feedback for lesson plans weekly, two grade levels per week.	Complete 12/15/2021	Jennifer Dalton	12/31/2021
<i>Notes:</i>					
	12/16/21	Visit each kindergarten classroom weekly and complete classroom walkthrough during ELA, providing feedback. *specifically looking for guided reading	Complete 02/09/2022	Jennifer Dalton	01/31/2022
<i>Notes:</i>					
	12/16/21	Continue completing required observations for each classroom teacher will be completed, including pre-conferencing and post-conferencing.	Complete 05/20/2022	Jennifer Dalton	05/25/2022
<i>Notes:</i>					

12/16/21	Continue to complete classroom walkthroughs and share feedback with teachers.	Complete 05/20/2022	Jennifer Dalton	05/25/2022
<i>Notes:</i>				
Implementation:		05/20/2022		
Evidence	5/20/2022 - see documentation			
Experience	5/20/2022 - successful first year as principal			
Sustainability	5/20/2022 - continue with observations and classroom walkthroughs on a regular basis			