

Comprehensive Progress Report

Mission: Pasquotank Elementary School seeks to be an exemplary learning community school. We build the foundation of this community through meaningful relationships, relevant and engaging learning and effective communication. We challenge ourselves to be better than we think we can be and advocate for the greater good of our diversified community. Our victory in this mission will build lifelong, confident learners who have the tools necessary for success in a changing world.

Vision: Pasquotank Elementary School is a place where all students are encouraged to strive for excellence academically, socially and emotionally in a safe and nurturing environment. We will form a partnership with our parents and community to maintain an environment where students are empowered to discover their strengths and to achieve their maximum potential.

Goals:
 Increase proficiency in reading, math, and science to at least 50% of the 2022-2023 school year.
 As a school, we aspire to retain 100% of the teachers for the 2022-2023 academic school year.



! = Past Due Objectives KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Curriculum and instructional alignment

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<p><i>Initial Assessment:</i></p>			<p>This year, some grade levels are self-contained. All grade levels share a common planning time and PLC day. We will implement a PES lesson plan. All teachers have not mastered this process as we have many new staff members. We are focusing on a few pieces of the lesson at a time until it is fully implemented. All teachers are being trained on how to correct utilize the voted on lesson plan format. One teacher in grade 3 & the Art teacher have attended AVID training and will be sharing and implementing AVID strategies. Our school learning focus will be; rigorous and differentiated instruction to meet the educational needs of all students, have intentional instruction that will help move the academic needle forward. We have started to meet with content teachers in Professional Learning Communities once a week. Goal: 100% of teachers will meet weekly in their PLC's and school grade level meetings specifically to increase professional capacity. Connect teachers will integrate "quick writes" into their discipline to improve literacy proficiency.</p>	<p>Limited Development 09/27/2016</p>		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Each grade level will have standards-aligned units of instruction (integrating all subjects) comprised of multiple lessons that teachers will be able to make small adjustments to. Teachers will meet consistently at least 2-3 times a week to plan/participate in PLC's/grade level planning. Overall student proficiency in all grade levels will increase (10 percent). In grades K-3, mClass, SchoolNet, iReady, and math district & state assessments can be used to evaluate teaching and learning. In grades 4-5, SchoolNet, Benchmark Tests, iReady and EOG Scores can be used to evaluate teaching and learning.</p> <p>Our schools learning focus will be; rigorous and differentiated instruction to meet the educational needs of all students, have intentional instruction that will help move the academic needle forward.</p>		Objective Met 06/22/23	Simona White	05/31/2024
Actions					
9/27/16	Teachers will attend the weekly PLC meetings to discuss components of the lesson plans and they will also attend the "micro pd" Learning Focused professional development training three times a month. They will also continue with the school focus of writing and reading across the curriculum.		Complete 06/08/2018	Missy Cullens, Antoinette Reid	01/12/2018
<i>Notes:</i>					
10/26/16	Teachers will create whole group and small group lesson plans for each subject two weeks in advance. These lesson plans will be turned in weekly to the administration team. Teachers will receive feedback on their lesson plans prior to executing the plans. Our district is using 9 weeks district pacing guides. We also are using the Learning Focused framework to write our standard aligned lesson plans. Our district does not use thematic units.		Complete 06/12/2019	Antoinette Reid, Bernardine Wood, LaShekia Brother	06/12/2019
<i>Notes:</i>					
10/15/18	Principal, Instructional Coac Guided Math professional development will be provided to all teachers that teach Math .		Complete 11/12/2019	B. Wood & ELA Teachers	06/12/2019
<i>Notes:</i>					
10/15/18	Title 1 funds will be used to contract a Reading Coach to work with grades 4 and 5 ELA teachers. Coach will observe and model for teachers best instructional reading practices and will assist them in planning individualized instruction for their students.		Complete 06/12/2020	Admin Team, O'Neal, Grades 4-5 ELA Teachers	06/12/2019

<i>Notes:</i>				
10/15/18	Teachers will use the school wide lesson plan format in order to implement whole group lessons.	Complete 01/24/2020	SIT & Classroom Teachers	01/24/2020
<i>Notes:</i>				
10/15/18	Teachers will attend weekly grade level meetings to discuss effectiveness of best practices implemented. There will also be an instructional focus where teachers will receive information regarding ELA and Math instruction.	Complete 06/10/2020	Admin Team	06/10/2020
<i>Notes:</i>				
11/21/19	Title 1 funds will be used to implement Corrective Reading, after school tutoring, and the district initiative i-Ready.	Complete 06/10/2020	Admin	06/10/2020
<i>Notes:</i>				
9/28/21	<p>K-5 teachers will continue to meet weekly in PLC's where we will unpack the standards and our data.</p> <p>We will analyze our data to create appropriate lesson plans for our students.</p> <p>Our teachers will use iReady, mClass, Schoolnet, District benchmarks and classroom assessments to help indicate areas of improvement and where to start.</p>	Complete 06/02/2023	Administration or District IC	05/27/2023
<i>Notes:</i>				
9/28/21	Our staff will participate in professional development school and district wide. In order to build on our teachers skills and techniques. The district has already set aside dates for professional development our school will also provide our staff with professional development related to their needs (Corrective Reading, Letterland, STEMScopes, Writing, Guided Reading/Math and much more.	Complete 06/02/2023	Administration or District IC	05/27/2023
<i>Notes:</i>				
5/11/22	Teachers are using a school wide lesson plan template for iReady math and reading. These plans are turned in one week in advance in a shared Google folder. This allows for the instructional team to provide feedback to teachers in a timely manner.	Complete 06/02/2023	Administration	05/31/2023
<i>Notes:</i>				
3/14/22	Teachers will use their PLC's to analyze their data points to drive their instruction. Teachers will also use this data to determine students who are advances, proficient, and below grade level.	Complete 06/02/2023	Administration	06/01/2023
<i>Notes:</i>				

Implementation:		06/22/2023		
Evidence	12/20/2016 Teachers have uploaded lesson plans to the principal and coach weekly. Teachers have unpacking documents. We will continue to use funding to pay for subs and/or stipends for working on unpacking the standards.			
Experience	12/20/2016 Teachers have been meeting in PLC's to unpack standards and make Learning Focused lesson plans.			
Sustainability	12/20/2016 All PLC's and LF lesson planning will continue until the end of the school year.			

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>PES is evolving into a MTSS school. Teachers are using mclass, SchoolNet, and iReady to implement a tiered instructional system for small group instruction, acceleration and guided reading. In 3-5, teachers are using the benchmark, NC Check Ins, iReady and SchoolNet assessments for making flex groups in small group and acceleration instruction.</p>	<p>Limited Development 09/27/2016</p>			
	<p>Priority Score: 3</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<i>How it will look when fully met:</i>	<p>When fully implemented, teachers will utilize research based instructional strategies through small group instruction to meet students' individual learning needs.</p> <p>As a result of utilizing research-based instructional strategies, students will show at least 1 year of measurable growth as assessed through iready and mClass diagnostics.</p> <p>Interventionists will be utilized to assist with targeted skill based instruction.</p> <p>Teachers will be provided with quality professional development, specifically Flexible Creativity with Dr. Mulligan, to assist with Tier I instruction.</p>		<p>Karen Coleson</p>	<p>05/30/2024</p>	
Actions			4 of 7 (57%)		
	<p>9/27/16 The instructional coach will monitor the use of mClass progress monitoring in grades K-3 weekly to ensure teachers are using data to flex students in and out of guided reading groups based on individual needs.</p>	<p>Complete 06/07/2019</p>	<p>Antoinette Reid, B. Wood</p>	<p>06/07/2019</p>	

<i>Notes:</i>				
10/14/17	Data will be used to guide instruction. A schedule will be implemented to deliver instruction based on individual needs of students across all tiers. This "acceleration" block allows for flexible grouping and supports driven by formative assessments, benchmarks, mClass, SchoolNet, and Istation.	Complete 06/10/2020	Antoinette Reid, B. Wood, Classroom Teachers	06/10/2020
<i>Notes:</i> PES was implementing Corrective Reading and the use of a Math Coach for pull out classes during school hours and also launched an after school tutoring program that had estimated 55 students attending daily. Due to the closure of School in March 2020 the school has gone from the Classroom to the Cloud where students learn virtually with their teachers monitoring student data and achievement both academically and emotionally.. “				
10/15/18	Teachers will use assessment data from mClass, School net, iStation, and other formative assessment platforms to select groups and targeted instructional interventions.	Complete 06/10/2020	Classroom Teachers	06/10/2020
<i>Notes:</i> PES was implementing Corrective Reading and the use of a Math Coach for pull out classes during school hours and also launched an after school tutoring program that had estimated 55 students attending daily. Due to the closure of School in March 2020 the school has gone from the Classroom to the Cloud where students learn virtually with their teachers monitoring student data and achievement both academically and emotionally.. “				
9/28/21	An MTSS team has been created and will begin to meet monthly in order to support our teachers and students throughout the school day. The MTSS team has met throughout the school year based on the needs of PES' teachers and students. The team has met monthly for the academic year. 22-23	Complete 05/27/2023	Dana Hawley	05/27/2023
<i>Notes:</i>				
9/28/21	Data will be used to guide instruction. Teachers will use assessment data from mClass, School net, iReady, and other formative assessment platforms to select groups and targeted instructional interventions.		Karen Coleson	05/27/2024
<i>Notes:</i>				

9/28/21	During our Intervention & Enrichment classes during the school day teachers will implement Heggerty and UFLI phonics instruction in K-2 and Corrective Reading in 3-5 to make sure that our students are getting what they need from phonics to comprehension and vocabulary skills. We will also rotate additional math facts to allow for fundamental math concepts to be reviewed and/or retaught to ensure student success in both content areas. Connect classes will also allow for additional assistance in growing reading and math skills.		Karen Coleson	05/27/2024	
<i>Notes:</i>					
6/27/23	PES worked diligently in implementing a tiered instruction system for small group instruction as well as using assessments and data collected to ensure that flexibility and acceleration is effective. SIT Team determined in order to reach 100% implementation we will continue to work on this through the next academic school year.		Karen Coleson	05/30/2024	
<i>Notes:</i> With guidance from instructional team and administration we will continue to monitor implementation for the 23-24 school year. We will monitor this action within the SIT Monthly meetings.					
Implementation:		09/16/2020			
Evidence	9/16/2020				
Experience	9/16/2020				
Sustainability	9/16/2020				
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:

Pasquotank Elementary School has a full-time counselor that facilitates individual and small group counseling and teaches classroom guidance lessons monthly, to support the social emotional and personal needs of students. There will also be a focus on student attendance as well. Attendance concerns will be taken to the MTSS Team/Attendance Committee, where a meeting will be held, including the parent and ECPPS district Attendance counselor where feasible.

Implementation update 3-29-23 - We have maintained our monthly guidance and SEL Lessons, our counselor has worked diligently to maintain the character word/student of the month bulletin board as well as kept our student attendance up to date and committee meetings have been held as needed for our students/parents that are in need of assistance with the attendance procedures. Teachers monitor the students social, emotional and personal needs by conducting morning meetings, check-ins to ensure all of our students are ready to learn in all areas. We have continued to incorporate our PBIS expectations within our school day as well as having reoccurring incentives for those students that follow the expectations everyday.

Limited Development
09/27/2016

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>We will incorporate our PBIS matrix into our daily routine, reminding our students of appropriate expectations and behaviors and rewarding their positive behavior with road runner bucks when they are seen meeting expectations and following procedures within the school building.</p> <p>We also would like for our teachers to have a check-in or morning meetings with students at the start of each day. This will help identify needs of our students and allow opportunities for recognizing concerns and addressing issues through assistance and interventions.</p> <p>Our Guidance Counselor will continue with monthly classes to incorporate any life skills and coping strategies. She will also have the flexibility to meet with small groups or individually based on the needs of the students.</p> <p>Each month every homeroom teacher would indicate their students of the month based on the character trait we are focusing on. Each student will be recognized with their picture on the "student of the month" bulletin board as well as with a certificate.</p> <p>"Calm Down Corners" have been incorporated into each classroom.</p>			Shaquita Winslow	05/31/2024
Actions			9 of 11 (82%)		
10/14/17	All students will learn through character education classes, the skills they need to positively impact student learning and promote healthy relationships.		Complete 04/29/2019	Valerie Caple	12/19/2018
<i>Notes:</i>					
10/15/18	Students in grades 3-5 will utilize an organizational tool (binders and agendas) in all content classes daily, to organize assignments and materials to demonstrate AVID scholarly behavior.		Complete 06/17/2019	B. Wood, Classroom Teachers	06/07/2019
<i>Notes:</i>					
10/15/18	Teachers will utilize AVID Weekly articles and incorporate the AVID lessons.		Complete 06/07/2019	Coleson	06/07/2019
<i>Notes:</i>					

10/14/17	Teachers will receive instructions regarding the social, personal and emotional supports available to help redirect problem behavior and to increase attendance in order to promote academic success.	Complete 06/12/2020	Valerie Caple	06/12/2019
<i>Notes:</i> PES was implementing Corrective Reading and the use of a Math Coach for pull out classes during school hours and also launched an after school tutoring program that had estimated 55 students attending daily. Due to the closure of School in March 2020 the school has gone from the Classroom to the Cloud where students learn virtually with their teachers monitoring student data and achievement both academically and emotionally.. “				
10/15/18	Teachers will plan for the use of two-column notes by identifying opportunities to implement during instruction.	Complete 06/10/2020	Admin Team, Classroom Teachers	06/12/2019
<i>Notes:</i>				
11/21/19	Our school has incorporated Kelso's choices and Sanford Harmony to help staff members embrace and enhance our students emotional and social culture.	Complete 06/10/2020	Valerie Caple/A. Andrews/D. Hawley	06/10/2020
<i>Notes:</i>				
11/10/21	We will have a student of the month from each class that represents a specific positive characteristic. These students will be rewarded with a certificate and picture.	Complete 05/27/2023	Shaquita Winslow	05/27/2023
<i>Notes:</i> Evidence of successfully implementing this action for the22-23 school year is available in the drive.				
11/10/21	We will have a motivation and affirmation bulletin board and posters around the school that promotes self confidence. We want our students to feel more confident about themselves, this will allow students to feel more confident in their learning.	Complete 05/27/2023	Shaquita Winslow	05/27/2023
<i>Notes:</i>				
9/28/21	Our teachers will provide directions and explanations of the way we carry ourselves within the schools by referring to the PBIS matrix created by the PBIS team. Students will also receive Road Runner Bucks to reinforce positive behavior within the classroom and the school.	Complete 05/27/2023	Dana Hawley	05/27/2023
<i>Notes:</i>				
9/28/21	Our Guidance Counselor will conduct SEL lessons within the classrooms monthly in order to provide our students with the life skills they need to be successful learners.		Shaquita Winslow	05/27/2024

Notes: Guidance counselor met with classes monthly and will continue to incorporate SEL strategies with our students for the upcoming 23-24 school year.

11/10/21 Teachers will check in with their students each morning, whether they are writing, drawing, giving a thumbs up or thumbs down or even having a place/time for students to check in with the teacher individually. This gives students and teachers time to connect. It also gives teachers an idea of how the day will go and what steps we need to take to make this day flow well for everyone.

Shaquita Winslow

05/27/2024

Notes: Teachers will continue to with check-in/morning meetings to ensure our students are successful for the upcoming 23-24 academic year.

Implementation:

09/16/2020

Evidence

9/16/2020

Experience

9/16/2020

Sustainability

9/16/2020

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:

Preparation for transition begins early in the spring. Information is gained and shared about students' current level to provide input into projected school improvement and instructional planning. There will be systems for connecting and integrating programs among grades and levels so that students, families, faculty and staff have a clear understanding of expected outcomes. Pre-K students will visit PES and rising sixth graders will visit RRMS.

Limited Development
10/14/2017

How it will look when fully met:

We plan to continue to conduct vertical planning days where grade levels are able to talk with other grade levels about content and standard expectations. This will allow teachers to know what was expected of them and where they need to be by the end of the year in preparation for the next grade level, as well as giving information to the grade level above to what they should know when they get to them.

We also plan for teachers who would like to observe in house teachers in a different grade level to observe during their planning times. This would give teachers the opportunity to see for themselves what is going on in each grade level.

We also plan to communicate with parents about each grade level transition. We will have a document for parents at the end of the year to see what the following year expectations will be, to prepare them for the upcoming year.

Our 5th grade will be able to tour the middle school they will attend. To provide the students with guidance as well as preparing them for what they will experience within the next year.

Over the summer we would like to have a JumpStart program where upcoming Kindergartners will come to our school to get a feel of the expectations and procedures when they walk into the building the first week of school.

Technology is something that is always evolving and we want to make sure we provide our students with the training and equipment they need in order to complete and produce material for their grade level. We would like for our media coordinator to have our 2nd graders learn how to type, use a Chromebook, create products (google slides, google docs. etc.) and much more. This will help them as they begin their third grade year with a Chromebook and veering away from the ipad.

Simona White

06/01/2024

Actions		4 of 5 (80%)		
11/16/17	A Classroom Placement Information Guide, parent information form and letter will go home with each student, in late April, explaining how the student profile sheet and other criteria will be used to place their child for the next school year. Teachers will also fill out profile sheets to assist the admin staff in placing the students in the best learning environment. In addition, using a parent information document parents will provide information about their child's strengths and weakness to guide transition and placement for the upcoming school year.	Complete 06/12/2018	Antoinette Reid	05/31/2018
<i>Notes:</i>				
10/14/17	Preschool students visit kindergarten classrooms before entering kindergarten and fifth grade students will attend an orientation at the middle school.	Complete 06/08/2018	Antoinette Reid	06/08/2018
<i>Notes:</i>				
10/15/18	Grade 5 students will complete a profile sheet that will be used by middle school Guidance Counselors and administration to place students. Students will also visit their perspective middle schools.	Complete 06/08/2018	5th Grade Teachers, Guidance Counselor, Admin. Tea	06/08/2018
<i>Notes:</i>				
10/15/18	The Exceptional Children's staff will meet with the middle school exceptional teacher coordinator to prepare 5th grade student IEPs for the transition to middle school.	Complete 06/07/2023	Dana Hawley	06/07/2023
<i>Notes:</i> EC Teachers met with Middle School teachers and EC dept. for transitions for PES students this academic school year. Evidence of implementation is on file.				
10/15/18	The staff meets for vertical team meetings to discuss across grade levels the expectations and standards that are needed in order for students to succeed from one grade level to the next.		Classroom Teachers	06/01/2024
<i>Notes:</i> We will continue with our vertical team meetings for the following 23-24 academic school year.				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Nina Griffin is our School Improvement Team support for the district. Mrs. Griffin communicates with Mr. Toronto at the state level.	Full Implementation 10/07/2021		

	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 are meeting twice a month as a School Improvement Team. An MTSS team has been created and will begin to meet to discuss the implementation of MTSS and interventions for academics and behavior.		Limited Development 09/27/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The School Improvement Team will meet twice per month. Information for the Data Team will be included during the School Improvement Team meeting to create and monitor a school-based professional development plan explicitly aligned to meet both teacher and student needs.		Objective Met 03/14/22	Elizabeth Jordan	06/03/2022
Actions						
	9/27/16	SIT/MTSS Committees will meet twice per month to review the effectiveness of best practices being implemented.		Complete 06/08/2018	Alexis Abbott	06/08/2018
<i>Notes:</i>						
	10/14/17	Minutes will be shared via Indistar and Google to promote collaborative work to prevent the inconsistent and piecemeal use of effective strategies.		Complete 06/08/2018	Bernadine Wood	06/08/2018
<i>Notes:</i>						
	10/15/18	Grade level teams meet bi-weekly in PLCs to discuss and review data regarding student progress in core subjects.		Complete 06/10/2020	Bernadine Wood	06/10/2020
<i>Notes:</i>						
	10/15/18	Grade level will display grade level data to show student progress.		Complete 06/10/2020	All classroom teachers	06/10/2020
<i>Notes:</i>						
	10/7/21	SIT will meet twice a month (2nd and 4th Normally).The School Improvement meeting minutes will be shared to the staff and uploaded into indistar in order to consistently communicate with all stakeholders.		Complete 03/14/2022	Elizabeth Jordan	05/30/2022
<i>Notes:</i>						
Implementation:				03/14/2022		
Evidence		3/14/2022 Minutes and agenda for meetings will be recorded and are uploaded to indistar after each meeting.				

Experience	3/14/2022 A schedule was set up and sent to SIT members with meetings twice monthly.			
Sustainability	3/14/2022 To maintain the schedule and meet as planned.			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The school has a Connect schedule setup to allow teachers to meet in a PLC weekly and have time for collaborative planning.	Limited Development 09/27/2016		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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How it will look when fully met:	<p>Teachers will meet weekly and discuss data and unpack standards with principal, assistant principal and/or instructional coach. During planning, teachers will collaborate with their teammates about data, lessons and concepts that will be taught within the classroom. Each teacher is expected to turn in lesson plans one week in advance. These plans will be turned in electronically to the principal, assistant principal, and instructional coach.</p> <p>We also will have our MTSS team meeting twice a month to discuss concerns in academics and behavior along with creating plans for student success. Our PBIS team will meet monthly to discuss student incentives and to promote positive behavior within the school building and outside of the school team.</p>		Karen Coleson	05/31/2024
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Actions		6 of 8 (75%)		
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10/14/17	A school wide schedule has been created to allow all grade level and connect teachers to have common planning everyday for 45 minutes. Once weekly, one planning is designated for PLC and another for grade level reflection to analyze data and student work. Norms have been created and established for both days.	Complete 06/08/2018	Antoinette Reid	02/28/2018
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Notes:

12/6/17	Principal, Instructional Coach, and District Coaches are responsible for modeling, guidance, answering questions and classroom walkthroughs. After a each classroom walkthrough, feedback will be delivered the same day. Debriefing time will be provided after each classroom walkthrough.	Complete 06/07/2019	Antoinette Reid	06/07/2019
<i>Notes:</i>				
10/15/18	An "Order of Operations" document will be created to specify duties and responsibilities for some of the key stakeholders in the building charged with the task of maintaining systems to increase capacity. A description will be created for receptionist, data, manager, instructional coach, assistant principal, behavior coach, guidance counselor, and principal.	Complete 06/07/2019	Antoinette Reid	06/07/2019
<i>Notes:</i> This is an on-going process.				
10/15/18	Administrative team meets with grade level chairs to share information regarding communicating with families, instruction and instructional methods and any needs of the school.	Complete 06/10/2020	Liverman/Brothers/ Grade Level Chairs	06/10/2020
<i>Notes:</i>				
10/15/18	Principal, Assistant Principal and Instructional Coach will complete classroom walk throughs and will provide teachers with feedback within 24 hours. Teachers will use feedback to improve instruction.	Complete 06/10/2020	Liverman/Brothers	06/10/2020
<i>Notes:</i>				
10/7/21	Our schedule is set up where teachers have a common grade level planning time (their connect time) 45 minutes. During this time teachers meet in a PLC with the instructional team once a week to discuss data, standards, and curriculum. On days there is not a PLC teachers use their time wisely to plan, collaborate and reflect with their teammates and other staff members.	Complete 05/31/2022	Elizabeth Jordan	05/31/2023
<i>Notes:</i>				
10/7/21	We have made plans for vertical meetings within our schools to take place after school. We will use this time to discuss standards that increase in complexity and expectations for each grade level. This will allow teachers to see where and what students need to know before they move on.		Administration Team	05/31/2024
<i>Notes:</i> Instructional Coach will resume role in this action for the upcoming school year.				
5/11/22	MTSS team will meet twice a month to discuss implementation of academic and behavior interventions.		Dana Hawley	05/31/2024
<i>Notes:</i>				

Implementation:		10/02/2017		
Evidence	12/20/2016 Teachers have unpacking documents. Teachers have Learning Focused lessons planned from these documents. The instructional coach works with teachers during all the planning days and PLC's.			
Experience	12/20/2016 Teachers have use to half day planning to unpack the grade level standards. Books have been ordered and received.			
Sustainability	12/20/2016 There are more planning days scheduled for teachers to continue to unpack their grade level standards.			

Core Function:	Dimension B - Leadership Capacity				
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Effective Practice:	Monitoring instruction in school				
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	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
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Initial Assessment:	The school has an intentionally designed master schedule that aligns with instructional needs to promote the effective use of mandated instructional time for math and reading. The instructional team which consists of the principal, assistant principal and instructional coach conducts weekly classroom walkthroughs. Teachers are provided feedback via google doc and individual conference follow-up.			Limited Development 10/03/2016		
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How it will look when fully met:	The school has access to a variety of student data that allows for effective utilization when designing individualized instruction. We will focus on small group instruction within each grade level based on formative data.				Simona White	06/07/2024
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Actions				5 of 7 (71%)		
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10/3/16	The principal, assistant principal and instructional coach will conduct frequent walk throughs using the Learning-Focused online tool to provide teachers with immediate and explicit feedback.			Complete 06/08/2018	Antoinette Reid	06/10/2018
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Notes:						
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10/15/18	Administrative team will conduct Classroom Walk Throughs (CWT) of all K-5 classroom weekly and share feedback with teachers and other members of the administrative team regularly.			Complete 06/07/2019	Admin Team, Classroom Teachers	06/07/2019
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Notes:						
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10/15/18	Administrative Team will meet with beginning teachers to ensure that they are aware of the focus and requirements in terms of instruction and the workings of PES.			Complete 06/07/2019	Beginning Teachers/Wood	06/07/2019
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<i>Notes:</i>				
10/15/18	Administrative team will meet on Mondays to discuss weekly focus of CWTs and to share commonalities.	Complete 06/07/2019	Admin team	06/07/2019
<i>Notes:</i>				
10/11/16	The teachers will provide students with varied opportunities to engage in rigorous, high-interest learning activities, increasing their capacity to master college and career readiness standards.	Complete 06/10/2020	Classroom Teachers	06/10/2020
<i>Notes:</i>				
11/8/21	Curriculum and Leadership Team will meet weekly to discuss weekly focus of walk throughs and share commonalities.		Admin Team	05/31/2024
<i>Notes:</i> This action will be monitored by the new instructional coach for the upcoming 23-24 academic year				
11/8/21	Instructional Team will conduct walkthroughs weekly for all K-5 classrooms and promptly share feedback with teachers.		Admin Team	05/31/2024
<i>Notes:</i> This action will be monitored by the new instructional coach for the upcoming 23-24 academic year.				

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>		Teachers will develop/implement lessons based on individual student data aligned to grade level standards. Data will be gathered from all sources and data notebooks will be established by each teacher. Three times a year, teachers will update students proficiency data on a grade level data wall.	Limited Development 09/30/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		<p>Teachers will meet regularly to analyze data from mClass, Benchmarks, common assessments, iReady and EOG's to make decisions for the SIT and professional development needed for the staff. A Data Wall will be analyzed, reviewed, and discussed weekly. The data will be updated three times a year (beginning, middle and end) by each homeroom teacher.</p> <p>The Principal, Assistant Principal, and instructional coach look at data after each benchmark to see if there are areas of needs. Providing teachers with the professional development opportunities available through. The data drives what we are going to do based on proficiency, students below, and above grade level and ways we can help our students grown academically.</p>		Simona White	06/07/2024
Actions			6 of 7 (86%)		
	10/14/17	K-5 teachers will post and maintain grade level data monthly and adjust as needed according to assessment data.	Complete 06/09/2020	Bernadine Wood- Instructional Coach/Process Manage	06/12/2019
<i>Notes:</i>					
	10/14/17	Teachers will use PLCs to analyze data and determine students who are advanced, proficient, below grade level and well below grade level. Teachers will analyzing multiple student data-points and use them to design instruction that meets the needs of students.	Complete 06/10/2019	Bernadine Wood-/classroom teachers/admin.	06/12/2019

<i>Notes:</i>				
10/15/18	Teachers will use PLCs to analyze data and determine students who are advanced, proficient, below grade level, and well below grade level. Teachers will analyze multiple student data points and use them to design instruction that meets the individual needs of students.	Complete 06/12/2019	B. Wood and Classroom Teachers	06/12/2019
<i>Notes:</i>				
10/15/18	Teachers will examine past EOGs and other assessment data to identify subjects with low scores across subgroups and target their professional development in those areas.	Complete 06/10/2020	District Coaches/Wood	06/10/2020
<i>Notes:</i>				
10/15/18	K-5 Teachers will post and maintain grade level data monthly and adjust as needed according to assessment data.	Complete 06/10/2020	B. Wood, Classroom Teachers	06/10/2020
<i>Notes:</i>				
10/15/18	Teachers will seek out professional development in Math, Science, Literacy and Technology to increase their ability to effectively teach content.	Complete 06/10/2020	All Teachers	06/12/2020
<i>Notes:</i>				
11/8/21	Provide our staff with a professional development survey in which they have a voice in what type of professional development they would find beneficial. We will use this data to drive our professional development topics and sessions.		Admin Team	05/31/2024
<i>Notes:</i> We will then plan to provide our staff with professional development relevant to the are they are the most interested in. Many teachers were interested in a self-paced professional development option. A list of self-paced professional development options related to the topics that teachers have requested for more information in. This action will be assigned to the new instructional coach and monitored for the 23-24 academic school year.				
Implementation:		12/14/2020		
Evidence	10/10/2017			
Experience	10/10/2017			
Sustainability	10/10/2017			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		District representatives attend various recruitment opportunities. Our district also has job fairs throughout the school year for new teachers.	Limited Development 09/30/2016		
<i>How it will look when fully met:</i>		We would be appropriately staffed with teachers in the place for each grade level that are highly qualified.		Simona White	06/07/2024
Actions			1 of 2 (50%)		
	9/30/16	Move toward offering conditional contracts for hard to fill positions, such as, math, EC, and science.	Complete 12/19/2018	Tammy Sawyer	12/19/2018
<i>Notes:</i>					
	11/29/21	As a restart school we have budget and hiring flexibilities.		Simona White	06/01/2024
<i>Notes:</i>					

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
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<p>Initial Assessment:</p>	<p>Teachers will have conferences with parents throughout the year to discuss academic and behavioral expectations. There will be frequent communication (ParentSquare, marquee, teacher emails, teacher/school webpages, Facebook and teacher phone calls). We will have at least 3 Title I parent nights will be planned throughout the school year.</p> <p>Implementation update as of 3-29-23 - The PES Staff has held multiple parent/students events including title one events, musical performance, public art show and choir show, invitation to classrooms as volunteers as well as preparing for a two field day with parental and PTO involvement. We have sent out multiple communication methods to keep our parents involved and up to date and are striving to increase our parental involvement each school year. Based on data from goals within the school it is projected that we have growth in this type of involvement for this academic school year.</p>	<p>Limited Development 10/03/2016</p>		
<p>How it will look when fully met:</p>	<p>Our teachers will communicate with parents/guardians and provide resources/strategies to assist their children at home. As evidence we will provide samples of documentation of parent/curriculum nights, screenshots of social media, ParentSquare messages and parent/communication logs. There will be at least 3 Title I parent involvement nights during the school year.</p> <p>We will continue to monitor this action to ensure a continuous increase in parental involvement. Evidence of increase of involvement for the 22-23 academic year has been collected and SIT Team determined to continue with progress monitoring so that the data can be compared at the end of the 23-24 academic year. PES will continue to monitor and work on increasing involvement through the SIT team.</p>		<p>Karen Coleson</p>	<p>06/07/2024</p>
<p>Actions</p>		<p>5 of 8 (62%)</p>		
<p>10/15/18</p>	<p>PES will host at least three Title 1 Parent Nights where parents will learn strategies that they can use to assist their students with their education while at home. Topics will include AVID Strategies, ELA/Reading, Math and Science.</p>	<p>Complete 06/07/2019</p>	<p>Maryann Everett</p>	<p>06/07/2019</p>
<p>Notes:</p>				

11/16/17	PES will communicate AVID strategies to parents during AVID family workshops.	Complete 06/07/2019	Coleson	06/07/2019
<i>Notes:</i>				
10/15/18	Teachers will send home weekly homework logs in folders to inform parents of current content and current events.	Complete 06/12/2019	Classroom Teachers	06/12/2019
<i>Notes:</i>				
10/15/18	Teachers will make positive and constructive contacts home via phone, email, Class Dojo, note or other modes of communication to keep parents informed.	Complete 06/12/2019	All Classroom Teachers	06/12/2019
<i>Notes:</i>				
11/21/19	k-3 teachers will send weekly homework logs for the parents to see and understand the homework assignments. Grades 4-5 will send homework assignments home in agendas daily.	Complete 01/24/2020	Classroom Teachers	01/24/2020
<i>Notes:</i>				
11/10/21	Teachers will communicate with parents on a regular basis. Teachers will also make sure to make a positive contact home to the family. This could be a ParentSquare message, a note home, or a phone call. This will help parents feel more comfortable to speak to the teacher even when there may be a negative phone call home.		Karen Coleson	06/01/2024
<i>Notes:</i> We will continue to monitor this action to ensure a continuous increase in parental involvement. Evidence of increase of involvement for the 22-23 academic year has been collected and SIT Team determined to continue with progress monitoring so that the data can be compared at the end of the 23-24 academic year. PES will continue to monitor and work on increasing involvement through the SIT team.				
11/10/21	We will have at least 3 School Wide Title I events that corresponds to a content area that is taught (ELA, Math, Science). We hope to get parents more involved in their child's learning by providing students with the correct materials and information that parents need to know within these events.		Karen Coleson	06/01/2024
<i>Notes:</i> We will continue to monitor this action to ensure a continuous increase in parental involvement. Evidence of increase of involvement for the 22-23 academic year has been collected and SIT Team determined to continue with progress monitoring so that the data can be compared at the end of the 23-24 academic year. PES will continue to monitor and work on increasing involvement through the SIT team.				

10/10/22	Title one night survey, Parent Surveys conducted at schoolwide events and other data documentation will ensure that the school improves their parental involvement and support through communication, PTO and volunteer opportunities.		Karen Coleson	06/01/2024
<p><i>Notes:</i> We will continue to monitor this action to ensure a continuous increase in parental involvement. Evidence of increase of involvement for the 22-23 academic year has been collected and SIT Team determined to continue with progress monitoring and utilizing surveys so that the data can be compared at the end of the 23-24 academic year. PES will continue to monitor and work on increasing involvement through the SIT team.</p>				