

## Comprehensive Progress Report

**Mission:** P.W. Moore Elementary School mission is to partner with the community, while strengthening structures to increase student success using AVID strategies.

**Vision:** P.W. Moore Elementary School's vision is to build a foundation that prepares all students to become productive, contributing and successful members of their communities.

**Goals:**

By the end of the 2024-2025 school year, overall grade level proficiency will increase by 20 percentage points and the student growth index will show an "exceeds growth" status.

As a team, we will improve school partnerships with the community and families by increasing parental and community involvement to ensure student success.

To reduce lost instructional hours, the team will implement alternatives to suspension and provide on going staff development to support student success.



! = 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
<i>Initial Assessment:</i>		Teachers teach PBIS lessons as well as have the guidance counselor meet with students in small group and individual counseling, Positivity Project, Educator's Handbook, Second Step (Tier I), Kelso's Choice (Tier I), Behavior Contracts (Tier III), Mentoring Programs, MTSS meetings, Grade level PLCs, and Staff Meetings are used to share additional information about trends that are being seen and what resources we have to address those. Further, there is still a need for restorative practices to be implemented school-wide to support relationship building and a need to ensure consistent implementation of a Caring School Community across the school.	Limited Development 02/23/2018		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		There will be school-wide use of MTSS incentives to positively reward students for behavior. Time in the classroom will increase as teachers are able to mitigate minor misbehavior and utilize classroom-based consequences. Restorative Discipline is implemented consistently across all grade levels, data points are utilized to problem solve behavior management at the core level and to determine the need for intervention. Finally, the number of incidences will be reduced .		Lisa Giarmono	05/31/2024
<b>Actions</b>			<b>10 of 11 (91%)</b>		
	10/9/18	Positivity Project PD All Staff	Complete 08/23/2018	Lisa Giarmono	10/31/2018
<i>Notes:</i>					
	10/10/18	All staff will participate in Educators Handbook training.	Complete 10/31/2018	Stephanie Ambrose	10/31/2018
<i>Notes:</i>					
	10/10/18	Professional Development for beginning and new teachers will be provided.	Complete 03/28/2019	Cheryl Bogue	12/01/2018
<i>Notes:</i>					
	10/10/18	Check-in Check-out process will be implemented with Tier II and III students.	Complete 12/14/2018	Lisa Giarmono	12/14/2018

<i>Notes:</i>				
10/10/18	All teachers will teach PBIS Lessons at the beginning of each nine weeks.	Complete 06/04/2019	Lisa Giarmono	06/07/2019
<i>Notes:</i>				
10/10/18	All teachers will implement Class Dojo daily to monitor behavior as a means to communicate to parents.	Complete 06/04/2019	Lisa Giarmono	06/07/2019
<i>Notes:</i>				
10/10/18	Behavior contracts will be implemented based on discipline data.	Complete 06/04/2019	Lisa Giarmono	06/07/2019
<i>Notes:</i>				
12/2/21	We used budget flexibility to buy incentives to reward students that followed PBIS expectations. Supplies were disbursed to teachers to reward students.	Complete 11/02/2020	Lisa Giarmono	10/15/2020
<i>Notes:</i> Goal- to reduce student referrals. ( we did not use this flexibility in the 2021-2022)				
4/15/21	Teachers will establish Virtual/ Hybrid Expectations for the school year, as well as procedures for In-person instruction during COVID.	Complete 05/28/2021	Lisa Giarmono	05/28/2021
<i>Notes:</i> Teachers review with students in person and online the procedures to engage in lessons, complete assignments, and being present in the school building.				
10/10/18	A mentoring program will be implemented to address subgroup identified needs.	Complete 05/27/2022	Michael Barclift	05/27/2022
<i>Notes:</i>				
10/10/18	Individual/ small group sessions with the School Counselor will be provided to students based on data and teacher input.		Lisa Giarmono	05/27/2024
<i>Notes:</i>				
<b>Implementation:</b>		06/25/2019		
<b>Evidence</b>	6/4/2019 Behavior contracts, Counseling referral forms, check in and check out for parents and students, sample kelso's lessons, classrooms using Dojo, teacher sign off sheet for pbis lessons.			
<b>Experience</b>	6/4/2019 Teachers have been teaching pbis lessons at the beginning of every nine weeks, Classroom management pd for Beginning teachers, Kelso's lessons to students, second step lesson and the positivity project and receiving training from a resilience team.			
<b>Sustainability</b>	6/4/2019 Continuing to teach the PBIS strategies will help sustain our current success.			

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
<i>Initial Assessment:</i>		Due to the multiple shifts in literacy curriculum over the last few years, there is a need for further understanding of the implementation of a standard aligned curriculum to meet student needs. Further, there is an overall gap in understanding of the use of scaffolds to support students in their access to grade-level instruction while also providing differentiated small group support for foundational reading skills. Teachers at PW Moore plan collaboratively and utilize a common planning time and lesson plan template to develop units. However, there is an overall need to continue to develop teachers' understanding of backward planning in math and literacy to support instruction. There is a need to continue to build on this work in action; specifically considering unfinished instruction due to the COVID-19 pandemic.	Limited Development 09/19/2016		
<i>How it will look when fully met:</i>		There will be an increase in understanding of grade-level standards and scaffolding to support students academic success through iReady, mClass, NCCheckins and teacher made assessments.		Maryann Everett	05/31/2024
<b>Actions</b>			<b>2 of 3 (67%)</b>		
	9/27/16	Teachers will be provided with job embedded professional development, both at school and through district meetings, regarding developing standards aligned instructional lessons that incorporate higher order thinking, .	Complete 06/15/2020	Maryann Everett	06/07/2019
		<i>Notes:</i> Clear standards aligned learning goals and collaborative lesson instructional units			
	3/26/18	Use provided unpacking documents to plan instruction.	Complete 05/19/2021	Maryann Everett	05/20/2021
		<i>Notes:</i> Teachers will utilize SCOS and Unpacking documents weekly as they plan instruction.			
	9/27/16	Grade level Chairs will record minutes for weekly planning meeting. Grade levels will collaborate on planning teams to develop standard aligned lesson plans to inform their instruction.		Maryann Everett	12/20/2023

Notes: Grade level meeting agenda, minutes, and collaborative lesson plans submitted weekly.

Some Grades are keeping minutes in the school template but we are working to increase to all grades across the school.

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
KEY	A4.01	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		All students will be receiving differentiated, quality instruction in small group instruction. Grade level teams, and student support services frequently analyze data to identify students in need. Students receiving supplemental intervention are referred to intensive intervention as needed and tracked (ie, EC, 504, and tutoring). Interventions would be evidence-based and include academics, attendance, and behavior initiatives.	Limited Development 09/19/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>		All students receive differentiated, quality instruction in small groups. Grade-level teams and student support services frequently analyze data to identify students in need. Students receiving supplemental intervention are referred to intensive intervention as needed and tracked (ie, EC, 504, and tutoring). Interventions are evidence-based and include academics, attendance, and behavior initiatives. Evidence of full implementation includes small group lesson plans, intervention mapping template, and increased academic achievement. Use of funding to hire certified and non-certified staff for intense intervention groups.		<b>Maryann Everett</b>	<b>05/27/2024</b>
<b>Actions</b>			<b>7 of 8 (88%)</b>		
	10/16/17	Teachers of students on the extended content standards (ECC) course of study will conduct monthly pre-and post-assessments of students' skills and mastery through the Unique program	Complete 06/15/2020	Elizabeth Whidbee	06/07/2019
<i>Notes:</i>					

9/27/16	All teachers will utilize the school approved instructional framework to plan and implement evidence based lessons that incorporate higher-order thinking.	Complete 06/15/2020	Stephanie Ambrose	06/07/2019
<i>Notes:</i>				
9/27/16	All English Language Arts teachers will implement guided reading within their instructional blocks.	Complete 06/15/2020	Stephanie Ambrose	06/07/2019
<i>Notes:</i> Guided reading plans and student data				
10/22/20	A master schedule will be developed both remote and in-person instruction to allow for time for both supplemental and intensive intervention in math and literacy.	Complete 10/15/2020	Maryann Everett	10/15/2020
<i>Notes:</i>				
9/27/16	Student performance data will be analyzed to determine which students need Tier II and III interventions.	Complete 05/27/2021	Lisa Giarmono	05/27/2021
<i>Notes:</i> Student data from mClass, Star, benchmark assessments, and common classroom assignments.				
4/15/21	All license staff will complete the three MTSS module trainings through NCEES.	Complete 05/27/2021	Stephanie Ambrose	05/28/2021
<i>Notes:</i> Staff will work on self-paced modules for MTSS professional learning.				
9/27/16	Teachers will provide intervention using evidence-based instruction through small group for all students across all tiers. Teacher will utilize an intervention mapping template to document the structure of intervention, and progress monitoring.	Complete 06/02/2023	Maryann Everett	06/02/2023
<i>Notes:</i> Student data, structured differentiated lesson plans , small group math and reading, structured intervention time.  This year we have implemented a template to support and track intervention. The school has shown growth in most areas.				
9/22/23	The school will continue with intervention through lion pride time as well as focus on Core instruction. The school will implement AVID Strategies through the use of WICOR. The school will implement a school wide organizational system including goal setting, student led conferences, Graphic organizers and monthly calendars for students.		Maryann Everett	06/10/2024

Notes: Increase proficiency in reading from 34% to 45% based on EOG scores.  
 Increase proficiency in math from 46.9% to 55% based on EOG scores.  
 Increase proficiency in science from 55% to 65%.

<b>Implementation:</b>		10/22/2020		
<b>Evidence</b>	10/22/2020 A copy of the master schedule.			
<b>Experience</b>	10/22/2020 The admin team created the master schedule.			
<b>Sustainability</b>	10/22/2020 Monitor teacher use of the schedule.			

	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
<i>Initial Assessment:</i>		Many teachers and staff are attentive to students' emotional states, guiding students in managing emotions and arranging for supports and interventions when necessary. We are currently, as a staff, engaging in professional development opportunities to help learn more strategies and supports for addressing student emotional states.		Limited Development 09/19/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		When this objective is fully met, all teachers whose students exhibit emotional dysregulation or demonstrate a need for layered support will effectively utilize the student support services referral process to seek additional interventions. Teachers will also be able to consistently and appropriately engage in one-to-one interactions with children and consistently hold developmentally appropriate expectations for behaviors. Likewise, when this objective is fully met, all teachers will feel comfortable teaching students about identifying emotions, healthy expression of emotions, and encourage students to have a positive mindset. In addition, when this goal is met, students will be able to more independently problem solve and regulate their own emotions, while teachers are able to gradually withdraw support. To help teachers meet this goal, they are provided with ongoing education from student support services staff about how to respond to children in a trauma-informed way. Similarly, there is an ongoing collaboration with teachers to help identify students with needs that have previously gone unidentified and unresolved. Teachers are able to arrange for supports by the referral process available to the students. Ideally, when this goal is 100% met, there will be more referrals for student support services than referrals for disciplinary actions.			Lisa Giarmono	05/27/2024
<b>Actions</b>				<b>3 of 5 (60%)</b>		
	9/27/16	Staff will participate in one book study to understand how poverty impacts the social and emotional needs of students.		Complete 06/01/2018	Dexter Jackson-Heard	06/01/2018
<i>Notes:</i> Discussion questions, activities and assignments posted to staff Canvas course for online participation.						



10/11/18	Staff will incorporate Positivity Project with students during morning meeting.	Complete 06/04/2019	Bethany Riddick	06/07/2019
<i>Notes:</i>				
9/27/16	Staff will participate in school-wide PBIS systems of support including explicit teaching of behavioral expectations, classroom reward systems, and individual student recognition.	Complete 05/27/2021	Lisa Giarmono	05/27/2021
<i>Notes:</i> Student recognition, Class Dojo data, behavior lesson plans				
10/22/20	The school counselor and school psychologist will utilize universal screener data to determine the social-emotional needs of students to create supplemental behavior intervention and counseling support.		Lisa Giarmono	05/27/2024
<i>Notes:</i>				
9/27/16	Staff will support students who need Tier II/Tier III supplemental interventions by referring to the MTSS team for additional PBIS strategies.		Lisa Giarmono	06/02/2024
<i>Notes:</i> Check in and check out records, office referrals, student suspension data, and behavior contracts.				
<b>Implementation:</b>		06/04/2019		
<b>Evidence</b>	6/4/2019, lesson plans, sign in sheet for 2nd step			
<b>Experience</b>	6/4/2019 Staff utilized positivity project daily, staff taught pbis lessons and second step lessons. Staff supported students that needed check in and check out.			
<b>Sustainability</b>	6/4/2019 Continue to support students emotional and social learning by utilizing pbis lessons, positivity project and second step curriculum.			

	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>	<p>Pre-K students visit Kindergarten classes and 5th grade students do a tour of the middle schools. We have not focused on things past the tour. Guidance is reviewing individual EOG data with each 5th graders and is looking at setting goals with them as well as the programs that are available on the middle school level during their Advisement Meeting. We would like to do more with the other grade levels as students transition within the building. We would also like for our 5th grade students to begin to look at 6th grade materials at the end of the year in preparation for the next year. We do engage in cross-grade level planning in some grade levels. We do not have a written transition plan for all students. Our parent shared that she would like to see some enthusiasm with the summer packets and their return.</p>	Limited Development 02/23/2018				
<i>How it will look when fully met:</i>	<p>Students and parents will have an understanding of the expectation for the next grade level.</p>	Objective Met	Lisa Giarmono	05/27/2022		
<b>Actions</b>				<b>1 of 1 (100%)</b>		
	<p>5/5/21 Leadership team will hold transition meeting inviting families pre-k - 5th grade to receive information and expectations for the upcoming grade level.</p>	Complete 05/11/2021	Lisa Giarmono	05/27/2021		
<i>Notes:</i> Every year we will provide transition information to parents.						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The team is currently in place and is meeting regularly. Currently, the leadership team meets twice a month to review effective teaching practices including lesson plans, discipline data, and identify academic trends in our school. Grade level reps are expected to share information with their team members.	Limited Development 09/19/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The SIT consists of elected teacher representatives on each grade level, coach, guidance counselor, and administrators. We are working on finding a parent representative. The SIT meetings review Wise Ways and indicators in Indistar, assess our current status, and create action steps based on our current needs. The school coach discusses teacher/staff needs to be based on walk-through and coaching sessions creates necessary PD and discusses other school initiatives. This team reviews student data and utilizes the member's strengths to create parent events, PD, and other action steps to benefit the school.		Stephanie Hall	05/27/2024
<b>Actions</b>			<b>1 of 3 (33%)</b>		
9/27/16	Bi-monthly school improvement meetings will occur after-school to review the progress of the implementation of the indicators on the SIP.		Complete 05/27/2021	Stephanie Hall	05/27/2021
<i>Notes:</i>		Meeting agendas, meeting minutes, data to demonstrate progress towards full implementation. These meetings will continue to take place bimonthly as the school calendar will allow.			
10/11/18	Leadership Team (principal, assistant principal, guidance counselor, coach, and behavior coach) will meet at least twice a month to review effective practices.			Maryann Everett	05/27/2024
<i>Notes:</i>					
10/11/18	The leadership team will meet regularly to review the implementation of the ADM student incentive initiative. Progress will be monitored weekly and students will receive incentives for increased attendance. ADM initiative will be modified as needed to improve the attendance rates.			Maryann Everett	05/27/2024
<i>Notes:</i>					

<b>Implementation:</b>				
<b>Evidence</b>	2/27/2017 Meeting Agenda Meeting Minutes Professional Development Session Surveys			
<b>Experience</b>	2/27/2017 We have met as a school improvement team to analyze best teaching practices. We have discussed office referrals, and the school counselor provided professional development using PBIS strategies. We are implementing MTSS framework. We have also discussed EOG data as a team. We have shared ideas about increasing our parental involvement.			
<b>Sustainability</b>	2/27/2017 We will continue to share best practices in the classroom, in PLCs, Faculty meetings, and professional development. We will continue to evaluate data.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>

	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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<p><b>Initial Assessment:</b></p>	<p>Grade-level and specials teachers are provided with time for instructional planning, individually and grade-level. Structured vertical planning will take place once per quarter. The teachers of our exceptional children's classes do not have a common instructional planning period and have less designated time for instructional planning than the remainder of other teachers.</p> <p>Grade-level and specials teams meet once per week in Professional Learning Communities and one planning period a week is designated for collaborative instructional planning.</p> <p>Grade levels K-5 and support staff will lead and participate in grade level planning (common planning)</p> <p>The focus will be on standards and curriculum resources, instruction, strategies, and tips to help improve instruction. This will be fully implemented by May 2024 and will be measured by the submitted planning sheet to the leadership team. Principal, AP, and Coach will model, support, and attend meetings. Team members will have roles within the meeting, facilitator, recorder, time keeper.</p> <p>It is anticipated that we will increase our test scores 45% in ELA, 55% in Math, and 65% Science.</p>	<p>Limited Development 09/26/2016</p>		
<p><b>How it will look when fully met:</b></p>	<p>When fully met in our school, all grade levels and departments will meet regularly, including the teachers of exceptional children. The work of these structured team meetings (PLCs) will include analyzing student data, developing common assignments, collaboratively planning standards-aligned instructional units, and participating in needs-based professional development. Evidence will include meeting agendas and minutes, instructional plans (including weekly collaborative plans and adjusted intervention plans), student work samples, lesson plan feedback, and assigned work products.</p> <p>Funding sources will be provided for professional development.</p>		<p>Maryann Everett</p>	<p>05/27/2024</p>
<p><b>Actions</b></p>		<p>1 of 5 (20%)</p>		
<p>10/16/17</p>	<p>District behavioral support and autism support specialist will facilitate a PLC meeting for EC teachers at the district level.</p>	<p>Complete 06/15/2020</p>	<p>Maryann Everett</p>	<p>06/07/2019</p>

	<i>Notes:</i>			
9/27/16	Grade level teams will meet weekly to collaboratively plan standards-aligned lessons across content, including data-based adjustments to instruction for scheduled intervention for tiered instruction.		Maryann Everett	12/20/2023
	<i>Notes:</i> Teachers come together to share best instructional practices and data. Teachers discuss ways to implement content and grade level standards. Teacher work collaboratively to develop standard-aligned lessons. Teachers review various forms of assessment data to differentiate and drive instruction and tiered interventions.			
9/27/16	Weekly PLC meetings for all grade level teams. Evidence will be gathered through meeting agendas, minutes and designated work products.		Maryann Everett	05/27/2024
	<i>Notes:</i> PLC meeting minutes and agendas will continue to be uploaded to a shared Google Drive folder. PW Moore is working toward establishing and implementing an Exceptional Children's PLC.			
9/27/16	Bi-monthly PLC meetings for connect (specials) and exceptional children's teachers. Evidence will be gathered through meeting agendas, minutes and designated work products.		Maryann Everett	05/27/2024
	<i>Notes:</i> PLC minutes and agendas will continue to be uploaded to a shared Google Drive folder. Currently, Connect(specials) have their PLCs on early release dates as well as at least twice a month. Once developed and implemented the EC department will have the same meeting schedule as Connect.			

9/22/23	<p>Grade levels K-5 and support staff will lead and participate in grade level planning (common planning)</p> <p>Focus will be on standards and curriculum resources, instruction, strategies and tips to help improve instruction. This will be fully implemented by May 2024 and will be measured by the submitted planning sheet to the leadership team. Principal, AP, and Coach will model, support, and be attending meetings. Team members will have roles within the meeting, facilitator, recorder, time keeper.</p> <p>It is anticipated that we will increase our test scores 45% in ELA, 55% in Math, and 65% Science.</p>		Jennifer Hilliard	06/10/2024
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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>		This is the principal's first year at PW Moore. She is working with the assistant principal and campus instructional coach to conduct regular classroom visits to provide feedback on lesson plans, which are submitted weekly and two-weeks in advance. During remote instruction, classroom walk-throughs will include whole group instruction and small group instruction. EC and special areas teachers are also included in the monthly rotation. Instructional coaches conduct classroom walk-throughs based on the need of the teachers on their coaching caseload.	Limited Development 09/26/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Our goal at PWM is for the student growth index data to show an "exceeds growth" status by the end of the 2018-2019 school year. The principal and other members of the administrative team will provide timely clear and constructive feedback on a weekly basis of grade-level submitted lesson plans. The principal and other members of the administrative team will also engage in regular and ongoing classroom observations and visits. Feedback from formal classroom observations will be provided regularly and in a timely manner following the state and district guidelines.		Stephanie Ambrose	05/27/2024
<i>Actions</i>			<b>4 of 5 (80%)</b>		
9/27/16	Starting October 31, 2016 the leadership team will work to support cohort groups of teachers by providing professional development and feedback to implement the Learning Focused lesson planning framework.		Complete 06/09/2017	Sara English, Jessica Prayer	05/31/2017
	<i>Notes:</i> Three cohorts are planned with three phases. The three phases are: initial, quality, and ongoing. The first cohort is in phase two the quality phase. The second cohort is in the initial phase. The third cohort is scheduled to begin late Spring.				
3/26/18	Monitor and follow-up for teachers who do not have standards and unpacking printed.		Complete 10/31/2018	Dena' Banks, Dexter Jackson-Heard	10/31/2018
	<i>Notes:</i> Principal and Assistant Principal will monitor and ensure that all teachers have standards and unpacking printed and are using it as a resource.				

9/27/16	Principal and assistant principal will regularly observe and evaluate certified and non-certified staff according to state and district mandates.	Complete 12/21/2020	Stephanie Ambrose, AP	05/27/2021
<p><i>Notes:</i> All certified staff members are currently in the process of having their super-evaluation at the beginning of the school year. Non-certified staff are required and will have an annual review by May 2021.</p>				
9/27/16	Members of the leadership team will regularly conduct classroom visits to monitor classroom instruction.	Complete 05/27/2021	Stephanie Ambrose, MaryAnn Everett, AP	05/27/2021
<p><i>Notes:</i> An electronic document is shared between observer (leadership team) and classroom teacher regarding observations highlighting positive instructional strategies as well as areas for improvement (Grows and Glows Chart). Teachers are prompted to review and respond to this document following the visit.</p>				
9/27/16	Members of the leadership team will provide weekly feedback on grade level lesson plans in a timely manner.		Stephanie Ambrose, MaryAnn Everett, Assistant Prin	05/27/2024
<p><i>Notes:</i> Weekly feedback is provided to teachers after the leadership team reviews the lesson plan. Feedback is provided via email, Google Docs, and face-to-face.</p>				
<b>Implementation:</b>		06/04/2019		
<b>Evidence</b>	6/4/2019 Sign up sheets for pre and post observation and summative evaluation forms			
<b>Experience</b>	6/4/2019 Staff had formal and informal observations according to their license cycle.			
<b>Sustainability</b>	6/4/2019 Continued evaluations as required.			

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
<b>Initial Assessment:</b>		The school utilizes school performance data and student demographic data to set priorities and drive professional development needs. However, an informal survey was developed and distributed to staff to measure professional development needs. In addition, our school counselor also developed and distributed a needs assessment to help determine staff professional development needs as they relate to student social and emotional needs.	Limited Development 09/26/2016		
<b>How it will look when fully met:</b>		This indicator will be fully met when all SIT, PLC and grade-level meetings are centered on current data. The data is shared first, and action steps are generated based on the student data (attendance, behavior, achievement, growth). Additionally, teachers own their student data, and students own their own data based on the direction of the teachers. The culture of being data-driven is visible and evidence of utilizing data is seen in lesson plans and small groups formations. Teachers and teacher teams are utilizing their data for instructional improvement. In weekly PLC meetings, they working together to identify and support students academically, behaviorally, and attendance.		Stephanie Ambrose	05/31/2024
<b>Actions</b>			<b>4 of 7 (57%)</b>		
	3/26/18	Revisit bullet points from CNA Unpacking Report with staff.	Complete 06/15/2020	Chandra Eley	03/19/2019
	<i>Notes:</i> SIT Co-Chairs will share the findings of the CNA Unpacking Report with all staff to ensure full understanding of their findings.				
	3/26/18	Develop a presentation to present to staff on work from unpacking with DPI and the next steps that PWM will take as a school.	Complete 06/15/2020	Chandra Eley	03/19/2019
	<i>Notes:</i> SIT Co-Chairs will share with the school what DPI shared during the unpacking and what direction PWM will go in from here.				
	9/27/16	The LEA will provide grade/subject specific professional development based on need	Complete 06/15/2020	District Team Member	06/06/2019
	<i>Notes:</i>				

9/27/16	Leadership team will facilitate data analysis professional development days to evaluate and adjust instruction based on mClass data, district provided benchmarks, common assignments, and K-2 math assessments.	Complete 06/15/2020	Denise Spencer	06/15/2020
<i>Notes:</i> Data wall, adjusted instructional plans, and flexible grouping.				
9/27/16	Weekly PLCs to analyze student data, behavior, and attendance.		Maryann Everett	05/27/2024
<i>Notes:</i> Meeting minutes, agendas, and classroom data.				
9/27/16	Leadership team will study trends based on classroom observations and visits to make decisions about professional development needs of teachers and staff.		Maryann Everett	05/27/2024
<i>Notes:</i> Observation data, class walk-through data, and behavioral data				
9/27/16	The leadership team will schedule and design professional development based upon student performance data and staff needs.		Maryann Everett	05/27/2024
<i>Notes:</i> Survey results, professional development agendas, and professional development work tasks.				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>
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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>		There is a clear and established system for evaluating staff. However, there are no established procedures for recruiting, rewarding or replacing staff at the school level. The district currently offers a \$1000 interest free loan to all new hires. The district also offered \$1000 sign on bonuses for vacant math positions in the secondary areas (6-12). District representatives attend various recruitment opportunities.	Limited Development 09/26/2016		
		Priority Score: 3                      Opportunity Score: 1	Index Score: 3		
<b>How it will look when fully met:</b>		To recruit and retain high quality staff for ECPPS.	<b>Objective Met 11/17/22</b>	<b>Stephanie Ambrose</b>	<b>06/07/2019</b>
<b>Actions</b>					
9/28/16		The principal and assistant principal will evaluate all teachers according to state and district guidelines.	Complete 06/11/2018	Dexter Jackson- Heard	06/11/2019
<i>Notes:</i>					
10/16/17		School and district will support beginning teachers through various support meetings, mentoring and professional development.	Complete 06/15/2020	Kelly Cowell	06/30/2019
<i>Notes:</i>					

9/27/16	Move toward offering conditional contracts for hard to fill positions, such as, math, EC, and science.	Complete 06/30/2017	Tammy Sawyer	06/30/2019
<i>Notes:</i>				
12/2/21	Using budget flexibility to purchase instructional resources to increase teacher morale.	Complete 12/15/2020	Lisa Giarmono	12/15/2020
<i>Notes:</i> To increase staff morale  ( We did not use this flexibility in 2021-2022 school year.)				
2/11/21	Hiring an Assistant Principal and Behavior Coach to reduce discipline problems and increase attendance rates.	Complete 02/11/2021	Admin Team	09/01/2021
<i>Notes:</i>				
11/14/22	Hiring non-certified staff to be classroom teachers	Complete 05/27/2022	Stephanie Ambrose	06/03/2022
<i>Notes:</i> We hired non-certified staff to be classroom teachers under Restart.				
<b>Implementation:</b>		11/17/2022		
<b>Evidence</b>	2/11/2021 Positions filled August 2021 Vacant positions were filled with non-certified staff.			
<b>Experience</b>	2/11/2021 Admin team interviewed and hired for both positions.  Funding was not allowed to use as on going flexibility July 2021 Staff were hired in August 2021 for the 2021-2022 school year.			
<b>Sustainability</b>	2/11/2021 Funds used for these positions August 2021 Funds were used for positions.			

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
<b>Effective Practice:</b>	<b>Family Engagement</b>

	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>During the 2020-2021 school year, there is a need for unique levels of support for family engagement due to the COVID-19 pandemic. All meetings and events have transitioned to virtual meetings until further direction from the state and district. ParentSquare has been implemented this school year to assist with two-way communication between school and home. The School Improvement Team has a schedule of Title I events already in place with each event being designed to help parents understand what they can do at home to support their children. The School Improvement Team will put parent workshops in place to support parents with the curriculum of the home, especially during remote learning. We offer parent-teacher conferences, during which parents will receive a current update on their child's academic and behavioral progress. Title I Parent-Teacher-Student Compacts will be signed virtually this year. Members of the school staff are also working to re-establish an active Parent-Teacher Organization, however, overall attendance is still lower than desired.</p> <p>Goal 3: The school has partnered with ECU to become the first rural community school. A community school coordinator has been hired and we are planning to have a family meal on the second Tuesday of the month. We are bringing support from the community to help students and build a better partnership with parents. We will increase school and community relationships from .008 % to 50% by the end of the first year of implementation. This will be measured by the number of participants in our monthly dinners.</p>	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>			<p>100% engagement in ParentSquare between families, teachers, and the school. Increased attendance for Title I events, including parent conferences and a strong PTO.</p> <p>Funding sources used will be Title I parental involvement money and PTO membership dues.</p>		Lisa Giarmono	05/27/2024
<i>Actions</i>				5 of 7 (71%)		
		10/11/18	Teachers have been assigned Class Dojo accounts and classrooms have been populated by Class Dojo master.	Complete 01/14/2019	James Lunt	01/14/2019

<i>Notes:</i>				
9/27/16	All teachers will effectively and consistently use Class Dojo to communicate behavior performance which is aligned to our school PBIS plan.	Complete 06/04/2019	James Lunt	06/07/2019
<i>Notes:</i> Class Dojo accounts,				
10/16/17	School will engage parent and community stakeholders through a variety of communication methods including: podcasts and support videos posted to school website and/or Class Dojo to provide parents help with math and ELA strategies used at school, a daily student agenda to be sent back and forth between home and school for second-fifth grade students, and a weekly home-school communicator folder to promote additional and structured two-way paper communication.	Complete 06/15/2020	Dexter Jackson-Heard, Chandra Eley, Jil	06/07/2019
<i>Notes:</i>				
9/27/16	Plan and implement scheduled Title I events throughout the school year.	Complete 05/27/2021	Stephanie Hall	05/27/2021
<i>Notes:</i> Evidence will be Title I event flyers, sign in sheets, and survey results.				
9/27/16	All teachers will schedule and conduct parent-teacher conferences.	Complete 05/27/2021	Stephanie Ambrose	05/27/2021
<i>Notes:</i> Evidence will be parent-teacher conference invitations through ParentSquare, a roster of attendance, teacher conference schedules, student progress reports, and signed Title I compact form using google form survey. In January, evidence will include retention candidate letters and parent-teacher contact logs.				
9/27/16	School Improvement Team and Title I team will work to re-establish an active Parent Teacher Organization.		Monota Johnson	05/27/2024
<i>Notes:</i> Evidence will be meeting members, PTO membership roster, PTO calendar of events.				
9/22/23	The school has partnered with ECU to become the first rural community school. A community school coordinator has been hired and we are planning to have a family meal the second Tuesday of the month. We are bringing support from the community to help students and building a better partnership with parents. We will increase school and community relationships from .008 % to 50% by the end of the first year of implementation. This will be measured by the number of participants in our monthly dinners.		Lisa Giarmono	06/10/2025
<i>Notes:</i>				