

Comprehensive Progress Report

10/29/2023

At Kitty Hawk Elementary, we ensure all students become innovative, creative, problem solvers by providing a safe, supportive, and kind school environment with a strong commitment to teaching and learning.

Vision: Together we are growing extraordinary students.

Goals:

Every student will know, understand and practice school wide SOAR expectations.

By the end of the 2023-2024 school year, 20% or less of students will receive Reading Tier 2 or Tier 3 interventions and 80% of students will need Tier 1 instruction.



! = Past Due Objectives KEY = Key Indicator

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| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | | |
| Effective Practice: | | High expectations for all staff and students | | | | |
| | KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |

Initial Assessment:

- KHES has a strong PBiS program. Our current PBiS programming includes:
 - School wide SOAR expectations that are expected to be taught, reviewed, reinforced, rewarded, and retaught when needed • Our school wide expectations matrix is based on our school wide SOAR expectations that defines what SOAR looks like in each area of the building; Stay safe, Offer help, Act responsibly, Respect yourself and others
- Each year a new PBiS theme is developed to supplement our SOAR expectations; 2023-2024 theme is "Spread the world with Kindness."
- Parents are taught about our school SOAR expectations and asked to reinforce at home
- Teachers and staff have been trained to use positive behavior reinforcement techniques and strategies by leaders facilitating PBiS matrix evaluations, including tips in the weekly newsletter, article study with a self reflection piece, several activities regarding effective PBiS verbiage at staff meetings.
- Staff recognize students for displaying SOARing behavior frequently using individual SOAR recognition certificates that are specific to each student.
- Individual students are recognized on morning announcements daily, weekly "Look who's been caught SOARing" announcement.
- Abbreviated SOAR expectations are posted on signs specific to each area throughout the building; hall, bathroom, cafeteria, gym, playground
- The master schedule has 20 minutes at the start of the day for PBiS and SEL. These lessons are introduced each day on morning announcements by the school counselor and then taught and reinforced by classroom teachers before academic instruction begins.
- Educator's Handbook is used by staff to enter minor and major referrals. This allows for documentation to be collected for students.
- KHES Discipline Matrix lists classroom management expectations for all teachers to follow. It also defines what undesired behaviors are considered minor or major offenses, according to the Student Code of Conduct. There is a column on the matrix that identifies which Educator's Handbook Code to use when entering the referral.
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Limited
Development
10/29/2019

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| | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| How it will look when fully met: | All teachers employ effective classroom management strategies by describing, teaching, modeling, and reinforcing school-wide behavioral expectations by referring to the SOAR matrix. All teachers have an established positive behavior system in place that includes a variety of intrinsic and extrinsic rewards. All teachers maintain consistent and appropriate amounts of student supervision at all times. They intervene promptly and accurately when inappropriate behavior threatens to become disruptive and can refer to the KHES Behavioral Matrix for support. Evidence of implementation includes an increase in SOAR recognitions, Educator's Handbook documentation, a shared folder that includes grade level rewards systems, observation rubrics, and walkthrough documents. | | Maggie Conti | 05/01/2024 |
| Actions | | 2 of 9 (22%) | | |
| 10/7/23 | Each grade level team will consider the reward list provided by the PBIS Team and adopt a list of intrinsic and extrinsic rewards that is consistent across the grade level. Lists will be posted in the classroom, referred to regularly, and communicated with parents. | | Maggie Conti | 01/31/2023 |
| Notes: | | | | |
| | 3 All staff will participate in establishing common expectations for each area of the SOAR matrix | | Maggie Conti | 03/30/2023 |

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| <i>Notes:</i> | -Teachers will teach expectations at the Beginning of the school year and as needed for each part of the matrix. By 3/30/23 all the areas should be addressed (oftentimes field trip and assemblies don't come until later in the year) | | | |
| | 3 All teaching staff will participate in walkthroughs where they are given the opportunity to observe their peers and learn classroom management strategies. | | Maggie Conti | 04/30/2023 |

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| <i>Notes:</i> | Seeing different routines, observing other teachers handle situations in the moment, learning time management skills | | | |
| | 3 All staff will consistently teach, model and reinforce the expectations of using and responding to the SOAR sign (immediate reaction from students). | | Maggie Conti | 06/07/2023 |
| <i>Notes:</i> | | | | |
| | 2 All teachers will participate in PBIS Training differentiated to their needs. | | Maggie Conti | 06/07/2023 |
| <i>Notes:</i> | In order to ensure consistency in student behavior expectations, all staff should refer to the behavior matrix to use common language. Establish common expectations for each area of the behavior matrix. Weekly memos will include PBiS strategies. PLCs and all staff meetings will include PBiS strategies in the agendas. Admins will look for PBiS strategies during formal and informal observations. | | | |
| | 3 Staff will be provided with Professional Development on the SOAR Matrix. | Complete 08/21/2023 | Maggie Conti | 08/31/2023 |
| <i>Notes:</i> | Completed at the opening staff meeting. | | | |
| | 3 A list of possible intrinsic and extrinsic rewards will be created for K/2 and 3/5 | | Maggie Conti | 11/15/2023 |
| <i>Notes:</i> | | | | |
| | 3 Admin will include PBIS strategies that correlate with the SOAR matrix in the weekly memo that can be provided by members of | | Maggie Conti | 11/16/2023 |

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| | the PBIS Team. | | | |
| <i>Notes:</i> | | | | |
| | 23 A list of logical consequences will be created that correlate with each section of the SOAR Matrix.Electronic linked to the sections. | Complete 10/18/2023 | Chrisy Newell | 12/01/2023 |
| <i>Notes:</i> | | | | |
| Implementation: | | 06/19/2023 | | |
| Evidence | 6/19/2023 Observations of PBIS strategies being implemented. | | | |
| Experience | 6/19/2023 Staff were trained periodically at various meetings. | | | |
| Sustainability | 6/19/2023 Reassess at the BOY 2023-2024 | | | |

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| 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 | Target Date |
| | | Status Assigned To | |
| Initial Assessment: | Currently the district has implemented new ELA curriculums this year. There will be a new math curriculum next year. | Limited Development 10/29/2023 | |
| How it will look when fully met: | Standards-aligned units of instruction for each subject and grade level will be implemented. | Maggie Conti | 06/07/2025 |
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| Core Function: | Dimension A - Instructional Excellence and Alignment | | | |
| Effective Practice: | Student support services | | | |
| | KEY A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation | Status Assigned To | Target Date |
| Initial Assessment: | | Limited Development 10/29/2019 | | |
| | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | | |
| How it will look when fully met: | A decrease in the number of students with below grade level composite scored in reading and math; a decrease in the number of tier 2 and 3 students; | Objective Met 10/29/23 | Melody Cuthrell | 06/07/2024 |
| Actions | | | | |
| 10/29/23 | MTSS team is in full implementation, resources available on shared drive, ongoing training as needed, MTSS support meetings easy to schedule with full team. | Complete 10/18/2023 | Melody Cuthrell | 10/18/2023 |

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| Notes: | | | |
| Implementation: | 10/29/2023 | | |
| Evidence | 10/29/2023 MTSS minutes, Branching Minds data 10/29/2023 | | |

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| Experience | MTSS Team is currently using data to form Tiered interventions. | | | |
| Sustainability | 10/29/2023 MTSS Team and admin will continue to monitor data and follow the DCS intervention plan. | | | |

| ! | 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 |
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| <p>Initial Assessment:</p> | <p>We believe that students should be socially and emotionally sound and ready for learning. Since March of 2020, students have participated in face to face, virtual, and remote learning models. Because students have not had consistent instruction, behavior that interrupts teaching and learning is high. We are renewing our focus on childhood ACES, SEL, and SOAR expectations.</p> <ol style="list-style-type: none"> 1. 20 minute SEL-PBiS-Class Meeting time has been built into the daily master schedule from 7:50-8:10. 2. All students participate in regularly scheduled SEL lessons provided by our School Counselor. <p>Here are some current practices:</p> <ul style="list-style-type: none"> -SEL Calendar provided for each classroom teacher (K-2/3-5) -Classroom Guidance Lessons -PBIS Classroom Management -Reset/Calm Down Boxes -SOARing matrix -SOARing recognition (daily, weekly, monthly) -FFT program | <p>Limited Development 10/29/2019</p> | | |
| <p>How it will look when fully met:</p> | <p>Reduction in behaviors that interrupt teaching and learning.</p> | | <p>Charlotte Heroux</p> | <p>06/09/2023</p> |
| <p>Actions</p> | | <p>0 of 3 (0%)</p> | | |
| <p>10/7/23</p> | <p>Regular guidance lessons will be taught.</p> | | <p>Charlotte Heroux</p> | <p>06/01/2023</p> |

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| <i>Notes:</i> | | | | | |
| | | 2 Kindness committee plans opportunities for staff members to connect in a non formal setting. All staff meetings contain activities to build staff relationships and connections. | | Maggie Conti | 06/15/2023 |
| <i>Notes:</i> | | | | | |
| 10/7/23 | | Provide/Implement SEL Calendar | | Charlotte Heroux | 06/01/2024 |
| <i>Notes:</i> | | | | | |
| | 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> | | End of year Vertical Alignment conversations with the practice of reflecting on the notes, teacher walkthroughs, 5th graders tour middle school, MTSS and EC teams meet at EOY with middle school teachers, PreK transition meetings | Limited Development 10/29/2023 | | |
| <i>How it will look when fully met:</i> | | The school develops and implements consistent, intentional, and on going plans to support student transitions for grade-to-grade and level to-level. | | Ann Ball | 05/18/2026 |
| <i>Actions</i> | | | | | |
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| <i>Notes:</i> | | | | | |

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| 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 | | | Target Date |
| | Status Assigned To | | | |

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| Initial Assessment: | Dr. Colvin, principal and Maggie Conti, Assistant Principal meet weekly with Charlotte Heroux, guidance counselor to discuss School Improvement Plan progress and other agenda items that are relevant towards making progress towards our school mission and vision. KHES also has a LIST and SIT that consist of one teacher representative per grade level and parents. The team meets monthly, starting with SIT and then continuing to LIST. Decisions are decided in a collaborative method amongst the group. | Full Implementation 10/29/2023 | | |
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| 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 |
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| | | Initial Assessment: Dr. Colvin, principal and Maggie Conti, Assistant Principal meet weekly with Charlotte Heroux, guidance counselor to discuss School Improvement Plan progress and other agenda items that are relevant towards making progress towards our school mission and vision. KHES also has a LIST and SIT that consist of one teacher representative per grade level and parents. The team meets monthly, starting with SIT and then continuing to LIST. Decisions are decided in a collaborative method amongst the group. During each meeting, progress towards indicators is discussed and noted. Later Ms. Conti records the progress into the Indistar Platform. | Full Implementation 10/29/2023 | | |

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| Core Function: | Dimension B - Leadership Capacity | | | |
| Effective Practice: | Distributed leadership and collaboration | | | |
| | 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: | Duty schedules, a master schedule to include common planning time, PLCs, Leadership and All staff meetings are in the calendar. Admins meet with PLCs to discuss kid talk and curriculum. | Limited Development 10/24/2022 | | |
| | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | | |
| How it will look when fully met: | Teachers will meet to plan weekly lessons during common planning time. Teams will meet bimonthly in PLCs to discuss kidtalk, professional learning, and curriculum | Objective Met 10/29/23 | Lisa Colvin | 12/01/2023 |
| Actions | | | | |
| | 3 Over the summer, the master schedule was created in order to provide these needs for staff. | Complete 08/01/2023 | Lisa Colvin | 08/01/2023 |

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| <i>Notes:</i> | | | | |
| Implementation: | | 10/29/2023 | | |
| Evidence | 10/29/2023 Master Schedule document, KHES PLC agenda notes | | | |
| Experience | 10/29/2023 Dr. Colvin collaborated with Mrs. Heroux, and Mrs. Conti on creating the master schedule. Feedback was considered from EOY survey data from teachers about their desires for the master schedule. | | | |
| Sustainability | 10/29/2023 We will continue to ensure teachers get the planning time allotted on the master schedule. We will use this time to schedule bimonthly PLCs and meetings. | | | |

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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> | Principal and Asst Principal will use the NCEES system to observe and meet to provide clear feedback. Principal and Asst Principal will conduct informal walkthroughs throughout the school to be an accessible and visible presence. | Limited Development 10/24/2022 | |
| <i>How it will look when fully met:</i> | All stages of each evaluation will be completed to include feedback and discussion based on observations. TWCS will reflect that the Principals were a visible and accessible presence. | Lisa Colvin | 05/31/2024 |
| Actions | | 0 of 1 (0%) | |
| | 23 Admin will document progress towards NCEES evaluations regularly on the spreadsheet provided from DCS Central Office. | Lisa Colvin | 12/01/2023 |
| <i>Notes:</i> | | | |

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| Core Function: | Dimension C - Professional Capacity | | |
| Effective Practice: | Teacher quality and experience | | |
| ! | C1.06 The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157) | Implementation Status Assigned To | Target Date |

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| Initial Assessment: | BTs have been assigned a mentor in their grade level if possible, or with a mentor that would be a good match for them. Mentors and BTs were paired by admin over the summer so they could start collaborating at the BOY. | Limited Development 10/31/2022 | | |
| How it will look when fully met: | All BTs will receive ongoing support from their mentor and administrators throughout the school year. | | Maggie Conti | 05/26/2023 |
| Actions | | 1 of 3 (33%) | | |
| 10/7/23 | Host meetings with BTs and mentors as needed to discuss strengths, needs, and progress. Collaborate with mentors and BTs to provide support needed. | | Maggie Conti | 05/15/2023 |

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| <i>Notes:</i> | | | | |
| | /23 Communicate DCS expectations for mentorship program, which includes requirements within the DCS Mentor/BT Packet. | | Maggie Conti | 11/30/2023 |
| <i>Notes:</i> | | | | |
| | 2 Provide a resource and follow up to personalize mentor support with The Joyful Teacher. | Complete 01/27/2023 | Lisa Colvin | 06/07/2024 |
| <i>Notes:</i> | | | | |

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| 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 | Target Date |
| | | Status Assigned To | |

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| Initial Assessment: | <p>Biweekly PLCs will include data discussions.</p> <p>Monthly leadership meetings will include data discussions to include monitoring NC star indicators</p> <p>MTSS will meet weekly to review Tiered data and provide support to teachers for all levels of Tiered instruction.</p> | Limited Development 10/24/2022 | | |
| | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| How it will look when fully met: | <p>Biweekly PLCs will include data discussions.</p> <p>Monthly leadership meeting agendas will include data discussions to include monitoring NC star indicators</p> <p>MTSS agendas indicate weekly accurate minutes of Tiered data and providin support to teachers for all levels of Tiered instruction.</p> | | Lisa Colvin | 05/31/2024 |
| Actions | | 0 of 1 (0%) | | |
| 11/8/22 | Biweekly PLCs agenda include data dives and kid talks | | Lisa Colvin | 12/13/2023 |
| Notes: | | | | |
| Implementation: | | 11/08/2022 | | |
| Evidence | 11/8/2022 weekly PLC agendas. Plan to continue throughout the school year. | | | |
| Experience | 11/8/2022 Admin team created an intentional agenda for biweekly PLCs to include data review and Kid Talk. Business items have been moved to the weekly update or LIST. | | | |
| Sustainability | 11/8/2022 Continue to follow the agenda and norms | | | |

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| Core Function: | Dimension C - Professional Capacity |
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| Effective Practice: | Talent recruitment and retention | | | |
| | <p>KEY C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</p> | <p>Implementation</p> <p>Status Assigned To</p> | Target Date | |
| <i>Initial Assessment:</i> | System in place for team interviews, staff shout outs, feathers, snacks at every meeting, coffee cart. | | Limited Development 10/24/2022 | |
| | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | | |
| <i>How it will look when fully met:</i> | All certified positions will be filled. Staff will be appreciated for their hard work. | Objective Met 10/29/23 | Lisa Colvin | 10/31/2023 |
| Actions | | | | |
| 10/29/23 | Interview Teams were created to interview teacher candidates. Team consisted of representatives from each grade level, admin, and guidance. | Complete 06/16/2023 | Lisa Colvin | 07/31/2023 |
| <i>Notes:</i> | | | | |
| | 23 Staff Shout-outs will be available for staff to fill out. These will be announced weekly on the morning announcements. | Complete 09/15/2023 | Maggie Conti | 09/30/2023 |
| <i>Notes:</i> | | | | |
| <i>Implementation:</i> | | 10/29/2023 | | |
| <i>Evidence</i> | 10/29/2023 Morning announcement recordings, bulliten board in the office | | | |
| <i>Experience</i> | 10/29/2023 Conti asks Heroux to copy the staff shout-outs. They are kept by the teacher mailboxes. Once a staff member completes one, Conti reads it aloud on the morning announcements. She has made Thursdays "Staff Shout-Out Days." Then the paper is stapled on a bulliten board by the teacher mailboxes for everyone to read. | | | |

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| Sustainability | 10/29/2023 Make sure there are shout-outs to fill out and encourage all staff to complete them. | | | |
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| 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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| Initial Assessment: | | | <p>Parent communication at KHES consists of:</p> <ol style="list-style-type: none"> 1. Parent conference days are built into the school calendar 2. Use of school social worker to help parents understand expectations and comply with rules, procedures, and policy 3. Teachers communicate weekly using class and grade level newsletters, classroom web pages, See Saw, Class DoJo, Facebook, Twitter, Remind App, along with the traditional email, phone call, work folders, and face to face. 4. Principal sends "News You Can Use" newsletters via Blackboard Connect to keep parents up to date on school events, information, and ways they can support teaching and learning at home 5. Marquee on the road communicates key dates 6. Parents can watch our daily morning announcements on-line | Limited Development 09/16/2019 | | |

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| | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | | |
| How it will look when fully met: | <ol style="list-style-type: none"> 1. Increased parental involvement and communication between school and parents 2. Clear directions and resources will be provided to parents from the school on ways parents can help support their child's learning at home 3. Parents will be given the opportunity to learn strategies to help support their child's learning. | | Lisa Colvin | 06/07/2024 | |
| Actions | | | 0 of 3 (0%) | | |
| 10/7/23 | Resources for Literacy and Language Support will be provided to parents | | Lisa Colvin | 06/07/2023 | |

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| <i>Notes:</i> | | | | | |
| | 3 Clear communication and directions regarding homework and academic resources will be communicated to parents | | Lisa Colvin | 06/07/2023 | |
| <i>Notes:</i> | | | | | |
| | 3 Workshops for parents will be held | | Lisa Colvin | 06/07/2024 | |
| <i>Notes:</i> | | | | | |
| Implementation: | | 10/30/2019 | | | |
| Evidence | 10/30/2019 | | | | |
| Experience | 10/30/2019 | | | | |
| Sustainability | 10/30/2019 | | | | |
| ! | E1.12 | The school ensures that all parents understand social/emotional competency and their role in enhancing their children’s growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, | Implementation Status | Assigned To | Target Date |

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| | | and (5) making responsible decisions.(6330) | | |
| Initial Assessment: | <p>Our school counselor created a monthly SEL calendar with links to books and videos for teachers to use in their morning meetings.</p> <p>Our master schedule includes morning meeting time scheduled in every grade level.</p> <p>EC teachers provide support using programs such as Zones of Regulation.</p> | Limited Development 10/24/2022 | | |
| | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | | |
| How it will look when fully met: | <p>All teachers will implement daily lessons during morning meetings</p> <p>All teachers will support their students using these themes and lessons throughout the school day.</p> | | Lisa Colvin | 05/31/2023 |
| Actions | | 1 of 2 (50%) | | |
| 10/29/23 | Parents will be provided with SEL topics and support tips in the principal's montly newsletter. | | Lisa Colvin | 01/31/2023 |

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| <i>Notes:</i> | | | | |
| | <p>2 All teachers will implement daily lessons during morning meetings</p> <p>All teachers will support their students using these themes and lessons throughout the school day.</p> | Complete 11/08/2022 | Lisa Colvin | 09/15/2023 |
| <i>Notes:</i> | A habit of morning meetings will be established in a daily routine in all homerooms. | | | |
| Implementation: | | 10/29/2023 | | |
| Evidence | <p>10/29/2023</p> <p>Admin walkthrough data, teacher lesson plans</p> | | | |

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| <i>Experience</i> | 10/29/2023 All students receive the SEL lesson during the same morning block. Teachers engage in the discussion questions with the students. | | | |
| <i>Sustainability</i> | 10/29/2023 Admin will continue to monitor that this is being completed by doing walkthroughs of classrooms regularly from 7:50-8:10am. | | | |