

Comprehensive Progress Report

Mission:

Cultivate High expectations to Empower Success.

Vision:

We strive to foster a nurturing learning environment where every student’s unique background is honored and integrated into a curriculum that cultivates essential 21st century skills, empowering them to thrive in an ever-changing world.

Goals:

CHES will build and strengthen partnerships and communication with families, local businesses, educational organizations, community agencies, and advocacy groups in order to engage families and community stakeholders in the entire educational process for all students.

CHES will ensure equitable access to quality instruction and strive to eliminate barriers to rigorous and diverse opportunities. CHES will provide quality instructional facilities and learning environments for all students.

CHES will raise student achievement, close achievement gaps, and enable all students to take ownership of their learning, with a specific focus on improving reading instruction and outcomes K-5.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently participate and support all state mandating testing, such as mclass for K-3, NC Checkins and NC EOG. We are also using acadance and mclass and rubrics we have created as additional summative and formative data. We have fully implemented the MTSS framework to identify students who need additional support in academics and/or with social emotional domains.	Limited Development 01/09/2023		
<i>How it will look when fully met:</i>		Each grade level will have common formative assessments for each standard. PLC's will be centered around this data and goals will be created. We will know this objective has been fully met when the data from benchmarks correlates with the weekly or bi weekly CFA's.		Rachel Benton	06/10/2024
Actions			1 of 6 (17%)		
	1/9/23	Create Common Formative Assessments for each power standard.		Rachel Benton	06/10/2024
	<i>Notes:</i>				
	1/9/23	Data Digs 3 times a year to review summative assessment data.		Rachel Benton	06/10/2024
	<i>Notes:</i>				
	1/9/23	School Net and Data Analyzing Training		Rachel Benton	06/10/2024
	<i>Notes:</i>				
	1/9/23	Formative assessment data dives every 2 weeks in PLC's	Complete 11/02/2023	Meredith Wilson	06/10/2024
	<i>Notes:</i>				
	1/9/23	Decide on Power Standards at each grade level.		Meredith Wilson	08/10/2024
	<i>Notes:</i>				
	1/9/23	Create Rubrics for K-5 based on Power Standards for each grade level.		Beverly Hagy	10/01/2024
	<i>Notes:</i>				

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:		Teachers use a variety of classroom management strategies. We have a behavior matrix but it is not followed consistently.	Limited Development 06/20/2023		
How it will look when fully met:		All teachers use positive reinforcement and restorative practices when addressing inappropriate student behaviors. The behavior plan is implemented consistently and will positively impact student to student relationships and student to teacher relationships. Teachers frequently communicate with parents to keep them apprised of student conduct. There is an increase in instructional time and engagement and therefore an increase in our students' academic achievement. Teachers reteach and model appropriate behaviors as necessary. Inappropriate classroom behaviors and office referrals decrease. All classroom instruction is engaging and rigorous, and student misbehavior is minimized.		Gabrielle Geddings	06/10/2024
Actions			3 of 7 (43%)		
	11/2/23	Update SURF Matrix that explicitly defines target behaviors in each environment throughout the school.	Complete 11/08/2022	Kris Caroppoli	03/24/2023
<i>Notes:</i>					
	11/2/23	Create Behavior Matrix that outlines problem behaviors, whether they are minor incidents that should be handled by the teacher or office referrals that should be handled by administration and the explicit steps to address each.	Complete 04/21/2023	Rachel Benton	06/09/2023
<i>Notes:</i>					
	11/2/23	Train ALL staff to use Educator's Handbook so that we have accurate and detailed information for all behavior incidents.	Complete 09/15/2023	Gabrielle Geddings	06/10/2023
<i>Notes:</i>					
	11/2/23	Provide professional development for all staff on de-escalation strategies and behavior management.		Gabrielle Geddings	01/10/2024
<i>Notes:</i>					
	11/2/23	Implement Zones of Regulation school wide.		Jen Bonanni	06/09/2024
<i>Notes:</i>					
	11/2/23	Implement Little Spots of Emotion K-2		Kris Caroppoli	06/10/2024
<i>Notes:</i>					

11/2/23	Implement Club days at the end of each nine weeks for students who have not had any office referrals or minor incidents. Students who have received office referrals or minor incidents will participate in a behavior class with Ms. Kris (K-2) and Ms. Jessica K-5		Rachel Benton	06/10/2025	
<i>Notes:</i>					
	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are currently using PBIS incentives and the SURF Matrix as our behavior framework.	Limited Development 10/27/2021		

How it will look when fully met:

Implement Club days once per month (Friday breakfast clubs- trial run in May after testing)

Last 2 hours of the day

Examples: garden club, sports club, board games

PTO can run it and teachers and be there to help with behaviors

Continue Restorative Circles to resolve conflict

SEL Tasting on Fridays- with a "SElect menu"

Peer buddies (Young leaders and select students)

Assign a WIN Coach to all Tier 2/3 students

Create an electronic contract where student and WIN Coach develops goal(s) for student: Academic Goal, SEL Goal and Health Goals (Whole Child approach)

Each student will create a WIN electronic portfolio, where the student keeps all WIN information; accessible by WIN Coach, student and parent.

Portfolio should include student goals, coach, academic data, student self assessment, student reflection

Conduct WIN Parent Meetings - Student led conference with parent(s), teacher, WIN Coach, or other staff members.

All students WIN information will be part of Branching minds.

Schedule a once-a-month WIN hour for meetings between WIN Coach and students

WIN PD for staff to ensure that professional development is aligned with curricular, instructional, and assessment needs, while recognizing the unique professional development needs of individual staff members.

Jennifer Auguston

06/07/2024

Actions		4 of 10 (40%)		
1/9/23	Monthly Habit of Mind and SURF Assemblies	Complete 06/09/2023	Kris Caroppoli	06/10/2023
<i>Notes:</i>				
11/1/21	Admin will Continue Restorative Circles to resolve conflict and train staff to begin restorative circles within the classroom.	Complete 11/07/2022	Rachel Benton	06/10/2023
<i>Notes:</i>				
11/1/21	WIN PD for staff to ensure that professional development is aligned with curricular, instructional, and assessment needs, while recognizing the unique professional development needs of individual staff members.	Complete 11/02/2023	Rachel Benton	04/15/2024
<i>Notes:</i>				
10/27/21	Implement Clubs for students - Run Club, Math 24, Young Leaders, Chess Club, Breakfast Math Club, Safety Patrol, Battle of the BOoks	Complete 11/10/2023	Jennifer Auguston	06/07/2024
<i>Notes:</i>				
11/1/21	SEL Tasting on Fridays- with a "SElect menu"		Kris Caroppoli	06/10/2024
<i>Notes:</i>				
11/1/21	Implement Peer buddies (Young leaders and select students)		Kris Caroppoli	06/10/2024
<i>Notes:</i>				
11/1/21	Assign a WIN Coach to all Tier 2/3 students		Beverly Hagy	06/10/2025
<i>Notes:</i>				
11/1/21	Create an electronic contract where student and WIN Coach develops goal(s) for student:Academic Goal, SEL Goal and Health Goals (Whole Child approach)		Rachel Benton	06/10/2025
<i>Notes:</i>				
11/1/21	Each student will create a WIN electronic portfolio, where the student keeps all WIN information; accessible by WIN Coach, student and parent. Portfolio should include student goals, coach, academic data, student self assessment, student reflection		Rachel Benton	06/10/2025
<i>Notes:</i>				

11/1/21	Conduct WIN Parent Meetings - Student led conference with parent(s), teacher, WIN Coach, or other staff members.		Rachel Benton	06/10/2025
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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		A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			Every grade level and department meets weekly for 45 minutes to review implementation of curriculum, student progress, behavior, best practices and school wide initiatives.	Full Implementation 11/02/2023		
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		A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			We have adopted 4 curriculums for our Tier 1 Core Instruction to create unification and consistency school wide.	Limited Development 01/09/2023		
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How it will look when fully met:			We will exceed growth and 100% of our students will demonstrate growth in all subject areas and domains of learning.		Rachel Benton	06/30/2024
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Actions				4 of 10 (40%)		
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	1/9/23		WOW Word of the Week school wide with graphic organizer	Complete 03/03/2023	Beverly Hagy	03/10/2023
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<i>Notes:</i>						
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	1/9/23		CORE vocabulary kits and signs on playground	Complete 11/02/2023	Gabrielle Geddings	03/10/2023
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<i>Notes:</i>						
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	1/9/23		One Book, One School	Complete 05/10/2023	Jennifer Auguston	05/10/2023
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<i>Notes:</i>						
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	1/9/23		Create School Wide Writing Plan	Complete 09/08/2023	Rachel Benton	12/10/2023
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<i>Notes:</i>						
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	1/9/23		Question of the Week on News to incorporate and incentivise writing school wide on WCHE.		Jennifer Auguston	06/10/2024
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<i>Notes:</i>						
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	1/9/23		PD on Vocabulary		Rachel Benton	06/10/2024
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<i>Notes:</i>			
1/9/23	Story Walk on playground to increase exposure to print and vocabulary		Jennifer Auguston 06/10/2024
<i>Notes:</i>			
1/9/23	Little Free Librarys on playground and in front of school		Jennifer Auguston 06/10/2024
<i>Notes:</i>			
1/9/23	Implement the Universal Language of Literacy schoolwide		Beverly Hagy 06/10/2025
<i>Notes:</i>			
11/2/23	Implement 4 of Hattie's Visible Classroom strategies as voted by on SIT for highest impact ion student achievement - repeated reading, phonics/vocabulary, summarization using essential questions and increasing rigor and relevance of instruction.		Rachel Benton 06/10/2025
<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> Conducting on-going formative assessments and analyzing data from a variety of sources (EVAAS, EOGs, NC Check-ins, Istation, RTA portfolios, etc.) to guide instruction and decision-making. Holding Monthly MTSS PLC's that target early identification and intervention for struggling students in all grades. Use Multi-tiered System of Support (MTSS) process to identify instructional practices to improve academic performance of students at-risk of academic failure or dropping out. Utilize chromebooks in grades 3-5 and ipads in K-2 to differentiate instruction using educational technology software Implementing Guided Reading in Grades K-5. Providing math enrichment groups in Grades 4-5; Mathletes and Afterschool Enrichment. Differentiating Math Stations in Grades K-3. 	Limited Development 10/25/2019		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> An increase in the number/percentage of students who show growth throughout the school year as compared to the previous school year. PLC minutes indicating a minimum of 8 meetings a year. Branching Minds database showing a 10% decrease in individual student intervention plans on Tier 3 as shown by the Tier Progression Report over one school 100% of teachers trained in data analysis through Branching Minds, NCEES, and/or EVAAS learning modules Quarterly reports showing an increase of student usage of the digital platforms Moby Max and Study Island. Quarterly Study Island blue ribbon reports showing a 15% increase. Quarterly celebrations as shown on the school calendar. Annual peer observation data; Weekly Lesson Plans Attendance and number/percentage of students who show growth throughout the school year Weekly Lesson Plans ELL Team Drive and minutes with a minimum of 3 meetings per school year (BOY, MOY, EOY) 		Rachel Benton	06/07/2024
<i>Actions</i>			13 of 17 (76%)		
	2/3/20	100% of K-5 teachers will participate and complete the county-wide guided reading professional development book study.	Complete 06/01/2020	Jennifer Auguston	04/01/2020

	<i>Notes:</i> Google Classroom participation will indicate completion of this action.			
2/3/20	Students who achieved a 4 or 5 on the 2018-2019 Math EOG are provided with accelerated math instruction in the Mathletes club.	Complete 06/15/2020	April Oden	06/15/2020
	<i>Notes:</i>			
2/3/20	Teachers in K-4 will utilize the Amplify Mclass platform to complete benchmarks and progress monitoring in order to gather data to support small-reading group implementation.	Complete 06/03/2021	April Oden	06/01/2021
	<i>Notes:</i>			
2/3/20	CHES will implement the Student Risk Screening Scale(SRSS) 3 times per year to collect data that will be used to place students in Tiers for Social Emotional Behavior and to create behavior interventions.	Complete 06/04/2021	Kris Caroppoli	06/01/2021
	<i>Notes:</i>			
2/3/20	Meet every grade level and analyze students in Tier II and Tier III using the Branching Minds database.	Complete 10/08/2021	Stephanie Tenpenny	11/01/2021
	<i>Notes:</i> Core MTSS team will meet with each grade level on the first Tuesday of every month. Branching Minds and MTSS google spreadsheet will be utilized for note-taking.			
10/27/21	Hold weekly Core MTSS meetings w/grade levels where we analyze Tier 1 data, set goals based on that data, revisit the goals and set new goals, as well as, Tier 2 problem solving on individual students.	Complete 06/10/2022	Beverly Hagy	01/20/2022
	<i>Notes:</i>			
10/27/21	Create data tracker for each teacher, input summative and formative data weekly and review in PLC's.	Complete 06/10/2022	Beverly Hagy	01/30/2022
	<i>Notes:</i>			
10/27/21	Implement math and behavior universal screener.	Complete 09/30/2022	Meredith Wilson and Kris Caroppoli	06/07/2022
	<i>Notes:</i>			
10/27/21	Implement Tier 1 Core Curriculum in ELA (Core Knowledge), Math (Engage/Eureka), Writing (Oregon Writing Units), Phonics (Reading Horizons)	Complete 06/07/2022	Rachel Benton	06/07/2022
	<i>Notes:</i>			
10/27/21	Hire Reading, Math, SEL interventionists and Spanish interventionists.	Complete 09/30/2022	Rachel Benton	06/07/2022
	<i>Notes:</i>			

	2/3/20	Restructure PLC agenda in order to analyze formative assessments on a weekly basis.	Complete 06/07/2022	Rachel Benton	06/07/2022
		<i>Notes:</i> PLC agenda template: https://docs.google.com/document/d/1nuJ_Pfm2wy8C6DZNOtDZMfBZmeB7ZUtUnepVA_kBFJU/edit			
	1/9/23	Meet weekly to problem solve teacher referrals to resolve Tier 2 and Tier 3 issues	Complete 04/14/2023	Beverly Hagy	04/10/2023
		<i>Notes:</i>			
	1/9/23	Move Tier 1 meetings to PLC's in order to focus specifically on Tier 1 goals and progress monitoring	Complete 06/01/2023	Meredith Wilson	06/10/2023
		<i>Notes:</i>			
	11/2/23	Focus on tier 2 interventions delivered by teachers. Analyze data in PLC's to determine who needs Tier 2 interventions. Train teachers in FLY Leaf and UFLI for ELA Tier 2 interventions and Bridges for Math Interventions.		Rachel Benton	03/15/2024
		<i>Notes:</i>			
	1/9/23	Utilize USNS screener K-5		Meredith Wilson	05/10/2024
		<i>Notes:</i>			
	10/27/21	Provide ongoing training for teachers on MTSS procedures and delivering interventions in PLC's and WIN PD's as well as individual coaching sessions as needed.		Beverly Hagy	06/07/2024
		<i>Notes:</i>			
	10/27/21	Provide coaching support for teachers from interventionists and instructional leaders, including having Interventionists pushing into classrooms to model, observe and give feedback.		Beverly Hagy	06/07/2024
		<i>Notes:</i>			
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:

We have a SURF Matrix and have begun to implement Habits of Mind school wide. We have monthly and quarterly assemblies to teach and recognize students who are exemplifying the traits of for the trait that month. We have a behavior matrix but it is not consistently followed. Behavior incidences increased exponentially last school year.

No Development
10/25/2019

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<p>How it will look when fully met:</p>	<p>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Classrooms are learning centered with high levels of engagement. When a student becomes dysregulated teachers are equipped with strategies and tools to deescalate and help students re-regulate. If a student has multiple behavior incidents they are immediately referred to MTSS for problem solving and an action plan is implemented and monitored with fidelity. Evidence of success will be gathered using educator's handbook, attendance at Club Day incentives for behavior, student engagement measured by walkthroughs, attendance data, and student achievement data.</p> <p>Book Studies on Social Emotional Learning completed and CEUs earned.</p> <ul style="list-style-type: none"> • Movement & Mindfulness throughout the school day within lesson plans or observed • ACES program training completed with CEUs as evidence • Purchase Little Spots of Emotion and Zones of Regulation • Design and deliver PD for Little Spots and Zones of Regulation • Develop a bank of behavior interventions and progress monitoring tools and train staff • Behavior data regularly reviewed and analyzed in SIT. • SURF Matrix teacher rubric • Explicitly teach SURF Matrix and Habits of Mind • Hold monthly Habit of Mind assemblies • reinforced in the classroom • Hold Quarterly SURF Assemblies • Hold Quarterly Club Days 		<p>Rachel Benton</p>	<p>06/30/2024</p>
<p>Actions</p>		<p>4 of 8 (50%)</p>		
<p>11/1/21</p>	<p>Implement daily mindful meetings within each homeroom.</p>	<p>Complete 06/07/2022</p>	<p>Rachel Benton</p>	<p>06/07/2022</p>
<p>Notes:</p>				

11/1/21	Teach brain science behind behavior to students and staff.	Complete 06/10/2022	Rachel Benton	06/10/2022
<i>Notes:</i>				
11/1/21	Create and implement a tailored SEL Universal Screener based on SURF Matrix.	Complete 11/08/2022	Kris Caroppoli	11/08/2022
<i>Notes:</i>				
11/2/23	Introduce Habits of Mind in monthly assemblies, reinforced with activities and discussion within the classroom.	Complete 05/19/2023	Rachel Benton	06/10/2023
<i>Notes:</i>				
11/2/23	Give WIN PD sessions on the Zones of Regulation and behavior de-escalation.		Kris Caroppoli	04/01/2024
<i>Notes:</i>				
11/1/21	Implement SEL Core Curriculum - Little SPots of Emotion for K-2 and Zones of Regulation for K-5		Kris Caroppoli	06/10/2024
<i>Notes:</i>				
11/1/21	Use data from SURF Universal Screener to make informed SEL decisions an action plan.		Kris Caroppoli	06/10/2024
<i>Notes:</i>				
11/1/21	Host community resiliency model with Susan Lee		Rachel Benton	09/30/2024
<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>			Elementary schools should access data on incoming children’s early learning experiences, and aligning standards, curriculum, and instruction can facilitate young children’s transition to elementary school settings. Students transitioning to middle school have a variety of developmental needs, and must deal with procedural, social and academic changes; effective transition programs must foster communication and be responsive to stakeholder needs. CHES will have an explicitly stated transition plan for entering students. Teachers at CHES will regularly engage in cross-grade planning and collaboration. We will develop, implement, and evaluate explicit and intentional plans that describe our approach to fostering students’ grade-to-grade, as well as level-to-level transitions.	No Development 11/02/2023		
<i>How it will look when fully met:</i>			Elementary schools should access data on incoming children’s early learning experiences, and aligning standards, curriculum, and instruction can facilitate young children’s transition to elementary school settings. Students transitioning to middle school have a variety of developmental needs, and must deal with procedural, social and academic changes; effective transition programs must foster communication and be responsive to stakeholder needs. CHES will have an explicitly stated transition plan for entering students. Teachers at CHES will regularly engage in cross-grade planning and collaboration. We will develop, implement, and evaluate explicit and intentional plans that describe our approach to fostering students’ grade-to-grade, as well as level-to-level transitions.		Kris Caroppoli	06/06/2025
Actions				0 of 3 (0%)		
	11/2/23		Meet with CHSS Leadership to develop a transition plan from 5th to 6th and how we can better support all stakeholders.		Rachel Benton	06/10/2024
			<i>Notes:</i>			
	11/2/23		Create a transition plan for each grade level for parents.		Kris Caroppoli	06/10/2024
			<i>Notes:</i>			
	11/2/23		Establish vertical planning sessions between grade levels.		Rachel Benton	06/10/2025
			<i>Notes:</i>			

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>		We currently have a walkthrough form and complete the required NCEES observations.	Limited Development 11/02/2023		
<i>How it will look when fully met:</i>		The principal and the assistant principal make short, regular classroom observations. These observations give school leaders informal and impromptu opportunities to see what instruction was like in classrooms throughout the school. The leaders prepare and send a summary of the informal observation within 24 hours to share and discuss with the teacher. Rather than become part of the teacher’s formal professional record, the summary was used to hone instructional practices . Administrators spend a lot of time in classrooms, monitoring teachers closely, modeling good teaching practices, and are highly visible throughout the building. The principal develops leadership capacity, achieving learning goals, and improving instruction. The principal monitors curriculum and classroom instruction regularly and is involved in all weekly PLC’s.		Rachel Benton	06/10/2024
Actions			0 of 4 (0%)		
11/2/23		Admin attends every PLC each week to keep a pulse on pacing, instructional strategies, curriculum, and student performance.		Rachel Benton	01/05/2024
<i>Notes:</i>					
11/2/23		Principal leads monthly PD's on increasing rigor& relevance, Effective Vocabulary Instruction, Integrating the Portrait of a Graduate in the Classroom, and more.		Rachel Benton	06/10/2024
<i>Notes:</i>					
11/2/23		Administration completes at least one coaching cycle with an underperforming teacher.		Gabrielle Geddings	06/10/2024
<i>Notes:</i>					
11/2/23		Admin performs a minimum of 5 weekly walkthroughs to provide feedback on instruction and classroom practices.		Rachel Benton	06/10/2024
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently share during PLC's.	Limited Development 11/02/2023		
<i>How it will look when fully met:</i>		Teachers regularly share innovative ideas and best practices.		Rachel Benton	06/06/2025
Actions			1 of 5 (20%)		
11/2/23		Implement Three Things Thursdays in which teachers are given one hour of flex time to visit another classroom during their planning on Thursday's and tell them one thing they liked, one they they learned and one thing they want to know more about.	Complete 05/15/2023	Beverly Hagy	06/10/2023
<i>Notes:</i>					
11/2/23		Implement Level Up Tuesday's - each grade level and department is assigned a staff meeting in which they will present an innovative idea or best practice that they are using.		Rachel Benton	12/10/2023
<i>Notes:</i>					
11/2/23		Our 4 coaches will meet weekly with new teachers to model and plan effective instructional strategies.		Meredith Wilson	01/10/2024
<i>Notes:</i>					
11/2/23		BT's will be given days to shadow other teachers to glean new ideas.		Kristin Gray	06/10/2024
<i>Notes:</i>					
11/2/23		Teachers will present PD on WIN PD days to share new ideas and best practices.		Beverly Hagy	06/10/2024
<i>Notes:</i>					
	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
<i>Initial Assessment:</i>		CHES has a BT Support Plan for all BT's and new teachers to the school. BT's are all assigned an official mentor but are also assigned one of our 4 coaches that regularly check in to support. We also hold monthly meetings to hear concerns and provide support in whatever capacity may be needed. The principal also checks in monthly with each BT to encourage and support them.	Full Implementation 11/02/2023		

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>		<p>We currently analyze data at each PLC and SIT meeting.</p> <p>We review data at staff meetings as needed.</p> <p>Each teacher is required to keep a data profile and spreadsheet on each student.</p>	Limited Development 11/02/2023		
<i>How it will look when fully met:</i>		When fully implemented, we will use multiple data sources to make decisions and focus the direction of the school. 100% of professional development opportunities will be directly tied to classroom observations and analysis of student learning data. We will also look at our data on three levels: school-wide improvement, classroom instruction improvement, and individual student improvement. At full implementation, we will identify areas of growth in all three data levels and review research-based best practices to support improvement. We will use targeted small groups on a daily basis to address student growth areas. Additionally, all professional development will be differentiated based on school, teacher and student needs.		Rachel Benton	06/10/2024
Actions			2 of 6 (33%)		
	11/2/23	SIT analyzes and disaggregates all data including summative academic data, behavior, attendance, etc. to create SIT goals and action steps.	Complete 08/01/2023	Rachel Benton	08/16/2023
<i>Notes:</i>					
	11/2/23	Data is analyzed by SIT to determine WIN PD offerings.	Complete 08/01/2023	Rachel Benton	08/16/2023
<i>Notes:</i>					
	11/2/23	Teachers analyze data from formative and summative assessments to put students in Tiers and small groups to ensure the appropriate support and personalized instruction.		Rachel Benton	12/15/2023
<i>Notes:</i>					
	11/2/23	Teacher complete a student data profile for each student to review with parents at each conference and place in cumulative folder for the next teacher.		Beverly Hagy	01/05/2024

<i>Notes:</i>				
11/2/23	Data will be collected and analyzed at each PLC meeting to determine next steps for instruction and if students need supplemental or intensive support.		Beverly Hagy	06/10/2024
<i>Notes:</i>				
11/2/23	SIT makes SMART goals for each grade level as well as a school wide goal that is monitored monthly.		Rachel Benton	06/10/2024
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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>		<ul style="list-style-type: none"> Continuation of Positive Behavior Intervention and Support/MTSS survey 100% of teachers will be supportive of the Parent Teacher Organization (PTO). Increase number of participants at CHES Schoolwide Family events by 10% from the previous year. 100% of all parents enrolled in Powerschool Parent Portal 100% of K-3 parents sent the RTA Parent Notification Form Administration and staff member stationed in each hallway to greet students and families upon arrival Annual Business Partner recognition Annual Volunteer recognition Event sign in sheets indicating an increase in ELL attendance; Spanish flyers and Blackboard connect for all events; Phone call documentation by ELL teacher Collaboration with CHES PTA to create a culture and climate that welcomes all families; membership roster A minimum of one Latino parental representative on PTA board and/or School Improvement Team 	Limited Development 10/25/2019		

How it will look when fully met:	<ul style="list-style-type: none"> • Meetings and Branching minds indicated implementation of MTSS survey • 100% of teachers will be supportive of the Parent Teacher Organization (PTO) as indicated by membership rosters. • Data indicates increase in Family Literacy and STEAM nights by 10% from the previous year using google forms. • 80% of all parents enrolled in Powerschool Parent Portal as indicated by data manager. • 100% of K-3 parents sent the RTA Parent Notification Form as indicated by PLC minutes and teacher copies. • Administration and staff member stationed in each hallway to greet students and families upon arrival observed. • Annual Business Partner recognition posted on web. • Annual Volunteer recognition posted on web. • Event sign in sheets indicating an increase in ELL attendance; Spanish flyers and Blackboard connect for all events; Phone call documentation by ELL teacher • Collaboration with CHES PTA to create a culture and climate that welcomes all families; membership roster ; minutes • A minimum of one Latino parental representative on PTA board and/or School Improvement Team as indicated by minutes. 		Jennifer Auguston	06/30/2024
Actions		12 of 17 (71%)		
2/3/20	CHES will host two community tours that are open to the public. These will highlight the innovative practices, excellent educators, and student leaders.	Complete 02/28/2020	Rachel Benton	02/05/2020
<i>Notes:</i>				
2/3/20	Update and deliver the Title I Parent-Teacher-Student Compact to all stakeholders with a 75% participation/completion rate.	Complete 05/29/2020	Diane Brown	04/01/2020
<i>Notes:</i>				
2/3/20	SIT will brainstorm and develop an innovative program to increase parent participation and education to demonstrate the importance of the curriculum from home. This plan will include a timeline of important activities and provide in a digital platform that is accessible to all stakeholders.	Complete 05/29/2020	Jennifer Auguston	05/01/2020
<i>Notes:</i> Due to remote learning we increased family communication exponentially. We implemented the use of SeeSaw and Google Classroom.				
2/3/20	100% of teachers will utilize the Parent Communication Google Form to track parent communications and watchlist.	Complete 06/30/2020	April Oden	06/01/2020
<i>Notes:</i>				

11/18/20	We will create a daily news segment including SEL topic of the week, a principal segment and highlight other students and staff. These are disseminated to all families each day.	Complete 05/07/2021	Jennifer Auguston	01/15/2021
<i>Notes:</i>				
1/13/21	We will have CHE Helps Google Meet sessions each week M-Th to create a space for students and families to ask questions or get support in any area. Once a month we will also go to the lunch sites throughout the community to meet the students in person.	Complete 05/07/2021	Rachel Benton	03/30/2021
<i>Notes:</i>				
10/27/21	Create a monthly parent newsletter "The Storm Report" which includes each department throughout the school and gives an update on what is being taught.	Complete 06/10/2022	Alana McCroskey	12/15/2021
<i>Notes:</i>				
10/27/21	Collaborate with PTO to secure business/community partners to adopt each classroom and have sponsorships.	Complete 06/10/2022	Rachel Benton	06/07/2022
<i>Notes:</i>				
1/19/22	Spring Family Exercise Challenge - CHES Spring's into health. Angela Magee will organize and manage this.	Complete 06/09/2023	Angela Magee	06/10/2022
<i>Notes:</i>				
10/27/21	"One Book, One School" Create Reading Plan for school and home and conduct culminating activities.	Complete 06/02/2023	Jennifer Auguston	06/10/2023
<i>Notes:</i>				
10/27/21	Create and send parent survey and design parent workshops based on needs as evidenced in parent survey to determine needs of families.	Complete 06/30/2023	Rachel Benton	07/01/2023
<i>Notes:</i>				
2/3/20	Hold a Curriculum Night after meet and greet.	Complete 10/04/2023	Rachel Benton	11/10/2023
<i>Notes:</i>				
11/7/23	Implement Class DoJo schoolwide.		Kristin Gray	01/05/2024
<i>Notes:</i>				
11/7/23	Send a Week - At - A Glance each Monday through class Dojo		Rachel Benton	03/15/2024
<i>Notes:</i>				
1/19/22	Add a free little library to the playground		Jennifer Auguston	03/15/2024
<i>Notes:</i>				
11/7/23	Create a communication plan with daily, weekly, monthly and quarterly expectations.		Clay Tideman	06/10/2024

Notes:

1/19/22 Have 3 evening Title 1 Parent events - Partners in Print, Triple P Parenting, Make and Take Interventions

Rachel Benton

06/10/2024

Notes: