

Comprehensive Progress Report

Mission:

Students will be empowered to take ownership of their learning in an energized environment created to address their individualized physical, social-emotional, and academic needs.

Vision:

Nations Ford Elementary will be an inclusive school with a developmentally specialized staff committed to preparing and motivating our students for a rapidly changing world.

Goals:

Our total EOG composite will increase to 29.6 % by the end of school year 2021-2022 as measured by North Carolina End of Grade Assessments; an increase of 15% over school year 2020-2021. (A2.04, A4.01, A4.06, B3.03, E1.06, A1.07, A4.16, B1.01, B2.03, C2.01, C3.04, B1.03)

At least 80% of students in grades 3-5 will respond favorably to a sense of belonging as measured by the Panorama Survey at Nations Ford Elementary School. (A2.04, A4.01, A4.06, B3.03, E1.06, A1.07, A4.16, B1.01, B2.03, C2.01, C3.04, B1.03)

At least 85% of Prekindergarten students will meet or exceed their SEL goals . (A2.04, A4.01, A4.06, B3.03, E1.06, A1.07, A4.16, B1.01, B2.03, C2.01, C3.04, B1.03)

Increase the number of parents interacting via the Parent Square App from 12% in August 1, 2021 to 40% by June 1, 2022. (A2.04, A4.01, A4.06, B3.03, E1.06, A1.07, A4.16, B1.01, B2.03, C2.01, C3.04, B1.03)

In accordance with NC SBE statutory provision 115c-105.27(b)(6) we will provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115c-301.1(a) (A4.06).

In accordance with NC SBE statutory provision 115c-105.27(b)(6) we will provide duty free instructional planning time for every teacher under G.S. 115c-301.1, with the goal of providing an average of at least five hours of instructional planning per week. (A2.04)

Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06)

Increase the percentage of students performing at or above grade level K-2 DIBELS assessment by 15% (A2.04, A4.01, A4.06, B3.03, E1.06, A1.07, A4.16, B1.01, B2.03, C2.01, C3.04, B1.03)



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>		Currently school wide utilization of a GROWL process supports uniform positive enforcement of rules and procedures.	Limited Development 10/01/2019		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Class DoJo will be utilized to aid in positive narration in support of school PBIS- BARK plan. 100% of classroom teachers will utilize the GROWL process when responding to student behavior.		Nicholas Paquette DOE 9/16	12/16/2022
Actions			0 of 7 (0%)		
10/1/19		Align GROWL with evidence based interventions of restorative practices in response to subgroup data trends.		Kaitlyn Burrell DOE 9/16	11/01/2022
<i>Notes:</i>					
10/1/19		Provision such that staff have access to educatorshandbook.com to properly capture behaviors both positive and those not yet meeting expectations.		Nicholas Paquette DOE 9/16	11/01/2022
<i>Notes:</i>					
10/1/19		Maintain a collaborative student services team to include a variety of support educators to support students and teachers in increasing time in classroom environment.		Nicholas Paquette DOE 9/16	11/01/2022
<i>Notes:</i>					
10/1/19		Secure, deploy, and educate staff and students on active hallway decal systems as a preventative evidenced based measure to reduce negative student behaviors.		Nicholas Paquette	11/22/2022
<i>Notes:</i>					
11/2/21		Create master schedule to include time to review and support those student's exhibiting less than expected behaviors.		Michael May DOE 9/16	11/28/2022
<i>Notes:</i>					
11/2/21		Special Area teachers to implement class paw recognition of positive classroom behaviors during assigned Specials Time. Homerooms earning 30 paws will participate in a positive incentive reward activity.		Nicholas Paquette DOE 9/16	11/28/2022

<i>Notes:</i>				
11/2/21	Establish a community partner driven Bulldog Store in which students can exchange earned Bulldog Bucks for items of interest as an incentive and also reinforcing financial literacy.		Kaitlyn Burrell DOE 9/16	11/30/2022
<i>Notes:</i>				
Implementation:		06/05/2021		
Evidence	6/5/2021			
Experience	6/5/2021			
Sustainability	6/5/2021			

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>		The Instructional Leadership team meets every A-F rotation to discuss school wide instructional alignment K-5. Instructional leaders meet with each grade level for content specific planning every A-F rotation to ensure standards aligned instruction in every subject. Instructional Leaders support grade level teams in internalization of district provided Envisions and EL curriculum.	Limited Development 09/09/2019		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		Each team will meet to maximize 180 minutes of content based instructional planning every six school days. Plannings will be under the facilitation of content specific MCLs or facilitators with ESL and EC representation present. Evidence will be derived by a) meeting agenda minutes b) classroom walkthrough data that reflects 100% of classrooms are teaching grade appropriate lessons. Instructional coaches weekly agendas will reflect alignment within and between grades and disciplines.		Michael May DOE 9/16	11/22/2022
Actions			1 of 4 (25%)		
9/9/19	Create a schedule that includes 90 minutes of instructional planning in the instructional school day to monitor and meet the needs of students to increase student outcomes.		Complete 01/04/2022	Michael May DOE 9/16	01/04/2022
<i>Notes:</i> A-F schedule can serve as specials rotation schedule as well.					
9/9/19	School leadership will retain impactful (in their own classroom and within the school) content based instructional support in an effort to increase student and teacher outcomes.			Nicholas Paquette DOE 9/16	11/04/2022
<i>Notes:</i> Literacy, Math, Science via Teacher Leader Pathway					
9/9/19	Provide oversight and support to the instructional leadership team members to be better equipped to lead effective grade level lesson planning and implementation responsive to student data.			Michael May DOE 9/16	11/21/2022
<i>Notes:</i>					
11/2/21	Instructional team will facilitate and support ongoing professional development around aggressive monitoring (P. Santoya Get Better Faster).			Kaitlyn Burrell DOE 9/16	11/25/2022

Notes:

Implementation:		10/15/2019		
<i>Evidence</i>	10/15/2019			
<i>Experience</i>	10/15/2019			
<i>Sustainability</i>	10/15/2019			

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
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<i>Initial Assessment:</i>	<p>Current implementation has been centered on ensuring that the most intense academic/behavioral needs are well documented.</p> <p>11/2/21</p> <ul style="list-style-type: none"> • MTSS Leadership Team has been developed • MTSS has grade level monthly meetings • Following evidence-based curriculum for core instruction • Teachers are participating LETRS training • Teachers are learning about the science of reading • Reading Lab 	Limited Development 09/10/2019		
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<i>How it will look when fully met:</i>	<p>A team of professionals would utilize data to determine best supports and progress would be monitored regularly and results communicated to appropriate parties.</p> <p>11/2/21</p> <ul style="list-style-type: none"> • Teachers are responding to data and core instruction, supplemental interventions, and intensive interventions in both reading and math. 		Michael May DOE 9/16	11/23/2022
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Actions 2 of 4 (50%)

9/10/19	Create an MTSS team, comprised of a cross representation of departments and grade levels to meet once monthly at minimum.	Complete 09/08/2021	Nicholas Paquette	11/01/2021
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Notes:

9/10/19	Refine the process for reviewing universal screening (MAP) data to analyze health of core instruction.	Complete 10/13/2021	Michael May	12/01/2021	
<i>Notes:</i>					
9/10/19	Identify research based strategies to assist in behavioral supports responsive to subgroup data.		Tiffany Brown-Norman DOE 9/16	11/22/2022	
<i>Notes:</i>					
10/1/21	Review progress monitoring data to review the health of interventions as indicated by at least 75% of students receiving interventions meeting their goals.		Tiffany Brown-Norman DOE 9/16	11/22/2022	
<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
<i>Initial Assessment:</i>		Current implementation efforts are centered on a reactive approach to providing supports for students social and emotional supports and interventions.	Limited Development 09/10/2019		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		When fully met, students will self report an increased sense of belonging as well as increased self management rating as measured by the Panorama survey. Evidence of optimization will include a joy of learning, increased school attendance rate, as well as a culture of celebration of our students.		Tiffany Brown-Norman DOE 9/16	11/04/2022
Actions			3 of 12 (25%)		
11/2/21	Create master schedule to include dedicated time to support student Social Emotional Learning.	Complete 08/25/2021	Michael May DOE 9/16	10/10/2021	
<i>Notes:</i>					
9/10/19	Strategic to hire Dean of Students vacancy with SEL experience.	Complete 10/05/2021	Nicholas Paquette	10/29/2021	
<i>Notes:</i>					
9/10/19	Secure, install, and implement active movement decal hallway systems to improve the health and wellness of all students at Nations Ford.	Complete 10/01/2021	Nicholas Paquette	10/29/2021	
<i>Notes:</i>					

9/10/19	Establish Character Trait of the Month established to bring clarity, awareness, and celebration to social and emotional development of specific subgroups of students.		Victoria Cavanaugh	11/01/2022
<i>Notes:</i>				
9/10/19	Create a space where our students are celebrated and on display for displaying positive interactions aligned with our character traits of the month.		Nicholas Paquette	11/01/2022
<i>Notes:</i>				
9/10/19	Develop student 'jobs' to increase ownership of school setting.		Nicholas Paquette	11/04/2022
<i>Notes:</i> Partial implementation launched.				
9/10/19	Counselors will teach lessons with each classroom learning community focused on social and emotional development of student subgroups.		Nicholas Paquette	11/04/2022
<i>Notes:</i>				
9/10/19	100% of teachers will implement Caring Schools Curriculum to facilitate morning meetings.		Nicholas Paquette	11/22/2022
<i>Notes:</i>				
11/2/21	Establish MTSS Leadership Committee to, in part, monitor student behavior trends to ensure appropriate supports are in place for student's displaying intervention resistant behaviors.		Tiffany Brown-Norman DOE 9/16	11/28/2022
<i>Notes:</i>				
11/2/21	Administer the Panorama Survey to inform appropriate focus of SEL time.		Nicholas Paquette DOE 9/16	11/28/2022
<i>Notes:</i> Fall and Spring survey				
9/10/19	Principal to model and maintain expectation of a welcoming and expectant disposition at entry.		Nicholas Paquette	11/28/2022
<i>Notes:</i>				
9/10/19	Establish a Student Support Learning Community intended to align and collaborate on appropriate resources and support for identified students in need.		Nicholas Paquette	12/31/2022
<i>Notes:</i> Cavanaugh/Storm=Counselor, BMT, Wigfall=Social Worker, Dittrich=Dean of Students, Brown= Psychologist				
Implementation:		06/05/2021		
Evidence	6/5/2021			
Experience	6/5/2021			

Sustainability		6/5/2021			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently effort and time is given to develop class rosters based on a variety of data points for each student. A school retention team is comprised of various roles within education to care is given to the weight of retention decisions. Currently we employ the use of teachers looping with classes to the next grade level to maximize educational and SEL impacts for students. Summer Learning opportunities exist for staff and students to support positive transitions.	Limited Development 10/01/2019		
How it will look when fully met:		Students will be provided the supports needed for successful transitions from grade- to-grade and level-to-level. If a student is identified as having a hard time transitioning from level to level, additional amplifications and on ramps will be provided.		Tiffany Brown-Norman DOE 9/16	11/04/2022
Actions			0 of 5 (0%)		
11/2/21	Teachers complete EOY student information forms for all students. The forms highlight student strengths and learning styles to best inform the next teacher.			Michael May DOE 9/16	11/08/2022
<i>Notes:</i>					
10/1/19	Secure summer learning opportunities for select students in need of additional learning opportunities.			Nicholas Paquette	11/15/2022
<i>Notes:</i> YReaders					
10/1/19	Consistently implement small group instruction based on data.			Nicholas Paquette	11/25/2022
<i>Notes:</i>					
10/1/19	Action Alert Forms are completed each quarter and sent to parents within two days of quarter ending. Parent acknowledgment is required.			Nicholas Paquette	11/28/2022
<i>Notes:</i>					
10/1/19	Hold retention team meeting to discuss potential student retention.			Nicholas Paquette	11/28/2022
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School Leadership Team will meet at least one time monthly to review and monitor the School Improvement Plan throughout the year.	Limited Development 10/01/2019		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		A School Leadership Team composed of varied stakeholders will meet monthly to review, monitor, and enhance our school progress as it relates to school improvement goals.		Nicholas Paquette DOE 9/16	11/28/2022
<i>Actions</i>			0 of 1 (0%)		
	6/12/20	Meet with CC1 Leadership at least once per quarter to review school based trends.		Nicholas Paquette	11/28/2022
<i>Notes:</i>					
<i>Implementation:</i>			06/05/2021		
<i>Evidence</i>		6/5/2021			
<i>Experience</i>		6/5/2021			
<i>Sustainability</i>		6/5/2021			

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We currently meet officially as a school leadership team once per month and as a team to include principal, admin staff, teachers, and instructional support zero times per month.	Limited Development 10/01/2019		
<i>How it will look when fully met:</i>			We will meet as a a school leadership team at least twice per month. We will utilize a sign in sheet and agendas to document our meetings.		Michael May DOE 9/16	11/28/2022
Actions				2 of 5 (40%)		
	9/9/20		Agendas uploaded to shared drive folder and outward facing website where appropriate.	Complete 11/30/2021	Michael May	11/30/2021
			<i>Notes:</i>			
	10/1/19		Leadership Team to include representatives from various departments and roles within the school structure.	Complete 12/13/2021	Nicholas Paquette	12/31/2021
			<i>Notes:</i>			
	10/1/19		Grade Level teams meet at least once per week to align planning and practice with support from ILT member(s).		Nicholas Paquette DOE 9/16	10/11/2022
			<i>Notes:</i>			
	11/2/21		Core Team meetings will include a review of current data trends and walkthrough data trends to inform adjustments, resources, and supports needed at least twice per month.		Nicholas Paquette DOE 9/16	11/20/2022
			<i>Notes:</i>			
	11/2/21		Nations Ford Core Team (ILT) will meet once per week to align Nations Ford Elementary practices with CMS Strategic Plan 2024.		Nicholas Paquette DOE 9/16	11/28/2022
			<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently we recognize teacher and assistant of the year. PLC planning structure allows for staff to share their feelings and express needs through utilization of the Mood Meter as a part PLC check ins. The leadership team works with school partners to promote a positive culture and to celebrate all school personnel and recognize their efforts through gifts, thank you notes, acts of service, and school swag.	Limited Development 10/01/2019		
<i>How it will look when fully met:</i>		Teachers and staff absenteeism will decrease and teachers response rate to my school is a good place to teach and learn will increase by 15% as measured by insight survey over previous year.		Nicholas Paquette DOE 9/16	11/04/2022
<i>Actions</i>			1 of 3 (33%)		
10/1/19		Ensure guidelines and a process is in place to allow staff time away from their role to tend to necessary life functions.	Complete 10/30/2021	Nicholas Paquette	10/30/2021
<i>Notes:</i>					
10/1/19		Implement a school employee wellness program that emphasizes physical activity, stress management, and nutrition.		Nicholas Paquette	11/04/2022
<i>Notes:</i>					
11/2/21		Staff is aware of and ongoing information is provided about the Employee Assistance Program and the services it offers.		Nicholas Paquette DOE 9/16	11/25/2022
<i>Notes:</i>					

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
Initial Assessment:		Current time is allotted for teachers to plan each instructional day. 11/2/21 Teachers have 90 min literacy PLC and 45 min math meetings every six days with an instructional leader.	Limited Development 10/01/2019		
		Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:		Teachers will have 45 minutes each day and 90 minutes each 6th day to collaboratively plan for instruction.		Michael May DOE 9/16	11/28/2022
Actions			1 of 2 (50%)		
6/12/20	Create a master schedule that allows for instructional planning to occur at 5 hours per week on average.	Complete 08/24/2021	Nicholas Paquette	12/31/2021	
<i>Notes:</i>					
1/20/21	Instructional planning will include elements of teacher modeling once per meeting		Michael May	11/28/2022	
<i>Notes:</i>					
Implementation:			06/05/2021		
Evidence	6/5/2021				
Experience	6/5/2021				
Sustainability	6/5/2021				

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>		Current implementation has centered on required evaluation visits to classrooms, routine walkthroughs using crosswalk documents to drive feedback, review of lesson plans on a weekly basis.	Limited Development 09/10/2019		
<i>How it will look when fully met:</i>		When objective is fully met, grade level/content planning will be facilitated by a vetted specialist entered on the modeling practices necessary for full internalization of grade appropriate lessons. Principal will meet with the ILT as well as coaches weekly to ensure proper alignment of resources. Classroom walkthrough structures will include an administrator paired with an instructional coach to calibrate and provide aligned support for teachers in focus areas. Professional Learning opportunities will be made available through an internal process aligned with the four components of Instructional Excellence; consistent opportunities to work on grade-appropriate assignments, strong instruction where students do most of the thinking in the lesson, deep engagement in learning, teachers who hold high expectations for students and believe they can meet grade level standards.		Nicholas Paquette DOE 9/16	11/28/2022
<i>Actions</i>			2 of 13 (15%)		
	9/10/19	Create a schedule which allows for instructional coaches to facilitate team planning sessions.	Complete 08/25/2021	Nicholas Paquette	10/29/2021
<i>Notes:</i>					
	11/2/21	Ensure teacher of record has access to EVAAS credentials.	Complete 11/01/2021	Nicholas Paquette DOE 9/16	05/28/2022
<i>Notes:</i>					
	9/10/19	Create a walkthrough schedule that pairs each administrator with an instructional coach to provide targeted and aligned support to drive positive learning outcomes.		Nicholas Paquette DOE 9/16	10/30/2022
<i>Notes:</i>					
	11/2/21	Principal to facilitate 1:1 weekly meetings with members of administrative team to monitor progress toward goals and make adjustments/provide support as needed.		Nicholas Paquette DOE 9/16	11/22/2022
<i>Notes:</i>					

11/2/21	Assistant Principal to meet weekly with MCL 1, Math Facilitator, Literacy Facilitator to monitor progress towards goals and make adjustments/provide support as needed.		Michael May DOE 9/16	11/22/2022
<i>Notes:</i>				
11/2/21	Secure and provision OnCourse Lesson Planning to support fidelity of lessons aligned with CMS Strategic Plan 2024. Lesson plans for upcoming week will be inputted each week on Thursday, 11:59 pm. Assistant Principal will review and provide feedback on Friday.		Michael May DOE 9/16	11/22/2022
<i>Notes:</i>				
9/10/19	Principal to meet weekly with ILT to ensure alignment of professional learning opportunities and resources with current needs.		Nicholas Paquette DOE 9/16	11/28/2022
<i>Notes:</i>				
11/2/21	Utilize Master Connect aligned to CMS expectation to monitor student progress and inform adjustments as needed.		Nicholas Paquette DOE 9/16	11/28/2022
<i>Notes:</i>				
11/2/21	Ensure available data and/or student work samples are utilized in protected planning time to inform future decision making.		Michael May DOE 9/16	11/28/2022
<i>Notes:</i>				
11/2/21	Monthly review of progress monitoring data for students in MTSS Tier 2 or Tier 3.		Nicholas Paquette DOE 9/16	11/28/2022
<i>Notes:</i>				
11/2/21	Trained administrative team members will work to complete all required staff evaluations, using NCEES, within CMS approved timelines; thus, ensuring timely feedback is provided to staff.		Nicholas Paquette DOE 9/16	11/28/2022
<i>Notes:</i> Recurrence depending on plan type.				
9/10/19	Create an instructional coaching framework through the use of Teacher Leader Pathway positions.		Nicholas Paquette DOE 9/16	11/30/2022
<i>Notes:</i>				
9/10/19	Develop a Professional Learning application for internal alignment and follow up to positively impact outcomes for students.		Nicholas Paquette	12/01/2022
<i>Notes:</i>				

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>		Classroom walkthroughs and regular observations will be completed. The leadership team will meet to analyze the data and identify trends and noticing's. Based on the data gathered, professional development will be catered to meet the needs of the teachers and school.	Limited Development 10/01/2019		
<i>How it will look when fully met:</i>		Weekly coach and planning meetings will align with the vision set in weekly leadership meetings. Based on walkthrough and observations data collected, a cohesive staff development plan will be developed to improve teacher practice. Teachers will have the opportunity to have voice in which areas of practice to receive direct coaching as well as internal professional development. As a result, Nations Ford Elementary school will meet expected growth in each subgroup as measured by EVAAS.		Katara Desai DOE 9/16	11/28/2022
Actions			2 of 6 (33%)		
	10/1/19	Develop a Professional Development plan to implement learning opportunities into practice.	Complete 10/25/2021	Katara Desai	10/25/2021
<i>Notes:</i>					
	10/1/19	Creation of a walk through rubric to to align to Opportunity Myth Instructional Excellence Look Fors.	Complete 10/25/2021	Katara Desai	10/25/2021
<i>Notes:</i>					
	10/1/19	Administration to meet with instructional coaches whole group on a weekly basis to align support.		Nicholas Paquette	11/04/2022
<i>Notes:</i>					
	10/1/19	Host Teacher Playground opportunities for teacher expertise and choice to be included in the Professional Development offerings of the school once per quarter.		Nicholas Paquette	11/28/2022
<i>Notes:</i>					
	10/1/19	Classroom Walk through completed by a paired team to include administrator and instructional coach to align feedback.		Nicholas Paquette	12/18/2022
<i>Notes:</i>					

10/1/19	Instructional Coaches meet once per 6 day rotation to align feedback and support.		Katara Desai	12/31/2022
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Talent recruitment and retention			
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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
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<i>Initial Assessment:</i>	<p>Currently teachers receive evaluations 2-3 times per year with feedback being provided in a timely manner. Teacher Leader Pathway positions are utilized to retain and recruit high performing teachers. Walkthrough and coaching feedback are aligned to evidence based practices.</p> <p>11/2/21</p> <ul style="list-style-type: none"> All school staff have leadership opportunities Fall and Spring Teacher Appreciation Week Host student teachers from multiple universities Partnership with a local university 	Limited Development 10/01/2019		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
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How it will look when fully met:	All positions will be filled with highly qualified personnel. Additionally, high performing teachers will be rewarded with Teacher Leader Pathway leadership opportunities as the budget allows. Teachers in need of support are provided consistent observation and evaluation feedback. When positions become open request to post will be processed within 48 hours and a candidate secured within 14 days of posting.		Nicholas Paquette DOE 9/16	11/28/2022
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Actions		1 of 5 (20%)		
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10/1/19	Employees are oriented to the NCEES evaluation rubric and process.	Complete 08/24/2021	Nicholas Paquette	08/24/2021
<i>Notes:</i>				

10/1/19	Utilize Title 1 funds for retention bonuses to be distributed in alignment with district guidelines.		Nicholas Paquette	11/28/2022
<i>Notes:</i>				

10/1/19	Utilize Title 1 funds to secure at least 5 highly qualified teacher leader pathway positions to positively impact student outcomes.		Nicholas Paquette	11/28/2022
<i>Notes:</i>				

10/1/19	Teachers receive appropriate number of formal observations in alignment with their licensure status.		Nicholas Paquette	11/28/2022
<i>Notes:</i> Some may be in need of 3 times per year. Currently on track 1/20/2021				
10/1/19	100% of formal observations are completed by administration having received district NCEES training.		Nicholas Paquette	11/28/2022
<i>Notes:</i> May be 3 times per year in some cases.				
Implementation:		06/05/2021		
Evidence	6/5/2021			
Experience	6/5/2021			
Sustainability	6/5/2021			

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
<i>Initial Assessment:</i>		<p>We currently rely on connect ed communication as our key communication platform. We require parents to attend a parent conference and have opportunities throughout the year for parents to leave better equipped to assist in the educative process.</p> <p>11/2/21</p> <ul style="list-style-type: none"> • Parent Square • Monthly Newsletters • Quarterly Family Events focused on ways for families to support academics (Quarter 1: Curriculum Night, Family Game Night; Quarter 2: Literacy Night; Quarter 3: STEM Night; Quarter 4: EOG), • Progress reports comments in the beginning phases of comments that support learning at home. School admin reviewed progress reports and provided feedback to teachers on how to strengthen. 	Limited Development 09/09/2019		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
<i>How it will look when fully met:</i>		When fully met, parents will attend a variety of substantive school events throughout the school year. Specifically, one family game night, one literacy night, a STEM night, as well as a State of Your Child Night and EOG support night. Additionally, weekly communication folders will be utilized to strengthen the communication about what parents can do at home to strengthen the educative process. By 6/1/2022 Parent Square will have a 80% participation usage data metric school wide.		Nicholas Paquette DOE 9/16	11/28/2022
<i>Actions</i>			4 of 6 (67%)		
	10/1/19	Secure the purchase of Parent Square to enhance our capacity of parental engagement utilizing Title 1 Funds	Complete 10/20/2021	Nicholas Paquette	10/20/2021

<i>Notes:</i> 3 dollars per student enrolled x 921 students.				
10/1/19	Host a Curriculum Night as a means to engage parents with the recently adopted curricula in grades K-3.	Complete 10/07/2021	Nicholas Paquette	10/30/2021
<i>Notes:</i>				
10/1/19	Parent Teacher conference to be held for each student falling in the bottom 20% at the conclusion of Quarter 1.	Complete 11/12/2021	Nicholas Paquette	11/12/2021
<i>Notes:</i>				
9/9/20	Utilize Title 1 funds to secure an interpreter/translator to support increased family engagement to support learning and development best practices.	Complete 09/15/2021	Nicholas Paquette	09/15/2022
<i>Notes:</i>				
10/1/19	Ensure progress reports include comments of positive as well as action step for growth.		Nicholas Paquette	11/28/2022
<i>Notes:</i>				
10/1/19	Host two inter-disciplinary events to equip parents with resources and skill to assist in the educative process.		Nicholas Paquette	11/28/2022
<i>Notes:</i>				
Implementation:		06/04/2021		
Evidence	6/4/2021			
Experience	6/4/2021			
Sustainability	6/4/2021			