

Comprehensive Progress Report

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

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

Goals:

By the end of the 2024-2025 school year, overall grade-level proficiency will increase by 10 percentage points, and the student growth index will show an "exceeds growth" status.

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

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

By the end of the 2024-2025 school year, PWMoore will exceed growth and increase a letter grade.



Activity in the last 6 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The team is currently in place and is meeting regularly. Currently, the leadership team meets twice a month to review effective teaching practices including lesson plans, discipline data, and identify academic trends in our school. Grade level reps are expected to share information with their team members.	Limited Development 09/19/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			The SIT consists of elected teacher representatives on each grade level, coach, guidance counselor, and administrators. We are working on finding a parent representative. The SIT meetings review Wise Ways and indicators in Indistar, assess our current status, and create action steps based on our current needs. The school coach discusses teacher/staff needs to be based on walk-through and coaching sessions creates necessary PD and discusses other school initiatives. This team reviews student data and utilizes the member's strengths to create parent events, PD, and other action steps to benefit the school.		Maryann Everett	05/31/2027
Actions				2 of 3 (67%)		
	9/27/16	Bi-monthly school improvement meetings will occur after-school to review the progress of the implementation of the indicators on the SIP.		Complete 05/27/2021	Stephanie Hall	05/27/2021
Notes:			Meeting agendas, meeting minutes, data to demonstrate progress towards full implementation. These meetings will continue to take place bimonthly as the school calendar will allow.			
	10/11/18	Leadership Team (principal, assistant principal, guidance counselor, coach, and behavior coach) will meet at least twice a month to review effective practices.		Complete 05/24/2024	Maryann Everett	05/27/2025
Notes:			We will be holding ILT meetings in place of this meeting			
	10/11/18	The leadership team will meet regularly to review the implementation of the ADM student incentive initiative. Progress will be monitored weekly and students will receive incentives for increased attendance. ADM initiative will be modified as needed to improve the attendance rates.			Jennifer Kelsey	05/27/2026
Notes:						

Implementation:						
Evidence			2/27/2017 Meeting Agenda Meeting Minutes Professional Development Session Surveys			
Experience			2/27/2017 We have met as a school improvement team to analyze best teaching practices. We have discussed office referrals, and the school counselor provided professional development using PBIS strategies. We are implementing MTSS framework. We have also discussed EOG data as a team. We have shared ideas about increasing our parental involvement.			
Sustainability			2/27/2017 We will continue to share best practices in the classroom, in PLCs, Faculty meetings, and professional development. We will continue to evaluate data.			
	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:	Grade-level and specials teachers are provided with time for instructional planning, individually and grade-level. Structured vertical planning will take place once per quarter. The teachers of our exceptional children's classes do not have a common instructional planning period and have less designated time for instructional planning than the remainder of other teachers. Grade-level and specials teams meet once per week in Professional Learning Communities and one planning period a week is designated for collaborative instructional planning. Grade levels K-5 and support staff will lead and participate in grade level planning (common planning) The focus will be on standards and curriculum resources, instruction, strategies, and tips to help improve instruction. This will be fully implemented by May 2024 and will be measured by the submitted planning sheet to the leadership team. Principal, AP, and Coach will model, support, and attend meetings. Team members will have roles within the meeting, facilitator, recorder, time keeper. It is anticipated that we will increase our test scores 45% in ELA, 55% in Math, and 65% Science.	Limited Development 09/26/2016		
How it will look when fully met:	When fully met in our school, all grade levels and departments will meet regularly, including the teachers of exceptional children. The work of these structured team meetings (PLCs) will include analyzing student data, developing common assignments, collaboratively planning standards-aligned instructional units, and participating in needs-based professional development. Evidence will include meeting agendas and minutes, instructional plans (including weekly collaborative plans and adjusted intervention plans), student work samples, lesson plan feedback, and assigned work products. Funding sources will be provided for professional development.		Maryann Everett	05/27/2026
Actions		4 of 5 (80%)		
10/16/17	District behavioral support and autism support specialist will facilitate a PLC meeting for EC teachers at the district level.	Complete 06/15/2020	Maryann Everett	06/07/2019

<i>Notes:</i>				
9/27/16	Grade level teams will meet weekly to collaboratively plan standards-aligned lessons across content, including data-based adjustments to instruction for scheduled intervention for tiered instruction.	Complete 12/20/2023	Maryann Everett	12/20/2023
<i>Notes:</i> Teachers come together to share best instructional practices and data. Teachers discuss ways to implement content and grade level standards. Teacher work collaboratively to develop standard-aligned lessons. Teachers review various forms of assessment data to differentiate and drive instruction and tiered interventions.				
9/27/16	Weekly PLC meetings for all grade level teams. Evidence will be gathered through meeting agendas, minutes and designated work products.	Complete 05/27/2024	Maryann Everett	05/27/2024
<i>Notes:</i> PLC meeting minutes and agendas will continue to be uploaded to a shared Google Drive folder. PW Moore is working toward establishing and implementing an Exceptional Children's PLC.				
9/22/23	Grade levels K-5 and support staff will lead and participate in grade level planning (common planning) The focus will be on standards and curriculum resources, instruction, strategies, and tips to help improve instruction. This will be fully implemented by May 2025 and will be measured by the submitted planning sheet to the leadership team. The principal, AP, and Coach will model, support, and attend meetings. Team members will have roles within the meeting: facilitator, recorder, and time keeper. It is anticipated that we will increase our test scores 50% in ELA, 60% in Math, and 80% Science.	Complete 06/10/2025	Jennifer Hilliard	06/10/2025
<i>Notes:</i>				
9/27/16	Bi-monthly PLC meetings for connect (specials) and exceptional children's teachers. Evidence will be gathered through meeting agendas, minutes and designated work products.		Maryann Everett	05/27/2026

Notes: PLC minutes and agendas will continue to be uploaded to a shared Google Drive folder.
Currently, Connect(specials) have their PLCs on early release dates as well as at least twice a month.
Once developed and implemented the EC department will have the same meeting schedule as Connect.

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			This is the principal's fifth year at PW Moore. She is working with the assistant principal and campus instructional coach to conduct regular classroom visits to provide feedback on lesson plans, which are submitted weekly and two-weeks in advance. During remote instruction, classroom walk-throughs will include whole group instruction and small group instruction. EC and special areas teachers are also included in the monthly rotation. Instructional coaches conduct classroom walk-throughs based on the need of the teachers on their coaching caseload.	Limited Development 09/26/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>			By the end of the 2025–2026 school year, P.W. Moore Elementary School will achieve an “exceeds growth” status on the Student Growth Index. To support this goal, the principal and administrative team will conduct weekly classroom observations and visits, providing timely, clear, and constructive feedback on grade-level lessons. Formal observation feedback will be delivered consistently and in alignment with state and district guidelines, ensuring that instructional practices are continuously refined to maximize student growth.		Maryann Everett	06/19/2026
<i>Actions</i>				4 of 5 (80%)		
	9/27/16		Starting October 31, 2016 the leadership team will work to support cohort groups of teachers by providing professional development and feedback to implement the Learning Focused lesson planning framework.	Complete 06/09/2017	Sara English, Jessica Prayer	05/31/2017

	Notes: Three cohorts are planned with three phases. The three phases are: initial, quality, and ongoing. The first cohort is in phase two the quality phase. The second cohort is in the initial phase. The third cohort is scheduled to begin late Spring.			
3/26/18	Monitor and follow-up for teachers who do not have standards and unpacking printed.	Complete 10/31/2018	Dena' Banks, Dexter Jackson-Heard	10/31/2018
	Notes: Principal and Assistant Principal will monitor and ensure that all teachers have standards and unpacking printed and are using it as a resource.			
9/27/16	Principal and assistant principal will regularly observe and evaluate certified and non-certified staff according to state and district mandates.	Complete 12/21/2020	Stephanie Ambrose, AP	05/27/2021
	Notes: All certified staff members are currently in the process of having their super-evaluation at the beginning of the school year. Non-certified staff are required and will have an annual review by May 2021.			
9/27/16	Members of the leadership team will regularly conduct classroom visits to monitor classroom instruction.	Complete 05/27/2021	Stephanie Ambrose, MaryAnn Everett, AP	05/27/2021
	Notes: An electronic document is shared between observer (leadership team) and classroom teacher regarding observations highlighting positive instructional strategies as well as areas for improvement (Grows and Glows Chart). Teachers are prompted to review and respond to this document following the visit.			
9/27/16	Admin team, including MCLs will schedule and conduct weekly classroom visits for all grade levels, focusing on specific instructional strategies aligned to student growth goals. Provide timely, actionable feedback to teachers within 48 hours of each visit, highlighting strengths and offering clear suggestions for improvement.		Maryann Everett	06/19/2026
	Notes: Weekly feedback is provided to teachers after a walkthrough. Feedback is provided via email, Google Docs, and face-to-face or notes.			
Implementation:		06/04/2019		
Evidence	6/4/2019 Sign up sheets for pre and post observation and summative evaluation forms			
Experience	6/4/2019 Staff had formal and informal observations according to their license cycle.			
Sustainability	6/4/2019 Continued evaluations as required.			

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA/School ensures resource allocation—money, time, and human resources—is strategically aligned with each school’s instructional priorities. This alignment is driven by comprehensive needs assessments conducted collaboratively with the School Improvement Team (SIT), incorporating staff surveys, student performance data, and staff capacity needs. These data sources guide decisions on budgeting, scheduling, staffing, and professional development to directly support instructional goals. Priorities are reviewed regularly to ensure that resources are responsive, equitable, and impactful, with adjustments made based on evolving student and staff needs.	Limited Development 06/09/2025		
How it will look when fully met:			By the end of the 2025–2026 school year, P.W. Moore Elementary School will intentionally and consistently align all resource allocations—including budget, staffing, instructional time, and professional development—with clearly defined instructional priorities. Decisions regarding funding, staff assignments, and scheduling will be guided by comprehensive needs assessments, SIT team planning, staff and student surveys, and academic performance data. Stakeholders, including teachers and leadership, will be able to clearly articulate how resources are targeted to support instructional goals such as literacy, math growth, intervention support, and SEL development. Staff will have protected time for collaboration, planning, and high-quality instruction, while human resources (coaches, interventionists, and support staff) will be deployed to address the areas of greatest need. The school budget will remain transparent and consistently support initiatives outlined in the school improvement plan.		Maryann Everett	06/30/2026
Actions				1 of 3 (33%)		
	6/9/25	ATSI Needs Assessment		Complete 06/09/2025	Maryann Everett	06/09/2025
		<i>Notes:</i> https://docs.google.com/document/d/1vO2P3rk394lqWPtDG7UrX0vSoH3w_4r65bMjp-pjhyE/edit?tab=t.0				
	6/9/25	Use SIT team planning, academic performance data, staff and student surveys, and classroom observations to identify instructional priorities (e.g., literacy, math growth, SEL, interventions). Align these priorities with the school improvement plan to guide all funding, scheduling, and staffing decisions.			Maryann Everett	06/30/2026
		<i>Notes:</i>				

6/9/25	Share budget allocations and staffing decisions with staff to build understanding and trust. Regularly review how allocated resources are impacting instructional priorities, making adjustments as needed to ensure alignment with student achievement goals.		Maryann Everett	06/30/2026
Notes: https://docs.google.com/document/d/1vO2P3rk394lqWPtDG7UrX0vSoH3w_4r65bMjp-pjhyE/edit?tab=t.0				

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	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
Initial Assessment:			There is a clear and established system for evaluating staff. However, there are no established procedures for recruiting, rewarding or replacing staff at the school level. The district currently offers a \$1000 interest free loan to all new hires. The district also offered \$1000 sign on bonuses for vacant math positions in the secondary areas (6-12). District representatives attend various recruitment opportunities.	Limited Development 09/26/2016		
			Priority Score: 3 Opportunity Score: 1 Index Score: 3			
How it will look when fully met:			To recruit and retain high quality staff for ECPPS.		Maryann Everett	06/07/2027
Actions				6 of 7 (86%)		
9/28/16			The principal and assistant principal will evaluate all teachers according to state and district guidelines.	Complete 06/11/2018	Dexter Jackson-Heard	06/11/2019
Notes:						
10/16/17			School and district will support beginning teachers through various support meetings, mentoring and professional development.	Complete 06/15/2020	Kelly Cowell	06/30/2019
Notes:						
9/27/16			Move toward offering conditional contracts for hard to fill positions, such as, math, EC, and science.	Complete 06/30/2017	Tammy Sawyer	06/30/2019
Notes:						
12/2/21			Using budget flexibility to purchase instructional resources to increase teacher morale.	Complete 12/15/2020	Lisa Giarmono	12/15/2020

Notes: To increase staff morale				
(We did not use this flexibility in 2021-2022 school year.)				
2/11/21	Hiring an Assistant Principal and Behavior Coach to reduce discipline problems and increase attendance rates.	Complete 02/11/2021	Admin Team	09/01/2021
Notes:				
11/14/22	Hiring non-certified staff to be classroom teachers	Complete 05/27/2022	Maryann Everett	06/03/2022
Notes: We hired non-certified staff to be classroom teachers under Restart.				
6/13/24	Use Employment Requirement to place certified staff in positions outside their certification.		Maryann Everett	06/15/2026
Notes: This flexibility was used in 2023-2024 school year. This flexibility was used in 2024-2025 school year. This Flexibilty is being used in 2025-2026 school year				
Implementation:		06/13/2024		
Evidence	2/11/2021 Positions filled August 2021 Vacant positions were filled with non-certified staff.			
Experience	2/11/2021 Admin team interviewed and hired for both positions. Funding was not allowed to use as on going flexibility July 2021 Staff were hired in August 2021 for the 2021-2022 school year.			
Sustainability	2/11/2021 Funds used for these positions August 2021 Funds were used for positions.			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	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
Initial Assessment:			The school utilizes school performance data and student demographic data to set priorities and drive professional development needs. However, an informal survey was developed and distributed to staff to measure professional development needs. In addition, our school counselor also developed and distributed a needs assessment to help determine staff professional development needs as they relate to student social and emotional needs.	Limited Development 09/26/2016		
How it will look when fully met:			By the end of the 2025–2026 school year, P.W. Moore Elementary School will establish a fully data-driven culture in which school performance and classroom observation data are regularly analyzed to guide school improvement and professional development decisions. All SIT, PLC, and grade-level meetings will begin with current student data—including attendance, behavior, achievement, and growth—and will generate targeted action steps. Teachers and students will take ownership of their data, using it to inform instructional decisions, small group formations, and lesson planning. Evidence of success will include visible use of data in lesson plans, small group instruction, and collaborative PLC efforts to support students academically, behaviorally, and in attendance.		Maryann Everett	05/31/2026
Actions				6 of 9 (67%)		
	3/26/18	Revisit bullet points from CNA Unpacking Report with staff.		Complete 06/15/2020	Chandra Eley	03/19/2019
	Notes: SIT Co-Chairs will share the findings of the CNA Unpacking Report with all staff to ensure full understanding of their findings.					
	3/26/18	Develop a presentation to present to staff on work from unpacking with DPI and the next steps that PWM will take as a school.		Complete 06/15/2020	Chandra Eley	03/19/2019
	Notes: SIT Co-Chairs will share with the school what DPI shared during the unpacking and what direction PWM will go in from here.					
	9/27/16	The LEA will provide grade/subject specific professional development based on need		Complete 06/15/2020	District Team Member	06/06/2019
	Notes:					

9/27/16	Leadership team will facilitate data analysis professional development days to evaluate and adjust instruction based on mClass data, district provided benchmarks, common assignments, and K-2 math assessments.	Complete 06/15/2020	Denise Spencer	06/15/2020
<i>Notes:</i> Data wall, adjusted instructional plans, and flexible grouping.				
9/27/16	Weekly PLCs to analyze student data, behavior, and attendance.	Complete 05/27/2024	Maryann Everett	05/27/2024
<i>Notes:</i> Meeting minutes, agendas, and classroom data.				
9/27/16	Leadership team will study trends based on classroom observations and visits to make decisions about professional development needs of teachers and staff.	Complete 05/27/2024	Maryann Everett	05/27/2024
<i>Notes:</i> Observation data, class walk-through data, and behavioral data				
9/27/16	Begin every SIT, PLC, and grade-level meeting with a review of current student data on attendance, behavior, achievement, and growth. Use this data to identify students in need and generate specific, actionable steps for instructional improvement, interventions, and support.		Maryann Everett	05/27/2026
<i>Notes:</i>				
9/14/25	Provide teachers with tools and training to track and analyze their students' progress regularly. Encourage students to set personal goals and monitor their own growth, ensuring they understand their performance and take active steps to improve.		Jennifer Hilliard	06/10/2026
<i>Notes:</i>				
9/14/25	Team will ensure that lesson plans, small group formations, and intervention strategies reflect recent data analysis. Conduct classroom walkthroughs and observations to ensure fidelity of data-driven instruction and provide timely feedback to teachers for continuous improvement.		Maryann Everett	06/10/2026
<i>Notes:</i>				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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:			All students will be receiving differentiated, quality instruction in small group instruction. Grade level teams, and student support services frequently analyze data to identify students in need. Students receiving supplemental intervention are referred to intensive intervention as needed and tracked (ie, EC, 504, and tutoring). Interventions would be evidence-based and include academics, attendance, and behavior initiatives.	Limited Development 09/19/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			By the end of the 2025–2026 school year, P.W. Moore Elementary School will fully implement a tiered instructional system that ensures all students receive differentiated, evidence-based instruction aligned to their individual needs. Grade-level teams and student support services will regularly analyze data to identify students in need, providing supplemental and intensive interventions as appropriate, including academic, attendance, and behavior supports. Evidence of success will include consistently executed small group lesson plans, completed intervention mapping templates, increased student academic achievement, and enhanced 21st Century afterschool programming that supports mastery of grade-level standards.		Maryann Everett	05/27/2026
Actions				7 of 10 (70%)		
	9/27/16	All teachers will utilize the school approved instructional framework to plan and implement evidence based lessons that incorporate higher-order thinking.		Complete 06/15/2020	Stephanie Ambrose	06/07/2019
Notes:						
	9/27/16	All English Language Arts teachers will implement guided reading within their instructional blocks.		Complete 06/15/2020	Stephanie Ambrose	06/07/2019
Notes: Guided reading plans and student data						

10/16/17	Teachers of students on the extended content standards (ECC) course of study will conduct monthly pre-and post-assessments of students' skills and mastery through the Unique program	Complete 06/15/2020	Elizabeth Whidbee	06/07/2019
<i>Notes:</i>				
10/22/20	A master schedule will be developed both remote and in-person instruction to allow for time for both supplemental and intensive intervention in math and literacy.	Complete 10/15/2020	Maryann Everett	10/15/2020
<i>Notes:</i>				
9/27/16	Student performance data will be analyzed to determine which students need Tier II and III interventions.	Complete 05/27/2021	Lisa Giarmono	05/27/2021
<i>Notes:</i> Student data from mClass, Star, benchmark assessments, and common classroom assignments.				
4/15/21	All license staff will complete the three MTSS module trainings through NCEES.	Complete 05/27/2021	Stephanie Ambrose	05/28/2021
<i>Notes:</i> Staff will work on self-paced modules for MTSS professional learning.				
9/27/16	Teachers will provide intervention using evidence-based instruction through small group for all students across all tiers. Teacher will utilize an intervention mapping template to document the structure of intervention, and progress monitoring.	Complete 06/02/2023	Maryann Everett	06/02/2023
<i>Notes:</i> Student data, structured differentiated lesson plans , small group math and reading, structured intervention time. This year we have implemented a template to support and track intervention. The school has shown growth in most areas.				
9/22/23	The school will hold weekly grade-level team meetings and student support team sessions to analyze academic, attendance, and behavior data. Identify students in need of supplemental or intensive interventions, update intervention mapping templates, and ensure appropriate evidence-based supports are implemented and tracked.		Maryann Everett	06/10/2026
<i>Notes:</i> Increase proficiency in reading to 55% based on EOG scores. Increase proficiency in math to 55% based on EOG scores. Increase proficiency in science to 55%				

9/14/25	The admin team will ensure teachers deliver high-quality, small-group, evidence-based instruction tailored to student needs across all tiers. Regularly review lesson plans and conduct classroom observations to monitor fidelity of instruction, provide feedback, and adjust interventions as needed to maximize student growth and mastery of grade-level standards.		Maryann Everett	06/10/2026
<i>Notes:</i>				
9/14/25	Leverage 21st Century Afterschool Programming to Reinforce Learning: Align after-school activities with grade-level standards and ongoing classroom instruction to provide additional targeted support. Track student participation and progress, ensuring that students who need supplemental or intensive interventions have opportunities to reinforce skills and master standards in a structured afterschool setting.		Lisa Giarmono	06/10/2026
<i>Notes:</i>				
Implementation:		10/22/2020		
Evidence	10/22/2020 A copy of the master schedule.			
Experience	10/22/2020 The admin team created the master schedule.			
Sustainability	10/22/2020 Monitor teacher use of the schedule.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers teach PBIS lessons as well as have the guidance counselor meet with students in small group and individual counseling, Positivity Project, Educator's Handbook, Second Step (Tier I), Kelso's Choice (Tier I), Behavior Contracts (Tier III), Mentoring Programs, MTSS meetings, Grade level PLCs, and Staff Meetings are used to share additional information about trends that are being seen and what resources we have to address those. Further, there is still a need for restorative practices to be implemented school-wide to support relationship building and a need to ensure consistent implementation of a Caring School Community across the school.	Limited Development 02/23/2018		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			There will be school-wide use of MTSS incentives to positively reward students for behavior. Time in the classroom will increase as teachers are able to mitigate minor misbehavior and utilize classroom-based consequences. Restorative Discipline is implemented consistently across all grade levels, data points are utilized to problem solve behavior management at the core level and to determine the need for intervention. Finally, the number of incidences will be reduced .		Lisa Giarmono	05/31/2027
Actions				11 of 12 (92%)		
	10/9/18	Positivity Project PD All Staff		Complete 08/23/2018	Lisa Giarmono	10/31/2018
	<i>Notes:</i>					
	10/10/18	All staff will participate in Educators Handbook training.		Complete 10/31/2018	Stephanie Ambrose	10/31/2018
	<i>Notes:</i>					
	10/10/18	Professional Development for beginning and new teachers will be provided.		Complete 03/28/2019	Cheryl Bogue	12/01/2018
	<i>Notes:</i>					
	10/10/18	Check-in Check-out process will be implemented with Tier II and III students.		Complete 12/14/2018	Lisa Giarmono	12/14/2018

<i>Notes:</i>				
10/10/18	Behavior contracts will be implemented based on discipline data.	Complete 06/04/2019	Lisa Giarmono	06/07/2019
<i>Notes:</i>				
10/10/18	All teachers will teach PBIS Lessons at the beginning of each nine weeks.	Complete 06/04/2019	Lisa Giarmono	06/07/2019
<i>Notes:</i>				
10/10/18	All teachers will implement Class Dojo daily to monitor behavior as a means to communicate to parents.	Complete 06/04/2019	Lisa Giarmono	06/07/2019
<i>Notes:</i>				
12/2/21	We used budget flexibility to buy incentives to reward students that followed PBIS expectations. Supplies were disbursed to teachers to reward students.	Complete 11/02/2020	Lisa Giarmono	10/15/2020
<i>Notes:</i> Goal- to reduce student referrals. (we did not use this flexibility in the 2021-2022)				
4/15/21	Teachers will establish Virtual/ Hybrid Expectations for the school year, as well as procedures for In-person instruction during COVID.	Complete 05/28/2021	Lisa Giarmono	05/28/2021
<i>Notes:</i> Teachers review with students in person and online the procedures to engage in lessons, complete assignments, and being present in the school building.				
10/10/18	A mentoring program will be implemented to address subgroup identified needs.	Complete 05/27/2022	Michael Barclift	05/27/2022
<i>Notes:</i>				
10/10/18	Individual/ small group sessions with the School Counselor will be provided to students based on data and teacher input.	Complete 05/24/2024	Lisa Giarmono	05/27/2024
<i>Notes:</i>				
9/22/25	By June 2025, 100% of teachers will implement effective classroom management strategies by explicitly teaching and consistently reinforcing school-wide expectations, classroom rules, and procedures using the school's behavior guide.		Maryann Everett	06/19/2026
<i>Notes:</i>				
Implementation:		06/25/2019		
Evidence	6/4/2019 Behavior contracts, Counseling referral forms, check in and check out for parents and students, sample kelso's lessons, classrooms using Dojo, teacher sign off sheet for pbis lessons.			

<i>Experience</i>	6/4/2019 Teachers have been teaching pbis lessons at the beginning of every nine weeks, Classroom management pd for Beginning teachers, Kelso's lessons to students, second step lesson and the positivity project and receiving training from a resilience team.			
<i>Sustainability</i>	6/4/2019 Continuing to teach the PBIS strategies will help sustain our current success.			

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals

	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
Initial Assessment:			During the 2020-2021 school year, there is a need for unique levels of support for family engagement due to the COVID-19 pandemic. All meetings and events have transitioned to virtual meetings until further direction from the state and district. ParentSquare has been implemented this school year to assist with two-way communication between school and home. The School Improvement Team has a schedule of Title I events already in place with each event being designed to help parents understand what they can do at home to support their children. The School Improvement Team will put parent workshops in place to support parents with the curriculum of the home, especially during remote learning. We offer parent-teacher conferences, during which parents will receive a current update on their child's academic and behavioral progress. Title I Parent-Teacher-Student Compacts will be signed virtually this year. Members of the school staff are also working to re-establish an active Parent-Teacher Organization, however, overall attendance is still lower than desired. Goal 3: The school has partnered with ECU to become the first rural community school. A community school coordinator has been hired and we are planning to have a family meal on the second Tuesday of the month. We are bringing support from the community to help students and build a better partnership with parents. We will increase school and community relationships from .008 % to 50% by the end of the first year of implementation. This will be measured by the number of participants in our monthly dinners.	Limited Development 09/26/2016		
How it will look when fully met:			100% engagement in ParentSquare between families, teachers, and the school. Increased attendance for Title I events, including parent conferences and a strong PTO. Funding sources used will be Title I parental involvement money and PTO membership dues.		Lisa Giarmono	05/27/2027
Actions				6 of 7 (86%)		
	10/11/18	Teachers have been assigned Class Dojo accounts and classrooms have been populated by Class Dojo master.		Complete 01/14/2019	James Lunt	01/14/2019

<i>Notes:</i>				
9/27/16	All teachers will effectively and consistently use Class Dojo to communicate behavior performance which is aligned to our school PBIS plan.	Complete 06/04/2019	James Lunt	06/07/2019
<i>Notes:</i> Class Dojo accounts,				
10/16/17	School will engage parent and community stakeholders through a variety of communication methods including: podcasts and support videos posted to school website and/or Class Dojo to provide parents help with math and ELA strategies used at school, a daily student agenda to be sent back and forth between home and school for second-fifth grade students, and a weekly home-school communicator folder to promote additional and structured two-way paper communication.	Complete 06/15/2020	Dexter Jackson-Heard, Chandra Eley, Jil	06/07/2019
<i>Notes:</i>				
9/27/16	Plan and implement scheduled Title I events throughout the school year.	Complete 05/27/2021	Stephanie Hall	05/27/2021
<i>Notes:</i> Evidence will be Title I event flyers, sign in sheets, and survey results.				
9/27/16	All teachers will schedule and conduct parent-teacher conferences.	Complete 05/27/2021	Stephanie Ambrose	05/27/2021
<i>Notes:</i> Evidence will be parent-teacher conference invitations through ParentSquare, a roster of attendance, teacher conference schedules, student progress reports, and signed Title I compact form using google form survey. In January, evidence will include retention candidate letters and parent-teacher contact logs.				
9/22/23	The school has partnered with ECU to become the first rural community school. A community school coordinator has been hired and we are planning to have a family meal the second Tuesday of the month. We are bringing support from the community to help students and building a better partnership with parents. We will increase school and community relationships from .008 % to 50% by the end of the first year of implementation. This will be measured by the number of participants in our monthly dinners.	Complete 06/10/2024	Lisa Giarmono	06/10/2024
<i>Notes:</i>				
9/27/16	School Improvement Team and Title I team will work to re-establish an active Parent Teacher Organization.		Monota Johnson	05/27/2026
<i>Notes:</i> Evidence will be meeting members, PTO membership roster, PTO calendar of events.				